

The North Carolina Center for the Advancement of Teaching

**Report Pursuant to Section 8.10 of Session Law 2013-360 of the
North Carolina General Assembly**

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NORTH CAROLINA LEGISLATIVE SUMMARY

Session Law 2013-360 Section 8.10

In July 2013, the North Carolina General Assembly directed the North Carolina Center for the Advancement of Teaching (NCCAT) to report on five aspects by February 1, 2014:

1. A description of the program’s mission, goals, and objectives.
2. An examination of the program’s governance structure and an assessment of whether the existing governance structure adequately supports the program’s mission, goals, and objectives.
3. The extent to which NCCAT’s fund, agency, division, and program objectives complement General Assembly policies in the areas of digital learning and early grades literacy.
4. Performance measures for determining whether the program is meeting the program’s mission, goals, and objectives.
5. Recommendations for statutory, budgetary, or administrative changes needed to improve the efficiency and effectiveness of the program.¹

This report is presented in fulfillment of this requirement.

BACKGROUND

The 1985 General Statute 116-74.6 established the North Carolina Center for the Advancement of Teaching as “a center dedicated exclusively to the advancement of teaching as an art and as a profession.” The Center was “to provide career teachers with opportunities to study advanced topics in the sciences, arts, and humanities and to engage in informed discourse, assisted by able mentors and outstanding leaders from all walks of life; and otherwise to offer opportunity for teachers to engage in scholarly pursuits.”

The 2009 General Statute 115C-296.5 expanded NCCAT’s professional development scope with the inclusion of beginning teachers. The amended legislation also transferred administration from the University of North Carolina Board of Governors to the State Board of Education with the requisite that NCCAT “shall exercise its powers and duties through its own board of trustees.”

EXECUTIVE SUMMARY

For 28 years, NCCAT has been an integral partner in the state’s commitment to ensure that all children in North Carolina’s schools have the highest quality education by providing professional development that gives pre-kindergarten through twelfth grade teachers essential skills and knowledge to positively impact student learning and student achievement.

Education and economic development are inextricably connected. The two cannot be untied. A high-quality workforce in our state depends on a high-quality educational system that can only be attained through excellent teachers. In these times of budgetary challenges, it is critical that we help teachers become excellent teachers by arming them with the best possible professional development. North Carolina’s teachers need a place that provides the most current knowledge and skills through professional development that inspires them to bring this new learning back into their classrooms. NCCAT is that place.

NCCAT is a practical and efficient center for professional development that can quickly address state education initiatives. Examples include designing timely programs that help teachers navigate the expanding world of digital learning and strategies that help teachers ensure their students are able to read before they leave the third grade.

Effective teachers are the strongest indicators of change in student growth and learning.² NCCAT makes effective teachers **great teachers**. NCCAT supports teachers as they navigate the changing arena of the classroom—taking them from books to digital tools. The Center has a strong history of researching, designing, and implementing high quality professional development that increases teachers’ commitment to the teaching profession and leads to positive changes in instructional practice.

There is no more important task facing the United States than providing a high-quality education for all children. The nation’s economic future depends on employers’ ability to find qualified workers to fill the increasingly demanding jobs that offer good wages in a global 21st century marketplace ... This challenge is increasingly being recognized as a human capital challenge: recruiting, developing, and retaining highly effective teachers who can help all students learn.

Committee for Economic
Development (2012)

NCCAT VISION: ADVANCING TEACHING

NCCAT will serve as *North Carolina's comprehensive professional development center* addressing state education initiatives including early grades literacy and modeling state-of-the-art digital learning tools. NCCAT faculty will design optimal learning experiences for teachers, bringing in the latest expertise, building communities of professional practice, and helping teachers adapt new learning for their individual classrooms. Upon return to their home schools, master teachers will share their new knowledge and skills with their colleagues in a sustained approach to improve instructional practice across the state. Through online support and face-to-face trainings, NCCAT faculty will continue to support these master teachers. NCCAT will become a national model of how a state can systematically address state education initiatives with professionalism, effectiveness, and efficiency.

ONGOING IMPACT:

- **Retaining beginning teachers at nationally competitive rates.** Beginning teachers in high-need, low-wealth school districts who participated in NCCAT's induction program report a 94% probability of continuing in teaching and a 77% probability of returning to their same school the following year.
- **Increasing educators' commitment to teaching.** Ninety-eight percent of NCCAT participants state that the NCCAT experience reaffirmed their commitment to education.
- **Improving instructional practice and student performance.** Surveyed teachers (94%) and administrators (71%) report that NCCAT's professional development led to changes in teacher practice and observable increases in student achievement.
- **Growing teacher leaders.** NCCAT provides a continuum of professional development to teachers throughout their careers, supporting teacher leaders as they bring about change in their classrooms, schools, districts, and state.
- **Bringing together unique partners to benefit teachers and students.** NCCAT serves as a bridge, uniting teachers with partners from other educational institutions, state agencies, the business community, and non-profit organizations.

FUTURE OPPORTUNITIES:

- **Addressing state education initiatives.** NCCAT is expanding professional development opportunities in the critical need areas of early grades literacy and digital learning:
 - **Early Grades Literacy**
 - Expanding professional development opportunities to assist the state in implementing the *North Carolina Read to Achieve Program*.
 - Providing opportunities for educators to fulfill licensure renewal requirements related to *Read to Achieve* legislation through NCCAT's consistently high-quality professional development.
 - Conducting one or more North Carolina summits, *Successful Summer Reading Camps*, for administrators and state and district reading specialists.
 - **Digital Learning**
 - Expanding professional development opportunities to assist the state in implementing legislation related to teaching and learning with digital and other technologies.
 - Providing opportunities for educators to fulfill licensure renewal requirements related to digital learning legislation through NCCAT's consistently high-quality professional development.
 - Certifying over 2,000 *Data Literacy Leaders* across the state as specialists to train educators in the use of digital tools to better assess student testing data.
- **Addressing school and district challenges.** NCCAT will provide targeted school and district assistance in areas identified by schools and districts at the local level.
- **Increasing the scope of NCCAT's beginning teacher support program.** With grant funding, the highly successful induction program, *NCCAT Connections*, will move from a direct instruction model to a statewide model utilizing face-to-face and online instruction.
- **Expanding partnerships.** NCCAT will continue to build new partnerships to fulfill the Center's mission of advancing teaching as an art and as a profession.

RECOMMENDATIONS FOR CHANGES

In response to the North Carolina General Assembly's request for recommendations for statutory, budgetary, or administrative changes needed to improve the efficiency and effectiveness of the program, the NCCAT Board of Trustees proposes the following recommendations:

RECOMMENDED STATUTORY CHANGE

General Statute 115C-296.6. authorizes NCCAT's current governance structure, including the composition of the board of trustees and the designating appointers. The NCCAT Board of Trustees recommends that membership should increase from fourteen³ to seventeen members to increase statewide representation of the Board of Trustees.

RECOMMENDED BUDGETARY CHANGES

The NCCAT Board of Trustees recommends that the budgetary designation for the North Carolina Center for the Advancement of Teaching be changed from one of non-recurring funds to recurring funds. This will position NCCAT to better plan for the future and make long-term commitments to grow state educational initiative programming with year-to-year funding.

The NCCAT Board of Trustees also recommends that the North Carolina General Assembly restore \$1.7 million to the NCCAT budget in the 2014 General Assembly session. This \$1.7 million request includes a restoration of \$1.5 million of the \$3 million reduction that was incurred during the 2011-12 budget year, and an additional \$200,000 so that NCCAT's technology capabilities can be brought up to date and maintained ensuring that all technological programming for teachers is conducted in a state-of-the-art environment. These monies will be used to increase programming opportunities for North Carolina's public school educators (traditional and charter)⁴ in response to the state education initiatives related to early grades literacy and digital learning.

In addition to the \$1.7 million, the NCCAT Board of Trustees recommends that the North Carolina General Assembly restore \$1.5 million to NCCAT's budget in the 2015 General Assembly Biennial Budget, returning NCCAT to approximately its 2010-11 funding level. This

will provide NCCAT with the ability to continue to upgrade professional development opportunities to address the changing state educational initiatives, and to significantly increase the number of teachers served.

RECOMMENDED ADMINISTRATIVE CHANGES

General Statute 115C-296.6. authorizes that “The chief administrative officer of NCCAT shall be an executive director who shall be appointed by the NCCAT Board of Trustees.” The NCCAT Board of Trustees will create and implement a plan to ensure that the executive director maintains a more visible presence in the state’s capital to increase communication with state educational leaders and policymakers and to respond to state education initiatives. In addition, a more significant presence in the Raleigh area would provide more efficient access to and better coordination and oversight of the two NCCAT campuses.

The NCCAT Board of Trustees will conduct a comprehensive efficiency study to review current processes, infrastructure, facilities, personnel, and other associated structures and programming. This study also shall include an analysis of the relationship of NCCAT programming to other professional development systems in North Carolina.

One: Mission, Goals, and Objectives

NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING

The 1985 General Assembly established the North Carolina Center for the Advancement of Teaching (NCCAT) “to provide career teachers with opportunities to study advanced topics in the sciences, arts, and humanities and to engage in informed discourse, assisted by able mentors and outstanding leaders from all walks of life; and otherwise to offer opportunity for teachers to engage in scholarly pursuits, through a center dedicated exclusively to the *advancement of teaching as an art and as a profession.*” (G. S. 116-74.6)

The 2009 General Statute 115C-296.5 expanded NCCAT’s professional development purview with the inclusion of beginning teachers. “Priority for admission to NCCAT opportunities shall be given to teachers with teaching experience of 15 years or less. NCCAT may also provide training and support for beginning teachers to enhance their skills and in support of the State's effort to recruit and retain beginning teachers.”

Since 1985, NCCAT has provided public school educators with professional development opportunities that impart essential instructional strategies for the classroom. NCCAT supports the learning needs of teachers by providing access to the latest knowledge, evidence-based best practices, and cutting-edge technical skills critical to teachers’ ability to increase student learning in their classrooms and schools. NCCAT programming puts state education initiatives into classrooms, reignites excitement for learning, increases teachers’ commitment to the profession, and helps retain these teachers in the profession. With campuses in Cullowhee and Ocracoke, NCCAT consistently serves educators in all of North Carolina’s 100 counties.

NCCAT MISSION, GOALS, AND OBJECTIVES

NCCAT is driven by its mission—to *advance teaching as an art and as a profession* which, like its goals, is derived from the statutory charge of the North Carolina General Assembly. The “art” of teaching generally begins with learning the “mechanics” of teaching; for example, how to get the students’ attention, transition smoothly from one lesson to the next, and prevent disruptive student behavior. With time and practice, these procedures become a fluid part of the accomplished teacher’s instructional plan.

Teachers in the NCCAT seminar, *Catching Up with Your Students: Navigating Technology for 21st Century Classrooms* (November 2013), help emphasize *how* NCCAT advances teaching as an art and as a profession:

NCCAT advances teaching as a profession. Being a classroom teacher can be a solitary profession. You are in your classroom all day with students, and after school there are so many demands and so much to do in preparation for the next class that you do not spend much time with other teachers. NCCAT provides time to learn new ideas not only from the presenters, but from other professionals in the teaching field. You have time to discover what other teachers are doing, what works in other classrooms, and what commonalities and differences exist across the state. Sharing with other professionals enhances your ability, your creativity, and ultimately you as a professional educator.

Kim Lowman, East Alexander Middle School, Alexander County

NCCAT is unique in that it provides educators from all over the state the opportunity to learn best practices in the profession of educating our children. We not only learn from experts, we learn from each other. We discuss, share, enlighten, advance, and support each other as we work to improve our instructional methods. Teachers are given resources, tools, ideas, and up-to-date information in an educational environment that values and promotes teaching as a profession and an art. You cannot walk away from here [NCCAT] without returning to your classroom a better and more effective teacher.

Elizabeth Quick, Grady Brown Elementary School, Orange County

The NCCAT Board of Trustees approves and monitors NCCAT’s goals and objectives as described in the NCCAT Strategic Plan.⁵

GOAL 1: DEVELOPING PROFESSIONAL EDUCATORS

- To provide statewide high-quality professional development for North Carolina’s teachers.
- To create and deliver professional development that helps retain teachers in the educational profession.
- To create and deliver professional development that has a positive impact on classroom practice.
- To create and deliver professional development that has a positive impact on student performance.

Trustees of the Committee for Economic Development describe the business-wise recognition of how valuable human capital is to the success of their enterprises. With respect to K–12 education, they also acknowledge the interconnectivity between meeting an organization’s goals and human capital policies, especially through effective professional development.⁶ NCCAT is dedicated to providing high-quality professional development for North Carolina’s public school teachers recognizing the importance of professional development in helping teachers improve their instructional practice and increase student learning.⁷

NCCAT also recognizes the importance of keeping good teachers in the classroom and the role professional development plays in increasing teachers’ commitment. The National Commission on Teaching and America’s Future (NCTAF) analyzes costs of between \$8,000 and \$13,650 per teacher turnover. “When a teacher leaves a district, the costs of recruiting, hiring, and training a replacement teacher are substantial. ... thousands of dollars walk out the door each time a

Now, we are embarking on a whole new venture to help strengthen and retain competent career teachers in our public schools. What has been an idea, a concept, a dream, is now becoming a reality—the North Carolina Center for the Advancement of Teaching. ... It is the product of many people’s efforts, including teachers in our schools who have felt a real need for renewal of their knowledge and teaching skills as they extend their careers in teaching.

Phillip Carson, Chairman of the UNC Board of Governors at the first meeting of the NCCAT Board of Trustees, October 3, 1985.

teacher leaves.” And, unfortunately, high teacher turnover correlates with those least capable of securing funds to replace teachers, schools with “high poverty, high minority, and/or low performing student populations.”⁸ Keeping effective teachers in the classroom makes good sense.

Research supports that strong professional development improves teacher effectiveness, increases retention, and improves student achievement.⁹ North Carolina’s teachers reported in the *2012 North Carolina Teacher Working Conditions Survey* that they valued high-quality professional development, rating many aspects more positively than other states’ educators, including enhancing teachers’ abilities to: improve student learning (87%); implement instructional strategies that meets students’ diverse needs (84%); and, strengthen content knowledge (77%).¹⁰

NCCAT develops professional educators by providing programming that keeps highly-qualified teachers in the profession, improving teachers’ instructional practice and effectiveness, which positively impacts student performance.

GOAL 2: BEING A LEADER IN PROFESSIONAL DEVELOPMENT

- To demonstrate leadership in professional development through excellence in professional development design and delivery.
- To demonstrate leadership in professional development through responsiveness to state education initiatives.

Leaders set the industry standard for excellence. As a leader in professional development, NCCAT strives to provide the highest level of learning experiences. A comprehensive analysis, *Reviewing the Evidence on How Teacher Professional Development Affects Student Performance*, reports common characteristics of effective professional development related to content and activities, format, outside experts, time, and follow-up.¹¹ Effective professional development focuses on specific subject-related content and/or pedagogical practice, includes outside experts to present novel ideas and approaches, encompasses at least 30 contact hours,

features a “workshop” or institute approach with active-learning experiences, and includes follow-up to ensure sustainability.

NCCAT’s programming staff models these effective professional development practices by designing and conducting research-based instructional programs based on pedagogical practice and/or subject-specific content. Teachers as active learners work with expert instructors to increase understanding of their subject area concepts and learn ways they can use these concepts to help students make critical connections to new knowledge. Working with outside expert instructors introduces teachers to new ideas and new approaches, and reduces the likelihood of doing only what is familiar and comfortable.¹² NCCAT’s programming averages more than 30 contact hours in recognition that teachers need time to analyze and reflect on their practice and work on specific instructional strategies to bring about change. There is an expectation that teachers will not only transfer their new knowledge and skills into their own classroom, but will also take this new knowledge back to their colleagues upon return to their schools. With new digital avenues, approaches to grow and sustain online communities are being piloted to exponentially expand teachers’ connectivity and their access to colleagues’ instructional strategies.

A leader in professional development must anticipate and respond to the shifting priorities of teachers and their students. NCCAT responded to state education initiatives by providing professional development related to dropout prevention, STEM instruction, beginning teacher induction, teacher leadership, and service to low-wealth, high-need public school districts. Now, with legislation related to early grades literacy and digital learning, NCCAT has modified its programming to provide teachers with even more opportunities to participate in professional development in these essential areas.

GOAL 3: FOSTERING SUCCESSFUL EDUCATIONAL INNOVATION

- To create and deliver new and innovative professional development that meets the unique needs of teachers.
- To foster innovation in the educational community.

- To secure external funding and leverage partnerships to increase NCCAT’s capacity to foster innovation.

Students in our classrooms today will be asked to solve problems in tomorrow’s workplaces that have yet to be imagined. How can teachers prepare their students for the unknown? This is a question our teachers face daily as they carefully choose professional development that is relevant and state-of-the-art to meet the needs of their twenty-first century learners.

With an increasing recognition of the importance of helping students compete in a global knowledge economy, NCCAT instructs teachers to help their students learn to think critically, analyze information, communicate effectively, adapt to changing environments, collaborate with others, and take initiative in seeking creative solutions.¹³

NCCAT helps teachers help their students think and act differently by empowering teachers to think and act differently. Pulling away from the norm is one way to start thinking innovatively. The corporate world recognizes the importance of increasing distance from standard procedures in order to increase creativity and productivity. Businessinsider.com describes the importance of providing “an opportunity to take a step back and realign, rethink, and break down how to do it better ... That stepping back allows you to set larger goals and align depth of vision.”¹⁴

The concept in business of “stepping back” or stepping away from “business as usual” in order to be more effective is not easily transferred to the often bureaucratic world of education. NCCAT’s basic design of professional development models ways to help teachers step away from “business as usual” in order to gain new and innovative perspectives on thinking and learning.¹⁵

NCCAT continues to seek external funding and leverage partnerships that will support the Center in designing and conducting innovative programming.

GOAL 4: VALUING, RENEWING, AND MOTIVATING EDUCATORS

- To provide a productive learning environment for educators.

Major professions recognize the importance of committing time to continue learning.¹⁶ The military describes the essential importance of a “lifelong learning culture to strengthen a mission ready force” through continuing professional development.¹⁷ Attorneys, doctors, and architects have well-established means for ensuring that they maintain their existing skills and learn new knowledge in order to be more productive. It would seem that teachers in the learning profession would have little difficulty continuing their professional development by staying abreast of expanding knowledge. Unfortunately, this fact is not always recognized or supported in comparison to other professions.¹⁸

Teachers in the United States average only 13 hours of professional development each year.¹⁹ Many teachers collaboratively gather at their schools for informative meetings and skills training; however, the recognition is that intensive new knowledge and skills acquisition takes time.²⁰ Change in instructional practice takes time. Research supports that “initiatives that showed positive effects included 30 or more contact hours” of professional development.²¹ Effective professional development requires “considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both.”²² NCCAT recognizes that the most valuable resource teachers have is time. Analysis of the learning process and environment are conducted to ensure that teachers maximize their time while at NCCAT.

Research describes the strong impact that the learning environment has on productivity. A recent study of working conditions in schools analyzed teachers’ level of satisfaction and career decisions, and subsequent student achievement. Even in areas with high-poverty and high-minority populations where resources were more limited and environmental working conditions more difficult, teachers rated elements that were social in nature as mattering the most. Relationships with colleagues, the principal’s leadership, and the school culture, “the extent to which school environments are characterized by mutual trust, respect, openness, and commitment to student achievement” were more important in teachers’ decisions to stay or go.²³

It follows that professional development centers should also embody learning conditions that reflect trust, respect, openness, and commitment to learning that can enhance student achievement. NCCAT treats teachers with respect, embedding them in deep learning that not only enhances their capabilities, but also helps them bring richer learning experiences to their students. Teachers from across the state “share their practice, reflect on what works or doesn’t work with colleagues and other knowledgeable experts.”²⁴

Two: Governance Structure

NCCAT’S GOVERNANCE STRUCTURE

In 1985, the General Assembly established NCCAT and legislated that the “Center shall operate under the general auspices of the University of North Carolina Board of Governors.” (G. S. 116-74.6) In 2009, the General Assembly transferred NCCAT to the State Board of Education. “The Center shall be located administratively under the State Board of Education but shall exercise its powers and duties through its own board of trustees. The board of trustees shall have full authority regarding all aspects of employment and contracts for the North Carolina Center for the Advancement of Teaching in accordance with State personnel policies and contract procedures.” (G. S. 115C-296.5)

General Statute 115C-296.5 authorizes the current governance structure, the composition of the board of trustees, terms, and officers as follows:

- (a) The NCCAT Board of Trustees shall be composed of the following membership:
 - (1) Two ex officio members: the Chairman of the State Board of Education and the State Superintendent of Public Instruction or their designees;
 - (2) Two members appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate;
 - (3) Two members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives; and
 - (4) Eight members appointed by the Governor, one from each of the eight educational regions.
- (b) Members of the NCCAT Board of Trustees shall serve four-year terms. Members may serve two consecutive four-year terms. The Board shall elect a new chair every two years from its membership. The chair may serve two consecutive two-year terms as chair.
 - (1) The chief administrative officer of NCCAT shall be an executive director who shall be appointed by the NCCAT Board of Trustees.
 - (2) The appointing authorities shall give consideration to assuring, through Board membership, the statewide mission of NCCAT.

ASSESSMENT OF GOVERNANCE STRUCTURE: STRENGTHS AND OPPORTUNITIES

After thorough examination, it is determined that the current governance structure for NCCAT has proven effective in supporting its mission, goals, and objectives as defined by General Statute 115C-296.5 and mandated by the North Carolina General Assembly.

- **STRENGTH: REPRESENTS THE CITIZENS OF NORTH CAROLINA**

NCCAT's governance structure gives voice to the citizens of North Carolina. The composition of the Board of Trustees and the Center's programming and policy are guided by input from its twelve governmentally and regionally-appointed Board of Trustees members and two ex officio members: the Chairman of the State Board of Education and the State Superintendent of Public Instruction. Through this representative body, NCCAT responds to the needs and concerns expressed by the voters of the state. Additionally, because the appointments are made by multiple office-holders, the state is ensured of input from varied constituent groups.

- **STRENGTH: SUPPORTS NCCAT'S MISSION, GOALS, AND OBJECTIVES**

NCCAT's governance structure supports NCCAT's mission, goals, and objectives. The NCCAT Board of Trustees "shall hold all the powers and duties necessary or appropriate for the effective discharge of the functions of NCCAT." (G. S. 115C-296.5(d)) The Board of Trustees approves a strategic plan to provide guidance and accountability for NCCAT to carry out its mission, goals, and objectives. Progress on the priorities enumerated by the Board of Trustees is defined by goals and measures written into the plan. The Executive Director keeps the Board of Trustees apprised of this progress at intervals throughout the year and at each Board of Trustees meeting. The strategic plan is flexible and adaptable and can therefore easily encompass the state education initiatives and other priorities as determined by the NCCAT Board of Trustees.

- **STRENGTH: RESPONDS TO STATE EDUCATION INITIATIVES**

The chief administrative officer of NCCAT is an Executive Director who is appointed by the NCCAT Board of Trustees. Periodically, the Executive Director is asked to come before the State Board of Education and also to the Joint Education Oversight Committee

to inform members of the ongoing work of the Center. NCCAT's executive management team is responsible for defining outcomes that align with its mission and vision. Responsiveness to state education initiatives is essential and germane to NCCAT's mission. For example, the General Assembly's 2012–2013 sessions directed the State Board of Education to develop and implement digital teaching and learning standards for teachers and school administrators, and to execute the *North Carolina Read to Achieve Program* legislation, (S.L. 2012-142 Section 7A). In response, NCCAT significantly increased professional development opportunities for digital learning techniques and early grades literacy for 2013–2014.

The current governance structure provides NCCAT with necessary oversight, but also allows for effective use of time and resources. The relatively small staff allows NCCAT to act with great speed and efficiency. For example, in May 2012, the North Carolina Department of Public Instruction requested that NCCAT create a train-the-trainer program that would exponentially increase the number of teachers in the state with expertise in assessment (or data) literacy. The desired outcome was to help teachers construct and administer formative assessments and appropriately use system-generated data to improve instruction. Because of NCCAT's governance structure, the Center was able to take on this programming responsibility immediately. In less than four months, NCCAT had recruited and trained its first cadre of data literacy experts. By June 2014, NCCAT projects certification of over 2,000 teachers as Data Literacy Trainers.²⁵

- **STRENGTH: BRIDGES PRE-K–12 AND POST-SECONDARY EDUCATION**

Transferring NCCAT's administration from the University of North Carolina Board of Governors to the State Board of Education was advantageous. The mission, goals, and objectives of institutions of higher education are different than those of pre-K–12 educators. NCCAT's proximity to the State Board of Education increases collaboration between NCCAT and NCDPI and provides immediate communication between NCCAT and the State Board of Education. With this administrative structure, NCCAT is best positioned to address state education initiatives and to provide immediate and essential support to public school educators. As a separate entity from the University of North

Carolina system (but with experience in both systems), NCCAT is able to serve as a bridge between pre-K–12 and post-secondary institutions in unique and effective ways. One recent example was the *P–16 Education Consortium* (September 2013) that NCCAT hosted for pre-K–16 math educators. Participants from NCCAT, Western Carolina University, Southwestern Community College, and ten school districts in Western North Carolina convened to discuss ways they could improve their educational practice to improve the knowledge and skills of Western North Carolina’s workforce.

NCCAT has a long history of partnering with post-secondary institutions including Western Carolina University, East Carolina University, and Duke University to provide superior educational experiences for teachers. NCCAT’s most recent partnership in the service of state education initiatives included collaborating with Western Carolina University faculty from the College of Education and Allied Professions to create programs that support early grade literacy. This approach is helping teachers execute the state’s *Read to Achieve* legislation through a variety of teaching strategies and learning activities which are being implemented in the state’s classrooms.

NCCAT recently partnered with multiple college departments to enhance digital learning through the *Carolina Coding Initiative* (December 2013). Representatives from Western Carolina University included faculty from: the College of Arts and Sciences (Mathematics and Computer Science); The College of Business (Computer Information Systems); and, the College of Education and Allied Professions. Representatives from Southwestern Community College included faculty from the Computer Information Systems and Web Technology Department. All partners worked together to increase understanding of the ways computer programming languages can enhance students’ higher order thinking skills across grades and subject areas. Over 100 teachers and community members attended the multi-day training sessions.

- **STRENGTH: ENSURES FISCAL EFFICIENCY**

The current governance structure provides NCCAT with a fiscal infrastructure that is internally managed and, therefore, more flexible than if it was part of a larger system. NCCAT employs onsite financial specialists who can provide quick and efficient solutions related to procurement, contracting, and purchasing issues. Multiple layers and levels of business processes and approvals can impede or curtail the delivery of programming. NCCAT is able to provide streamlined and efficient business services by utilizing approved processes and procedures while still maintaining state rules and regulations. For example, decisions regarding purchasing supplies and services for programming are promptly managed. NCCAT's fiscal infrastructure and minimal process steps ensure that the Center maintains structural business integrity (i.e., checks and balances) while providing legal and necessary segregation of duties.

- **ASSESSMENT OF GOVERNANCE STRUCTURE: OPPORTUNITIES**

General Statute 115C-296.5 authorizes NCCAT's current governance structure, including the composition of the board of trustees and the designating appointers.

Recommendations to give more capacity to all of their represented constituents and increase efficiency in helping NCCAT support its mission, goals, and objectives can be found in Section Five of this report.

Three: Support for Digital Learning and Early Grades Literacy

DIGITAL LEARNING: HISTORICAL PERSPECTIVE

Since its founding, NCCAT has had a strong history of integrating the most recent technology into its programming. The third program ever offered to teachers by NCCAT, *Powers of Technology/Powers of Culture*, “explored the role of technology as a shaping force in western civilization.”²⁶ Today, NCCAT *continues* to explore the role of technology as a shaping force, “supporting teachers and other school personnel to use digital and other instructional technologies to ensure provision of high-quality, integrated digital teaching and learning to all students.”²⁷

NCCAT’s faculty delivers digital learning training to North Carolina public school teachers in partnerships with corporations, foundations, governmental agencies, and non-profits, including Microsoft, Intel, SAS, the North Carolina Department of Public Instruction, and the North Carolina Office of Archives and History.

In the past six years, NCCAT conducted technology-support programming for over 1,000 educators resulting in approximately 34,000 professional development contact hours.

NCCAT DIGITAL LEARNING PROGRAMMING:

- incorporates the most recent technologies;
- models different platforms for bringing digital learning into schools, including face-to-face, online, and blended classrooms;
- models effective use of electronic resources and digital tools in all grades and disciplines;
- enhances teacher connectivity by leveraging social media as a vehicle for building online communities;
- enhances teachers’ knowledge of appropriate digital learning tools, including digital textbooks and mobile devices, to help students expand knowledge beyond the classroom walls;

- creates sustainable online resource communities for NCCAT training groups; and,
- supports General Assembly laws related to the appropriate use of social media, for example the prevention of cyber-bullying.²⁸

CASE EXAMPLE: RESPONDING TO TECHNOLOGICAL CHANGE

In 2009, with increased Internet connectivity in the public schools and a growing awareness that Web tools for teaching and learning were evolving—and would *continue* to evolve—NCCAT launched *Catching Up With Your Students: Navigating Technology for the 21st Century*. Responding to the expressed needs of teachers floundering in a sea of technology that their students seemed to navigate effortlessly, this program helps teachers effectively and responsibly integrate and use Web-based resources. Under the face-to-face guidance of educational technology specialists, teachers spend dedicated time exploring resources that will work in their individual classrooms, supported by an idea-sharing community of professional peers.

DIGITAL LEARNING: MOVING FORWARD

In alignment with the North Carolina General Assembly’s vision for the efficient and effective integration of digital tools and digital instruction into the classroom, NCCAT is expanding its digital learning initiatives to better serve the state’s teachers and students.

NCCAT will continue to seek partnerships with corporations, foundations, and other governmental agencies to build capacity related to digital learning. NCCAT has the potential to serve as the premiere showcase of the latest in technological resources and connectivity for teachers and administrators seeking hands-on skills in technological innovations.

INCREASE DIGITAL LEARNING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

In response to teachers’ and administrators’ need for “continuing education in high-quality, integrated digital teaching and learning as a requirement of licensure renewal,” NCCAT is expanding its digital learning programs to meet the demands of this new licensure policy. With requirements of “license renewal every five years thereafter, until the retirement of the teacher,” teachers and administrators across the state will need more opportunities to stay abreast of rapidly changing instructional technologies.²⁹

ASSIST TRANSITION FROM TEXTBOOKS TO DIGITAL TEXTS

Recognizing that “digital textbooks and instructional resources have proven to be tools that, when used effectively, can raise the level of academic performance of the state’s students” and that the General Assembly will “transition from funding textbooks to funding digital learning in the public schools,” NCCAT will increase professional development opportunities that allow educators to “explore the competitive environment for innovative practices, including virtual learning, that blend technology, digital devices, online learning, and traditional resources in classroom instruction.”³⁰

High-quality professional development is an essential component of the state’s plan to ensure a smooth transition from textbooks to digital learning tools. NCCAT has a history of modeling innovative, interdisciplinary programs that take teachers *from where they are—to where they*

want to be. The Center will build on this foundation providing grade and subject-area training that will increase the efficiency of this transition.

EXTENDING DIGITAL LEARNING THROUGH TEACHER LEADERS

Supporting teachers in staying abreast of the most current educational technology now requires not only updating NCCAT's basic technology programs like *Catching Up With Your Students*, but also providing more advanced levels of training. Some teachers are still grappling with simple technology skills, while others are already tech-savvy. To address the needs of teachers who are taking on roles of technology leadership in their schools and districts, NCCAT launched *Technology 210: Advanced Digital Learning* (Fall 2013). This program brings together skilled master teachers who need more advanced training and face-to-face opportunities to create communities of professional practice. By pooling together the collective experience and knowledge of experts and colleagues, teachers become stronger collectively than in isolation, empowering them to become agents of technological innovation and change in their schools and districts.

DATA LITERACY LEADERS

Technology is not only a vital tool in direct student instruction, but also an essential tool in helping teachers understand the complex data related to student testing. *NCCAT Data Literacy Initiative* (2013–2014) helps teachers use digital tools to access student data so they can make better decisions about ways to improve student learning. Teachers and instructional personnel can elect to participate in a fifteen-week online course, in a blended (online and face-to-face) training environment, or in Trainer Intensive seminars at NCCAT. By February 2014, 450 Data Literacy Trainers are projected to be trained and by June 2014, an additional 2,000 to 3,000 trainers will be certified to conduct the data literacy training. The data literacy curriculum, *Seize the Data*, will be housed in the NCDPI online professional development system and in the NCCAT online course platform for ease of access by all North Carolina teachers.

EARLY GRADES LITERACY: HISTORICAL PERSPECTIVE

NCCAT fully supports the “goal of the state to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply texts needed for secondary education and career success.”³¹

Support of literacy proficiency across K–12 subject areas has historically been an integral part of NCCAT's interdisciplinary programmatic support for teachers and schools.

LITERACY SUPPORT HAS TAKEN THE FORM OF:

- text analysis and comprehension;
- integration of fiction and non-fiction texts;
- integration of literacy with other subjects including the arts, history, and the sciences;
- selection of developmentally appropriate texts;
- reading motivation programs; and
- programs focusing specifically on building reading and writing skills.

In the past six years, NCCAT conducted literacy-support programming for over 4,000 educators resulting in over 100,000 professional development contact hours.

EARLY GRADES LITERACY SUPPORT

NCCAT conducted an intensive three-year early grades literacy support program for teachers from Davie County, Lexington City, and Asheville City schools “to increase effectiveness of teaching reading in grades K–3, improve literacy level by the end of Grade Three, and improve teachers’ ability to incorporate technology effectively in the teaching of reading.” Programming focused on phonemic awareness, phonics instruction, research-based reading strategies, English as a second language (ESL) instruction, and methods for increasing parental engagement. Reading proficiency levels improved over the four-year study period. Plans to secure funding from private sources to expand on lessons learned from this literacy support program are underway.

LITERACY SUPPORT FOR BEGINNING TEACHERS

NCCAT's ongoing beginning teacher support programs, *Connections* and *Success from the Start*, inform teachers about the impact of a child's early exposure to oral vocabulary on subsequent reading and comprehension levels.³² These programs feature explicit instruction in a variety of vocabulary enhancement and reading comprehension strategies. Teachers use these techniques to complete their own reading assignments and then determine how to use these comprehension techniques with their students.

CASE EXAMPLE: EARLY GRADES LITERACY

Integrating Literacy Instruction Across the K–5 Curriculum (September 2013) models effective strategies for enhancing the five components of literacy—phonological awareness, phonics, fluency, vocabulary, and comprehension. For example, literacy centers are modeled as teachers cycle through several stations, each allowing them time for practicing (just as their students will) one of the five literacy components while learning specific subject matter. One station, dedicated to fluency, asks teachers to read a non-fiction paragraph into a voice recorder downloaded onto a mobile device. They then listen to their own fluency and determine if the recording is acceptable. Such recordings in a classroom setting can be used to monitor student progress. Follow-up with teachers who attended this program revealed that this activity is now in common use in their classrooms, as well as those of their colleagues. Furthermore, through the process of self-recording, students become more aware of their own fluency and begin to self-assess, making remarks like “I sound like a robot” or “That doesn't sound like [the teacher].” Students have also begun monitoring their reading speeds using an electronic timer and challenging themselves to read the passage faster.

EARLY GRADES LITERACY: MOVING FORWARD

NCCAT has historically provided strong literacy support for teachers throughout the grade span. With the passage of Session Law 2012-142 and the *North Carolina Read to Achieve Program*, NCCAT has intensified programming for teachers in the early grades to address the goal of improving K–3 literacy. (G. S. 115C-83.1)

INCREASING EARLY GRADES LITERACY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

In support of the revised teacher license renewal policy that requires “three continuing education credits related to literacy,” NCCAT is expanding the number of early grades literacy programs being offered to teachers. With requirements of “license renewal every five years thereafter, until the retirement of the teacher,” early grades teachers and administrators across the state will need more opportunities to participate in intensive high-quality professional development based on current empirical research in reading development.³³

READING, WRITING, AND READY

NCCAT is perfectly positioned to provide a bridge between university educational researchers and classroom practitioners. An example of this capability is demonstrated with the launch of *Reading, Writing, and Ready by Third Grade: Early Grades Literacy Instruction* (December 2013). This program brings together early grades reading specialists from universities and master teachers to explore best practices in literacy education as supported by the most current educational research. Through face-to-face interaction and digital learning activities, teachers address issues that support excellent literacy education and share ideas related to the English Language Arts standards, close reading, mentor texts, reading centers, strategies for differentiating instruction, and ways to provide remediation for literacy-related learning difficulties. *Reading, Writing, and Ready* will be repeated in the spring of 2014.

ADDRESSING SCHOOL AND DISTRICT NEEDS

NCCAT has intensified programming for teachers in the early grades to address the goal of improving K–3 literacy. (G. S. 115C-83.1) Additionally, NCCAT has shifted current programming resources to allow schools and district teams to utilize NCCAT’s new *Research*

and Development Program, whereby teams convene to focus efforts on specific literacy-related problems with guidance and support from NCCAT faculty.

NCCAT is small, yet flexible. It can quickly and effectively tailor K–3 literacy support for individual schools and school districts. In February 2014, Alexander County Schools will send school teams from seven elementary schools to NCCAT to analyze and refine their county’s literacy plan. NCCAT faculty will work with pre-K through third grade teachers, administrators, county curriculum specialists, and collaborating university specialists with the goal of increasing communication among school teams and across grade levels to guarantee consistency in the county’s early grades literacy plan.

NCCAT’S *SUCCESSFUL SUMMER READING CAMPS*

With the passage of General Statute 115C-83.1H, schools and school districts will need to provide summer reading camps for students who do not demonstrate reading proficiency. NCCAT will host one or more regional and/or statewide summits, based on need, convening sessions for early grades literacy specialists, literacy teachers, curriculum directors, and administrators to collaboratively plan and design successful reading camps.

OBTAINING RESOURCES FOR EARLY GRADES LITERACY INSTRUCTION

Children cannot learn to read without books—whether traditional or digital. NCCAT has a strong history of addressing the difficulties many teachers have in obtaining resources to support innovative practices. Continuing this long commitment, NCCAT faculty will direct a new program, *Reading Resources: Equipping Your Classroom for Reading Success* (January 2014), that will introduce media specialists and teachers to multiple means of obtaining literacy-related materials through grant writing, acquiring donations, and accessing online materials. Educators will be empowered to access the books, technology, and supplies needed to implement multiple approaches to increase literacy in their classrooms.

INCREASING COMMUNITY PARTNERSHIPS TO SUPPORT EARLY GRADES LITERACY

Recognizing that a child’s first reading teacher is the parent, NCCAT is prepared to work with schools and community action advocates to increase parental involvement in literacy efforts.

School teams can explore ways to effectively communicate with parents, coaching them on how they can help their children read and write, even if they lack formal teaching skills; ways they can obtain books for the home; and ways they can access appropriate resources through online means. NCCAT will continue to work with community partners, including the *Communities in Schools in North Carolina* and national representatives, to expand this important aspect of early grades literacy support. NCCAT also intends to identify additional partners in support of increased programming on early grades literacy.

Four: Performance Measures

DATA COLLECTION AND ANALYSIS

Performance measures are based on quantitative and qualitative data. Quantitative data are provided from the NCCAT teacher services database, surveys, and evaluations. Surveys include those completed by participants at the end of each program, an online survey of all public school principals in the state, and an online survey of all NCCAT attendees from the past three years.³⁴ Data from the external evaluations of NCCAT's beginning teacher support program, *Connections*, funded by grants from *The Z. Smith Reynolds Foundation*, are also included.³⁵ Qualitative data were provided by teachers and principals via the online survey, external evaluations, voluntary communication, and the end-of seminar evaluations. All surveys were conducted to ensure anonymity, so some quotations may not include the author. When available, all references were included.

GOAL 1: DEVELOPING PROFESSIONAL EDUCATORS

PROVIDE STATEWIDE SCOPE OF SERVICE

NCCAT is dedicated to providing professional development for all North Carolina public school teachers, serving over 68,000 teachers since the Center was established and over 30,000 more teachers in conferences and meetings. Approximately 2,700 public schools have sent teachers to participate in NCCAT programming (including 72 individual charter schools since the establishment of charter schools in 1997). The table below indicates the statewide participation in NCCAT programming over the past ten years.

NCCAT Programming Participation (2003–2013)

	2003/04–2006/07	2007/08–2009/10	2010/11–2012/13	Ten-year Total
Teachers Served*	13,125	9,877	5,772	28,774
Charter Teachers*	92	172	219	483
Districts Served	97%	99.7%	94%	97% **
Seminars and Programs	689	551	421	1,661

* The number of teachers served may reflect multiple-instance data, for example, if a teacher attended multiple seminars during the time period.

**Ten-year average.

RETAIN TEACHERS IN THE EDUCATIONAL PROFESSION

NCCAT participants report that the professional development they experience at NCCAT renews them and reaffirms their commitment to the educational profession.³⁶

Summative Seminar Evaluation Data (2006–2013)

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	Average
The experience reaffirmed my commitment to education.	97.7%	98.8%	98.6%	98.9%	96.8%	97.0%	97.6%	97.9%
The experience was renewing for me.	98.6%	99.2%	99.1%	99.4%	97.7%	97.1%	97.3%	98.3%

Teachers shared in an online survey that the NCCAT experience increased their commitment to stay in the teaching profession:

I was prepared to quit teaching this year and enter the workforce elsewhere. However, [the facilitator] and her passion for education and what she does made me feel powerful and equipped to take on this upcoming school year and the years to follow.

Darrell Grimes, Wellcome Middle School, Durham County

I came here at a crossroads—Do I stay or do I go? In mere hours at this workshop, I was reinvigorated as to why I first entered this profession. This week has been life-changing.

Lyndsay Mills, Kestrel Heights Charter School, Durham County

Principals through the online survey also commented on the recommitment to the profession they witness in teachers they send to NCCAT:

I have seen teachers go to NCCAT and come back with a fresh, new look and energy that you see from a first year teacher.

I don't think it is too much of an exaggeration to note the positive role this one program plays in a teacher's decision to stay longer in the profession.

External evaluations of the beginning teacher induction program, *Connections*, also support the positive impact NCCAT has on teacher retention.³⁷ A three-year average of participant responses reflects a 94% probability that these beginning teachers teaching in low-wealth school districts will stay in teaching. Research reports that nationwide, 15% of beginning teachers leave the profession at the end of their first year³⁸ and an additional 14% of first year teachers move from their school after the first year, for a combined school-based attrition rate of 29% and retention rate of 71%.³⁹ Considering this fact, the subsequent 77% commitment of *Connections* beginning teachers to teach in their current school the following year is remarkably high. Historically, many

Instead of just thinking, I'll just try and make it through the next ten years and retire, I'm now excited about what new possibilities the tools I learned about will provide my career. I plan on dropping excuses for why technologies won't work, and instead focus on making things work. I'm putting my new knowledge to work immediately.

George Preiss,
M. C. S. Noble Middle
School, New Hanover
County

low-wealth school districts have difficulty filling teaching positions and must recruit teachers from outside of North Carolina, recognizing that they may lose them when they return to their home states as more experienced teachers. Despite this situation, 76% of *Connections* teachers are committed to teaching for at least the next three to five years in North Carolina. Nationwide research reflects “that approximately a third of America’s new teachers leave teaching sometime during their first three years of teaching; almost half leave during the first five years, a comparative approximate range of 66% to 50% retention.”⁴⁰ Recognizing that these statistics reflect different studies and methods, a relative nationwide comparison is found below.

NCCAT Connections External Evaluations (2010–2013)

Beginning Teachers in NCCAT Connections Program	Years	Definitely/Probably	Three-Year Average	Nationwide Retention
How likely are you to continue teaching in the future?	(2012–13) (2011–12) (2010–11)	100% 88% 93%	94%	85%
How likely are you to continue teaching at your current school next year?	(2012–13) (2011–12) (2010–11)	74% 73% 84%	77%	71%
How likely are you to continue teaching in North Carolina in the next 3 to 5 years?	(2012–13) (2011–12) (2010–11)	71% 75% 82%	76%	50-66%

A *Connections* principal in the focus group interview summarized, “A program like this is actually saving teachers and reducing the cost of the replacement because of retaining more teachers.”

Without question the teachers believe that their participation in the Connections program has helped them decide to remain in teaching. More immediately, they believe the program kept them in the classroom this year.

NCCAT Connections External Evaluation (2013)

IMPROVE CLASSROOM PRACTICE

There is a logical connection between becoming better at a skill or practice and increasing commitment to continue that practice. *Connections* teachers illustrated this relationship in response to the prompt, “If it weren’t for the *Connections* program I would” Answers fell into four main categories: no longer be in teaching; be an ineffective teacher; be an ineffective classroom manager; and would not be connected.⁴¹

In response to the online survey question, “Did your experience in the NCCAT program have a direct impact on your classroom practice?” 94% of the responding teachers answered affirmatively. They described changing their practice to include more digital programs including Edmodo, Wikis, and Flubaroo; implementing brain-based research strategies in their instructional design; and differentiating their instruction to meet individual student’s needs and motivations for learning.⁴²

Sometimes it’s hard to identify my beginning teacher from a veteran teacher, even to the point where my beginning teacher is offering suggestions to my veteran teacher.

Principal of *Connections* participant

External evaluation of NCCAT’s *Connections* program reveals the positive impact between improving classroom management and improving student learning. “During the focus groups teachers discussed several ways how their participation in *Connections* benefitted their students. For instance, teachers quickly identified having more time for instruction as a result of their improved classroom management skills.”⁴³

Principals report improved classroom practice as a result of their teachers’ participation in NCCAT’s professional development. In an online survey to all North Carolina principals, of those who had sent teachers to NCCAT, 78% reported they had observed improvements in instructional practice upon their return from NCCAT. They described improvements in teachers’ professional practice, including:

- increased facility with technology usage,
- increased collaboration,
- increased student-centered instruction,

- increased leadership roles,
- increased higher-level questioning techniques, and
- increased integration of subject matter.⁴⁴

Principals compared the instructional practice of their beginning teachers who had participated in *Connections* with their non-participating beginning teachers.

Connections teachers:

- are better organized,
- have better classroom management skills,
- use innovative grouping strategies more frequently,
- have better assimilated into the faculty,
- have fewer areas needing improvement, and
- are more likely to take on leadership roles.⁴⁵

IMPROVE STUDENT PERFORMANCE

The ultimate goal of professional development is to improve student performance. NCCAT participants (98%) report that the professional development they experienced at NCCAT will have a positive effect on student achievement.⁴⁶

Summative Seminar Evaluation Data (2006–2013)

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	Average
The NCCAT experience will aid in my efforts to improve student achievement.	97.6%	97.6%	98.6%	98.8%	97.7%	97.8%	98.5%	98.1%

Principal Heddie Alston-Somerville described how NCCAT helped improve student performance at Pinkston Street Elementary in Vance County:

We absolutely credit NCCAT for helping our school go from one of the lowest performing schools in North Carolina to today being recognized as a Reward School for consistently performing in the top ten percent of [Title I] schools. Very purposefully over the years, we have sent teams of teachers to NCCAT. Upon their return, those teachers would

conduct staff development on what they learned, and we put those lessons into practice. Today and for the future, NCCAT remains an important part of our strategy to keep our students achieving at the highest levels.

In the online survey, 90% of teachers and 71% of principals responded affirmatively that NCCAT's professional development led to changes in practice and observable increases in student achievement. Principals cited increased proficiency in math, increased reading levels in struggling readers, and increased passing rates on standardized tests:

The teachers that attended NCCAT most recently had the highest scores on the EOG and showed the most growth.

Steve Clark, Principal, Southwest Middle School, Onslow County

[S]cores in science have risen on the EOG.

Steven Sheets, Principal, Sharon Elementary ISS School, Iredell-Statesville

[W]riting proficiency increased in those classrooms [of teachers attending NCCAT].⁴⁷

Trish Spencer, Principal, Southfork Elementary School, Winston-Salem/Forsyth County

Teachers, also, noted a rise in scores. A survey participant remarked, "My CTE post-assessment scores were horrible my first semester teaching. The training . . . helped to identify key ways to help my students grasp the material. My scores increased from 40% proficiency to over 90% in just one semester."⁴⁸

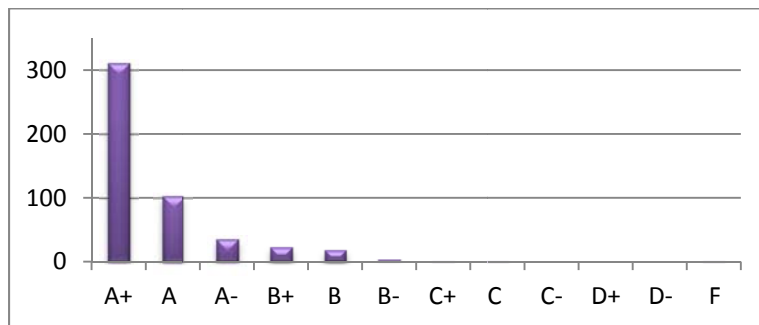
Surveyed teachers reported that participation in NCCAT programs resulted in changes in their teaching practices which led to improved student engagement, behavior, and attendance. NCCAT is only one of many variables that may impact student achievement. It is appropriate, however, to draw positive conclusions about the effect of a teacher's attendance at NCCAT on student behaviors that would logically result in better academic performance. Surveyed principals of NCCAT alumni stated that they witnessed increased levels of student engagement, including improvements in attention, time on task, classroom participation, and student collaboration.

GOAL TWO: BE A RECOGNIZED LEADER IN PROFESSIONAL DEVELOPMENT FOR EDUCATORS

LEADERSHIP THROUGH EXCELLENCE

Teachers were asked to compare NCCAT to their other professional development experiences and assign a grade based solely on the content and delivery of its programming, leaving aside the residential aspects of the experience. Grade distributions are noted in the figure below.⁴⁹

Online Survey Grade Distribution (2013)



NCCAT uses the summative evaluations of participants as a tool to analyze and improve program design and delivery.⁵⁰

Summative Seminar Evaluation Data (2006–2013)

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	Average
The experience was intellectually stimulating.	98.9%	99.7%	99.8%	99.8%	98.5%	98.6%	98.9%	99.2%
The format created an effective learning experience.	98.0%	98.8%	98.9%	99.1%	97.7%	97.8%	97.3%	98.2%
The experience caused me to think deeply.	98.7%	99.5%	99.3%	99.4%	98.2%	98.8%	97.8%	98.8%
The experience had one or more elements I can use in my teaching.	98.3%	97.5%	99.3%	99.1%	98.1%	98.1%	99.1%	98.5%
The faculty modeled effective teaching strategies.	97.5%	98.2%	97.5%	98.7%	97.3%	97.7%	97.3%	97.7%

Teachers reported on the expertise of NCCAT's professional development:

The NCCAT seminar creates an environment for deep, authentic, collaborative professional development unlike any other I've experienced over the course of my 27-year career. I am going home empowered with numerous resources and contacts for lesson plans and activities for my students—struggling readers in 1st-3rd grades. In addition, our discussions regarding data driven differentiated instruction will help me solve issues and concerns at my school regarding this issue. I look forward to sharing with the staff at my school, as well as the district's other Title I reading teachers.

Lori Barnes, Vinson-Bynum Elementary School, Wilson County

NCCAT has provided me with the most in-depth and informative professional development seminar that I have ever attended. It not only educated me as a teacher, but also inspired me to go above and beyond to create quality learning experiences for all my students.

Miranda Saul, Murrayville Elementary School, New Hanover County

NCCAT has been an indispensable part of my career as an educator. It provided stimulating and thought-provoking sessions that renewed my spirit and my desire to plan challenging lessons for my students.

Chris Cutshall, North Buncombe Middle School, Buncombe County

Another barometer of excellence is the willingness of individuals and organizations to invest in a product. Several teachers paid for their own substitute teachers so that they could participate in NCCAT's professional development. Additionally, 121 principals in the online survey indicated that they had used building or district funds to send their faculty members to NCCAT. When asked why they were willing to do so, they cited increased subject matter and pedagogical knowledge, the benefit derived by other faculty members from the sharing of new information, and more energetic, engaging teaching.⁵¹

Surveyed principals reported:

The programs [at NCCAT] inspire and invigorate teachers who return to school with a passion to teach like their hair is on fire. The investment is worth every penny as the impact at my school is felt well beyond the participant's classroom. Participants share strategies formally and informally which improves achievement incrementally.

She is an excellent teacher already—one of the best—and for her to be . . . excited about researching best practices and feeling intellectually and professionally stimulated—that makes this totally worth it.

LEADERSHIP THROUGH RESPONSIVENESS TO STATE EDUCATION INITIATIVES

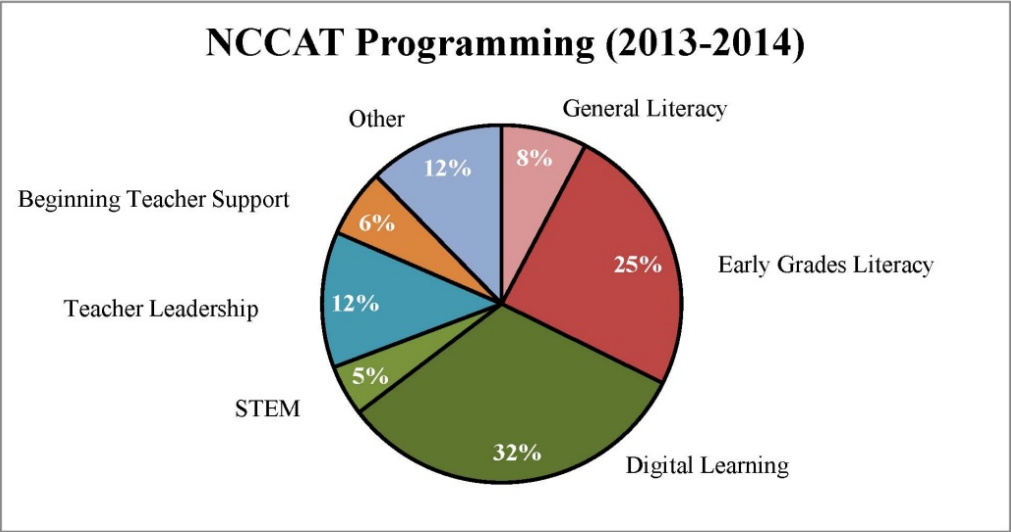
NCCAT has historically responded to the state's education initiatives quickly and effectively by providing professional development related to initiatives including dropout prevention, STEM instruction, beginning teacher induction, teacher leadership, and service to low-wealth, high-need public school districts.

In 2011, the state was awarded a \$400 million *Race to the Top* grant. The award required that all public schools implement new curricular standards by the 2013–2014 academic year. NCCAT updated programming based on the new standards and designed innovative programming to assist teachers in transitioning from the old standards to the new standards. Additionally, at the request of schools and school districts, NCCAT provided individualized onsite training for approximately 300 teachers from Bertie, Bladen, Harnett, Northampton, Robeson, and Wake County and Sugar Creek Charter School in Mecklenburg County.

NCCAT is also aligned with current state education initiatives related to early grades literacy and digital learning. With the 2012 adoption of *Read to Achieve*, NCCAT's programming, which historically had a strong focus on literacy for grades K–12, shifted to programming focused on early grades literacy.

Recognizing the effectiveness and efficiency of utilizing digital learning tools to enhance instruction and that integration of technology is an integral component of the new standards,

NCCAT increased the number of technology seminars to respond to the growing demand. The following graph depicts the programming distribution for fiscal year 2013–2014.



GOAL 3: FOSTERING SUCCESSFUL EDUCATIONAL INNOVATION

MODELING INNOVATIVE PRACTICES

NCCAT's innovative design of professional development explains the resulting increased commitment of teachers to the profession. Teachers explain:

This seminar made me completely re-think how I teach literacy in my classroom. I have learned so many wonderful strategies to use and ways to use them. By hearing and learning how other teachers outside of my building are fostering literacy, I feel that I can go back and do things in a better way. My children will benefit from my learning from so many wonderful educators!

Carobeth Tucker, American Renaissance Charter School, Iredell-Statesville

Participation in the NCCAT workshop shows teachers possibilities—what we can become—and allows us time to develop and apply those ideas before returning to the classroom. NCCAT provides high-quality instruction and treats participants as valued colleagues. Instead of another thing to do, NCCAT provides information that can be used to engage students in 21st century learning. I will be able to return to the classroom revitalized and ready to continue.

Kay Cantrell, B. F. Grady Elementary School, Duplin County

I have attended NCCAT twice. My experiences at both workshops have been life changing. This year as the Lead Mentor (Beginning Teacher Program) for 3 schools in our county, I will be conducting workshops on the information I have learned. Not only will the information be shared with Beginning Teachers, but I will conduct workshops for our staff, and at a county World Language Seminar. I will end up sharing this valuable information with over 250 teachers in my county alone. So, while a seminar may have 24 participants, the knowledge those 24 teachers learn has the potential to be shared with HUNDREDS of teachers.

Kelly Bowden, Eugene Ashley High School, New Hanover County

I felt like I was back in college and looked forward to learning something new each day. I will use and share many of the resources presented during this seminar. I will share these resources

with the staff, students, administrators, and directors in specific departments so that educators in my community are armed for the 21st century.

Charo Tomlin, Ben L. Smith High School, Guilford County

INNOVATIVE PROGRAMMING FOR BEGINNING TEACHERS

NCCAT provides innovative programming that helps teachers meet the unique needs of the state's teachers, including those of beginning teachers. In 2009, General Statute 115C-296.5 amended the charge that NCCAT serve "career" teachers to one that said NCCAT could "also provide training and support for beginning teachers to enhance their skills and in support of the State's effort to recruit and retain beginning teachers." The revised general statute gives NCCAT greater efficiency and flexibility to design and conduct innovative professional development that provides a continuum of support for teachers in their first years through career status, working to ensure that teachers' evolving needs are met as their years of experience increase.

External funding helped finance NCCAT's ability to research, pilot, assess, and refine its beginning teacher support program.⁵² NCCAT's beginning teacher support program evolved into two innovative and highly successful initiatives: *Connections* (for teachers in their first year of teaching) and *Success from the Start* (for teachers in their second and third years of teaching).

Both programs provide initially licensed teachers instruction in and time to practice such pedagogical issues as behavior management, assessment, and differentiating instruction. *Connections*, a year-long, comprehensive induction program, is built on the premise that effective beginning teacher support must be ongoing and multi-faceted.⁵³ Among the elements that separate *Connections* from other induction programs is the inclusion of two sessions devoted to understanding and addressing the effects of poverty on academic achievement. While turnover of all induction-level teachers is high, low-income and low-performing schools may lose as many as 50% of their new teachers each year. High turnover has been shown to lead to lower student achievement,⁵⁴ and low student achievement has been cited as a cause of high teacher turnover.⁵⁵ *Connections* is NCCAT's attempt to reverse this vicious cycle.

The following table provides an overview of the counties and teachers (1,428) served by the yearlong *Connections* program in the last ten years. Additionally, NCCAT has served over 1,000 second- and third-year teachers in the *Success from the Start* program since its inception in December of 2006.

NCCAT Connections Participants (2003–2013)

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	Total
Region 1											
Bertie							26	7	11		44
Hertford							25	7	19	21	72
Martin	14	17	25	19	24	15	16	8			138
Region 2											
Duplin		24	24	19	18						85
Jones								13			13
Region 3											
Halifax									51	27	78
Edgecombe	11	21	24	23	23	23	19	20	22	22	208
Johnston*		12	22	24	24	24	24	24			154
Northampton					20						20
Vance	20										20
Wake*								19			19
Warren							12				12
Region 4											
Hoke*		55	42	47							144
Montgomery		23	23	18	22	18		24			128
Richmond										24	24
Region 5											
Rockingham								29	28	30	87
Region 7											
Burke		24	23	24	23						94
Region 8											
Clay									2		2
Henderson*	38	41									79
McDowell									3		3
Swain									4		4

*All districts except those with asterisks were designated Tier I (low-wealth) status as defined by the 2007 Article 3J Tax Credit and were served through grant funding. Districts with asterisks were served through contracted services.

NCCAT CONNECTIONS: EXPANDING HORIZONS

Grant funding to support the next iteration of *Connections* was verified in November 2013. These funds will support moving from direct instruction to a self-sustaining train-the-trainer model. The Center will train a cadre of faculty in each of the eight educational regions of the state. Instruction will include face-to-face and online instruction.⁵⁶

INNOVATIVE PROGRAMMING FOR LOW-WEALTH DISTRICTS

Research reflects that teacher turnover is higher in schools that have “high poverty, high minority, and/or low performing student populations.”⁵⁷ The constant need to replace and retrain teachers puts a heavy burden on district finances and student achievement. NCCAT provides much needed professional development to assist teachers in low-wealth schools and districts serve their unique student populations, ultimately helping them become more effective as instructional practitioners and change agents within their schools and school districts.

Historically, the *Connections* program was designed to support “the needs of under-served, under-resourced school districts and communities.”⁵⁸ At the conclusion of each grant cycle, many low-wealth school districts saw such improvement in their retention rates and the effectiveness of their beginning teachers that they sought additional funding to continue *Connections* in their districts.

Dr. Rodney Shotwell, Superintendent of Rockingham County Schools, volunteered the following details on how his Tier 1 County schools have benefitted from the professional development that NCCAT has provided:

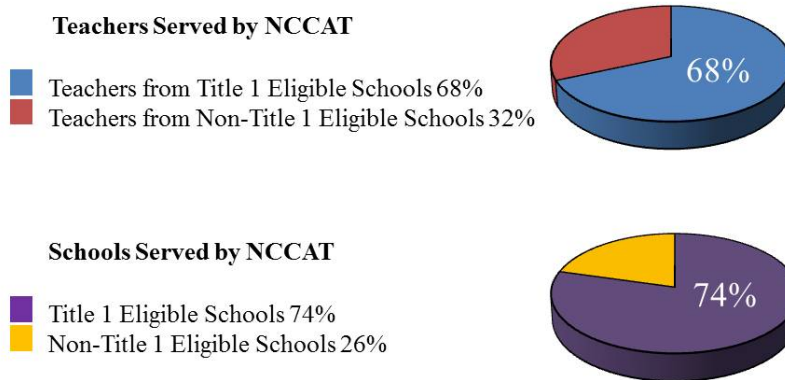
The NCCAT Connections program made a huge impact on our new teacher induction and retention for Rockingham County Schools. Rockingham County, being the only Tier 1 county in the Piedmont-Triad, creates some funding challenges which translate to limited resources for programs outside of classroom instruction. Losing the mentor pay and staff development funds could have impacted our new teacher induction program. Fortunately for Rockingham County, that was not the case, thanks to the NCCAT Connections program. Our new teachers were able to share and grow professionally with the staff at NCCAT. Over the course of the program our new teachers grasped a better

*understanding of the poverty and diversity we have here in Rockingham County. Through the combination of the Connections program and the support we provided in the district, we have been able to have a very high retention rate for our new teachers. **We have retained over 90% of our new teachers over the last four years, and I believe the NCCAT Connections program was one of the cornerstones for this success.** Our new teachers this year asked about the program because of the positive responses the teachers heard from our past participants. This is a program any superintendent would want to have annually for the district's new teacher induction.*

NCCAT’s support to low-wealth districts is not limited to professional development for their beginning teachers. The graph below reflects the percentage of NCCAT participants from low-wealth schools and districts for fiscal year 2012–2013.

NCCAT Service to Low-Wealth Schools*

July 1, 2012 – June 30, 2013



*Title One Eligible Schools (NCDPI, 2012-2013)

NCCAT has a six-year history of partnership with Communities in Schools (CIS), the nation’s leading dropout prevention organization which predominately serves low-wealth, high-risk schools. NCCAT has provided CIS staff with professional development to assist them in gaining skills to decrease behavioral problems and increase student learning, especially related to reading, including district-based training on *Best Practices for Motivating Reluctant Readers* (December 2013) for teachers and CIS staff. Additional support is provided related to diversity training, methods for closing the achievement gap, development of mentorships, time

management, and leadership. In 2013, NCCAT hosted the national CIS Leadership Conference to determine the feasibility of using NCCAT as the location of the CIS Site Leaders' certification training. NCCAT and CIS are also considering the possibility of collaboratively extending the CIS summer reading initiative throughout the year and researching this model for possible national adoption.

FOSTERING INNOVATION IN THE EDUCATIONAL COMMUNITY

Since 1986, the North Carolina State and Regional Teachers of the Year have been invited to participate in NCCAT's institute to support teacher leadership. This seminar guides teacher leaders in ways they can successfully effect instructional and organizational change. Malinda Pennington, 2011 North Central Region Teacher of the Year, attributes NCCAT as the force that empowered her to implement several ambitious initiatives to serve the district's growing numbers of students with autism spectrum disorders. Recognizing the need to train more teachers and administrators in how to support these students, she initiated a partnership with the University of North Carolina's TEACCH Autism program.⁵⁹ Additionally, she secured a grant to start the Wilson County Schools' Teacher Training Academy, a laboratory school that prepares current and future teachers to better meet the curricular needs of students with autism spectrum disorders.

If not for the NCCAT Teacher Leader Institute, this project likely would have remained a dream and not become a reality.

Malinda Pennington,
2011 North Central
Region Teacher of the
Year

Inspired by Pennington's experience, and hoping to replicate it, Wilson County Superintendent Sean Bulson requested that NCCAT facilitate a leadership program for all 25 of his school-level Teachers of the Year. NCCAT is seeking external funding to increase statewide impact of the institute, catalyzing more teacher-leaders to become change agents, like Malinda Pennington, in their schools and districts.

Teachers report that NCCAT's professional development helps them reflect on their teaching practice in innovative ways. Erin Lawrence, science teacher at Wake Forest Middle School, is an award-winning educator nominated for Wake County's beginning teacher award (2010) and

named a National Science Teachers Association New Teacher Fellow (2011–2012) and a Kenan Fellow (2012–2013). Her participation at NCCAT in a technology-based seminar inspired her to implement the *Aurasma* app to help get her students excited about learning about the elements of the Periodic Table. She then successfully taught the entire grade’s science department how to use this digital tool to facilitate student learning in their classrooms. Lawrence shared, “I have brought back to my school and district so many great things learned at NCCAT. ... NCCAT not only rekindles my love for teaching, but helps me get other educators excited about teaching as well.”

INCREASE CAPACITY TO FOSTER INNOVATION

The Development Foundation of NCCAT Inc. is a 501(c)(3) corporation that was established to help NCCAT more effectively raise and invest private and public funding. Through the foundation, NCCAT has attained matching funds and participated in cost-sharing programs with numerous entities, resulting in many partnerships with school systems, educational agencies, and public and private funders.

NCCAT has consistently sought external funding that would allow it to pilot and evaluate new and innovative programming. In the past decade, NCCAT was awarded over \$4.5 million in grants, with the largest concentration in the areas of support for beginning teachers (\$1.9 million) and teacher leadership (\$1.2 million). The remainder went predominately for professional development support in STEM, dropout prevention, and early childhood education. NCCAT has received over \$1 million in the past decade through contracted services to provide specified professional development for educational institutions and agencies. Major contract categories include professional development for support for beginning teachers, dropout prevention, curriculum and standards alignment, and teacher leadership.⁶⁰

GOAL 4: VALUING, RENEWING, AND MOTIVATING EDUCATORS

PROVIDE A PRODUCTIVE LEARNING ENVIRONMENT

Research supports that the typical end-of-the-school-day-one-hour-staff-development meeting is not an effective way to transform instructional practice.⁶¹ NCCAT programming averages more than 30 contact hours in recognition that teachers need time to think and analyze without interruption, reflect on ways they will improve their practice, and work on specific strategies to bring about those changes when they return to their classrooms. Thoughtful procedural analysis and evaluation are conducted to ensure that teachers maximize their time while at NCCAT.

Both campuses have wireless Internet access in the residence halls as well as the seminar rooms. Ubiquitous wireless access allows educators to research subject matter, integrate digital components into unit and lesson plans created while in residence, and solicit feedback on these plans from colleagues not in attendance. Both campuses have computer/projector systems that allow session leaders to walk participants, step-by-step, through accessing and using digital tools. SMART® Boards are used on both campuses and each computer is installed with SMART® software, enabling teachers to incorporate the material from any program into SMART® presentations they can use immediately upon their return to the classroom. Facilities are accessible 24 hours a day, so participants can make use of their early morning and late evening hours. The Cullowhee campus has 24 computers, two printers, one copier, and one scanner. The Ocracoke campus has seven computers, two printers, and two printer/copiers. Additional laptops on both campuses are available for use, if needed.

The Cullowhee campus contains a total of 47 individual residential rooms, while the Ocracoke campus can accommodate 26 teachers.

Each room has its own bathroom and is furnished with a bed, a chair, and a desk. To encourage face-to-face discussions and immersion in the seminar topics, residences are not equipped with

The goals we accomplish here could not be accomplished at the local level where you have family, work, and other obligations. Being away from the classroom, I have had the opportunity to become the consummate student. I've been able to network with teachers from all over the state who have a similar interest and we've been exposed to leaders who have stimulated our brains and given us renewed interest in going back into the school to share what we've learned with our staff and students.

Jane Saunders,
Annie H. Snipes Academy
of Arts and Design,
New Hanover County

televisions. Common areas provide spaces to interact collegially and form professional networks during the teachers' time at NCCAT.

The physical space, hospitality, and emphasis on collegiality coalesce into an optimal learning experience that also enhances each teacher's self-image and commitment as a professional and a scholar. Teachers have commented on the importance of having time and space to plan and develop classroom lessons based on the new knowledge they have learned. They also have noted the importance of having access to resources including expert instructors and colleagues who encourage them to think in new and creative ways.

A foundational concern of a professional development residential center is not only ensuring that the environment is conducive to optimal productivity, but also ensuring the safety of the teachers. The table below notes annual sanitation ratings for the dining facility for the last ten years.⁶²

NCCAT Dining Inspection Ratings 2003–2013

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
101.5%	101.8%	101.9%	100.3%	102%	101.6%	102%	102%	100.8%	98.9%	100%

Teachers report that NCCAT professional development affords them extended periods of time to immerse themselves in learning experiences, giving them the opportunity to process and implement what they learn. They engage in professional dialogues during their sessions but also during the unstructured time at meals, on breaks, and after the scheduled activities have concluded for the day. This processing leads to greater impact and prolongation of training received at NCCAT versus other professional development providers.

Five: Recommendations

RECOMMENDATIONS FOR STATUTORY, BUDGETARY, AND ADMINISTRATIVE CHANGES

In response to the North Carolina General Assembly's request for recommendations for statutory, budgetary, or administrative changes needed to improve the efficiency and effectiveness of the program, the NCCAT Board of Trustees proposes the following recommendations:

RECOMMENDED STATUTORY CHANGE

General Statute 115C-296.6. authorizes NCCAT's current governance structure, including the composition of the board of trustees and the designating appointers. The NCCAT Board of Trustees recommends that membership should increase from fourteen⁶³ to seventeen members to allow more participation from different constituencies and increase statewide representation of the Board of Trustees, revising G. S. 115C-296.6 Section 9.13.(e) to read as:

General Statute 115C-296.6. Composition of board of trustees; terms; officers.

- (a) The NCCAT Board of Trustees shall be composed of the following membership:
- (1) Two exofficio members: the Chairman of the State Board of Education and the State Superintendent of Public Instruction or their designees;
 - (2) ~~Two~~ Three members appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate;
 - (3) ~~Two~~ Three members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives; and
 - (4) ~~Eight~~ Nine members appointed by the Governor, one from each of the eight educational regions and one at-large member.

RECOMMENDED BUDGETARY CHANGES

The NCCAT Board of Trustees recommends that the budgetary designation for the North Carolina Center for the Advancement of Teaching be changed from one of non-recurring funds

to recurring funds. This will position NCCAT to better plan for the future and make long-term commitments to grow state educational initiative programming with year-to-year funding.

The NCCAT Board of Trustees also recommends that the North Carolina General Assembly restore \$1.7 million to the NCCAT budget in the 2014 General Assembly session. This \$1.7 million request includes a restoration of \$1.5 million of the \$3 million reduction that was incurred during the 2011-12 budget year, and an additional \$200,000 so that NCCAT's technology capabilities can be brought up to date and maintained ensuring that all technological programming for teachers is conducted in a state-of-the-art environment. These monies will be used to increase programming opportunities for North Carolina's public school educators (traditional and charter)⁶⁴ in response to the state education initiatives related to early grades literacy and digital learning.

In addition to the \$1.7 million, the NCCAT Board of Trustees recommends that the North Carolina General Assembly restore \$1.5 million to NCCAT's budget in the 2015 General Assembly Biennial Budget, returning NCCAT to approximately its 2010-11 funding level. This will provide NCCAT with the ability to continue to upgrade professional development opportunities to address the changing state educational initiatives, and to significantly increase the number of teachers served.

RECOMMENDED ADMINISTRATIVE CHANGES

General Statute 115C-296.6. authorizes that "The chief administrative officer of NCCAT shall be an executive director who shall be appointed by the NCCAT Board of Trustees." The NCCAT Board of Trustees will create and implement a plan to ensure that the executive director maintains a more visible presence in the state's capital to increase communication with state educational leaders and policymakers and to respond to state education initiatives. In addition, a more significant presence in the Raleigh area would provide more efficient access to and better coordination and oversight of the two NCCAT campuses.

The NCCAT Board of Trustees will conduct a comprehensive efficiency study to review current processes, infrastructure, facilities, personnel and other associated structures and programming.

In addition, this study shall include an analysis of the relationship of NCCAT programming to other professional development systems in North Carolina.

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ENDNOTES

¹ See Appendix A for all related legislation. (pages 61-79)

² Alliance for Excellent Education. (2005, August). *Teacher attrition: A costly loss to the nation and to the states* (Issue Brief). Washington, DC: Author; Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15. doi:10.3102/0013189X033008003; Committee for Economic Development. (2013, April). *Digital learning: Meeting the challenges and embracing the opportunities for teachers* (Issue Brief). Washington, DC: Author. Retrieved from http://www.ced.org/pdf/Digital_Learning_Issue_Brief_Final.pdf; Hassel, B.C., & Hassel, E.A. (2011). *Seizing opportunity at the top: How the U.S. can reach every student with an excellent teacher* (Working Paper). Chapel Hill, NC: Public Impact. Retrieved from http://opportunityculture.org/seizing_opportunity_fullreport-public_impact.pdf; Schaefer, L., Long, J.S., & Clandinin, D.J. (2012, Spring). Questioning the research on early career teacher attrition and retention. *Alberta Journal of Educational Research*, 58(1), 106-121.

³ See Appendix B: Current list of NCCAT Board of Trustees. (page 85)

⁴ All references to public schools include charter schools.

⁵ See Appendix B: NCCAT Strategic Plan, approved by the NCCAT Board of Trustees, December 2013. (page 81)

⁶ Committee for Economic Development. (2009). *Teacher compensation and teacher quality*. Washington, DC: Author.

⁷ Exstrom, M. (2013). *Getting to excellence: A legislator's guide to educator effectiveness policy*. Washington, DC: National Conference of State Legislatures, p. 20; Committee for Economic Development. (2013, May). *Supporting new teachers: The importance of the first year in ensuring success and retention* (Issue Brief). Washington, DC: Author; Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study, p. 92. Retrieved from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf>

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¹⁴ October 28, 2013 Business Retreat [businessinsider.com](http://www.businessinsider.com) (2013), p. 1. <http://www.businessinsider.com/how-to-plan-a-corporate-retreat-2013-9>

¹⁵ Coward, R. (2003). *Teacher renewal and commitment to education: A qualitative analysis of teachers' experiences at the North Carolina Center for the Advancement of Teaching* (Doctoral dissertation). Western Carolina University, Cullowhee, NC.

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¹⁷ Oct. 27, 2013, Retrieved from <https://www.hrc.army.mil/TAGD/ACES%20Vision%20Mission%20and%20Goals>

¹⁸ Utilizing the Internet Search Engine, Googol.com results in the following number of Internet links: continuing legal education=96,700,000 results; continuing military education=79,600,000

results; continuing medical education=78,800,000 results; continuing teacher education=36,200,000 results. (October 27, 2013).

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²⁵ More information can be found on the *NCCAT Data Literacy Initiative* in Section 3, *Data Literacy Leaders*.

²⁶ NCCAT Archives, July, 1985.

²⁷ See Appendix A: S.L. 2013-11. (pages 71 – 74)

²⁸ See Appendix A: Response to General Statute 14-458.1. and General Statute 115C-407.15. (pages 75 – 76)

²⁹ See Appendix A: S.L. 2013-11 Section 2. (pages 71 – 74)

³⁰ See Appendix A: S.L. 2013-12. (page 77 - 78)

³¹ See Appendix A: S.L. 2012-142. (pages 68 – 70)

³² Hart, B., & Risley, T.R. (2003, Spring). The early catastrophe: The 30 million word gap by age 3. *American Federation of Teachers, AFL-CIO*. Retrieved from <http://www.aft.org/newspubs/periodicals/ae/spring2003/hart.cfm>

³³ See Appendix A: S.L. 2013-360 section 9.3. (page 79)

³⁴ See Appendix B: NCCAT Online Surveys, 2013. (The decision to limit the online survey sample to three years was made: (a.) to ensure accuracy of recall; (b.) to increase probability of principals working at their current school for at least three years; and, (c.) to respond based on *current* fiscal and educational initiatives.) (pages 82-84)

³⁵ Rendulic, P.A. (2011). *2011 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida; Rendulic, P.A. (2012). *2012 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida; Rendulic, P.A. (2013). *2013 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida. (Evaluations from *NCCAT Connections*, funded by *The Z. Smith Reynolds Foundation*, can be found on the NCCAT website: www.nccat.org/performetrics).

³⁶ See Appendix B: End of Seminar Summative Evaluation Data Comparison, 2006-2007 to 2012-2013. (page 84)

³⁷ Rendulic, P.A. (2011). *2011 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida; Rendulic, P.A. (2012). *2012 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida; Rendulic, P.A. (2013). *2013 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida.

³⁸ Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study, pp. 89-90. Retrieved from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf>

³⁹ Smith, T.M., & Ingersoll, R. (2004, Fall). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714. Retrieved from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1135&context=gse_pubs

⁴⁰ Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study, p. 7. Retrieved from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf>

⁴¹ Rendulic, P.A. (2012). *2012 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida, p. 12.

⁴² See Appendix B: NCCAT Online Surveys, 2013. (pages 82 – 83)

⁴³ Rendulic, P.A. (2011). *2011 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida, p. 15.

⁴⁴ See Appendix B: NCCAT Online Surveys, 2013. (pages 82 – 83)

⁴⁵ Rendulic, P.A. (2011). *2011 Evaluation of NCCAT Connections: A beginning teacher program of the North Carolina Center for the Advancement of Teaching (NCCAT)*. Clermont, FL: Performetrics of Florida, p. 17.

⁴⁶ See Appendix B: End of Seminar Summative Evaluation Data Comparison, 2006-2007 to 2012-2013. (page 84)

⁴⁷ See Appendix B: NCCAT Online Surveys, 2013. (pages 82 – 83)

⁴⁸ See Appendix B: NCCAT Online Surveys, 2013. (pages 82 – 83)

⁴⁹ See Appendix B: NCCAT Online Surveys, 2013. (pages 82 – 83)

⁵⁰ See Appendix B: End of Seminar Summative Evaluation Data Comparison, 2006-2007 to 2012-2013. (page 84)

⁵¹ See Appendix B: NCCAT Online Surveys, 2013. (pages 82 – 83)

⁵² Designing programs to help support beginning teachers was not out of NCCAT's area of expertise, as the Center had been approached by low-wealth, high-risk school districts including Vance County and the Public Schools of Robeson County to provide support for their beginning teachers through collaborative grants. NCCAT also had assisted NCDPI with the development and piloting of the 1998 *State Mentor Training* program and assistance with the state's *Performance-Based Licensure* program for beginning teachers. External funding from *The Z. Smith Reynolds Foundation* and the *Wachovia Bank Foundation* helped NCCAT further

research, pilot, assess, and refine its beginning teacher support program. NCCAT's beginning teacher support program evolved to form two innovative and highly successful initiatives: *NCCAT Connections (Connections)* (for teachers in their first year of teaching) and *Success from the Start* (originally titled *Connect to Your Future: Celebrating Success in Your Classroom*), (for teachers in their second and third years of teaching). In January 2014, NCCAT secured funding from *The Z. Smith Reynolds Foundation* in the amount of \$241,291 to expand *Connections*. The money will be used to develop online and face-to-face training materials and to train a cadre of extended faculty to implement the training for teachers in their own or nearby districts. The outcome will be a self-sustaining, cost-effective, blended delivery induction program available to all North Carolina school districts.

⁵³ Alliance for Excellent Education. (2005, August). *Teacher attrition: A costly loss to the nation and to the states* (Issue Brief). Washington, DC: Author; Corbell, K.A. (2009). Strategies that can reduce new teacher attrition in North Carolina. Friday Institute White Paper Series Number 3. Retrieved from www.fi.ncsu.edu/whitepapers

⁵⁴ Corbell, K.A. (2009). Strategies that can reduce new teacher attrition in North Carolina. Friday Institute White Paper Series Number 3. Retrieved from www.fi.ncsu.edu/whitepapers

⁵⁵ Barnes, G., E. Crowe., & B. Schaefer. (2007). The cost of teacher turnover in five school districts: A pilot study. Retrieved from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf>

⁵⁶ In January 2014, NCCAT secured funding from *The Z. Smith Reynolds Foundation* in the amount of \$241,291 to expand *Connections*. The money will be used to develop online and face-to-face training materials and to train a cadre of extended faculty to implement the training for teachers in their own or nearby districts. The outcome will be a self-sustaining, cost-effective, blended delivery induction program available to all North Carolina school districts.

⁵⁷ Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study, p. 90. Retrieved from <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-full-report.pdf>

⁵⁸ Wachovia Foundation, (2004). After the 2007 passage of the Article 3J Tax Credit, NCCAT used the North Carolina Department of Commerce's tier rankings to determine low-wealth criteria.

⁵⁹ www.teacch.com

⁶⁰ NCCAT Website link to Annual Reports, (2003-2013):
<http://www.nccat.org/s/1099/index.aspx?sid=1099&gid=1&pgid=334>

⁶¹ Committee for Economic Development. (2012, October). *Business leaders for strengthening the educator workforce*. Washington, DC: Author. Retrieved from <http://www.ced.org/events/single/business-leaders-for-strengthening-the-educator-workforce>;

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

⁶² These percentage ratings reflect the Cullowhee NCCAT Dining Facilities. The Ocracoke NCCAT Center is annually assessed by a representative of the Division of Environmental Health within the NC Dept. of Environment and Natural Resources and has fully adhered to all state requirements since opening in 2007. In 2012, North Carolina implemented new food handling and storage codes and began requiring ServSafe certification, a National Restaurant Association requirement. In prior years, NCCAT voluntarily participated in this optional training receiving bonus points on ratings.

⁶³ See Appendix B: Current list of NCCAT Board of Trustees (page 85)

⁶⁴ All references to public schools include charter schools.

APPENDIX A

UERS for the 2013-2015 fiscal biennium shall not revert at the end of each fiscal year but shall remain available until expended.

SECTION 8.8.(b) This section becomes effective June 30, 2013.

REVISE NC VIRTUAL PUBLIC SCHOOLS (NCVPS) COST CALCULATION DATE

SECTION 8.9.(a) Section 7.22(d)(6) of S.L. 2011-145 is repealed.

SECTION 8.9.(b) In implementing the allotment formula for the North Carolina Virtual Public Schools (NCVPS) program, the State Board of Education shall calculate, no later than February 28 of each year, the actual instructional cost for each local school administrative unit and charter school based upon actual NCVPS enrollment as of that date.

NC CENTER FOR THE ADVANCEMENT OF TEACHING

SECTION 8.10. It is the intent of the General Assembly to systematically review the North Carolina Center for the Advancement of Teaching (NCCAT). This review is intended to assist the General Assembly in determining whether to continue, reduce, or eliminate funding for the program. NCCAT shall report the following information to the Fiscal Research Division no later than February 1, 2014:

- (1) A description of the program's mission, goals, and objectives.
- (2) An examination of the program's governance structure and an assessment of whether the existing governance structure adequately supports the program's mission, goals, and objectives.
- (3) The extent to which NCCAT's fund, agency, division, and program objectives complement General Assembly policies in the areas of digital learning and early grades literacy.
- (4) Performance measures for determining whether the program is meeting its mission, goals, and objectives.
- (5) Recommendations for statutory, budgetary, or administrative changes needed to improve the efficiency and effectiveness of the program.

SCHOOL BUS REPLACEMENT

SECTION 8.11.(a) G.S. 115C-249 reads as rewritten:

"§ 115C-249. Purchase and maintenance of school buses, materials and supplies.

(a) To the extent that the funds shall be made available to it for such purpose, a local board of education is authorized to purchase from time to time such additional school buses and service vehicles or replacements for school buses and service vehicles, as may be deemed by such board to be necessary for the safe and efficient transportation of pupils enrolled in the schools within such local school administrative unit. Any school bus so purchased shall be constructed and equipped as prescribed by the provisions of this Article and by the regulations of the State Board of Education issued pursuant thereto. Any school bus so purchased that is capable of operating on diesel fuel shall be capable of operating on diesel fuel with a minimum biodiesel concentration of B-20, as defined in G.S. 143-58.4. At least two percent (2%) of the total volume of fuel purchased annually by local school districts statewide for use in school bus diesel engine motor vehicles shall be biodiesel fuel of a minimum blend of B-20, to the extent that biodiesel blend is available and compatible with the technology of the vehicles or equipment used.

(b) The tax-levying authorities of any county are hereby authorized to make provision from time to time in the capital outlay budget of the county for the purchase of such school buses or service vehicles.

(c) Any funds appropriated from time to time by the General Assembly for the purchase of school buses or service vehicles shall be allocated by the State Board of Education to the respective local boards of education in accordance with the requirements of such boards as determined by the State Board of Education, and thereupon shall be paid over to the respective local boards of education in accordance with such allocation.

(c1) In determining which school buses in the statewide fleet are to be replaced with State funds in a given year, the State Board of Education shall give highest priority to safety concerns.

A bus is eligible for replacement with State funds based on its age and mileage when it is either 20 years old by model year or has been operated for 250,000 miles, except as follows:

pursuits, through a center dedicated exclusively to the advancement of teaching as an art and as a profession.

The Board of Governors of The University of North Carolina shall establish the North Carolina Center for the Advancement of Teaching Board of Trustees and 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 NCCAT.

(a) The NCCAT Board of Trustees shall be composed of the following membership:

- (1) Three ex officio members: the President of The University of North Carolina, the State Superintendent of Public Instruction, and the Chancellor of Western Carolina University;
- (2) Two members appointed by the General Assembly upon the recommendation of the President of the Senate;
- (3) Two members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives; and
- (4) Eight members appointed by the Board of Governors, one from each of the eight educational regions.

The appointing authorities shall give consideration to assuring, through Board membership, the statewide mission of NCCAT.

(b) Members of the NCCAT Board of Trustees shall serve four-year terms. Members may serve two consecutive four-year terms. The Board shall elect a new chairman every two years from its membership. The Chairman may serve two consecutive two-year terms as chairman.

The chief administrative officer of NCCAT shall be a director, who shall be appointed by the NCCAT Board of Trustees.

—AGRICULTURAL PROGRAMS

Sec. 75. The new funds totalling one million eight hundred ninety-seven thousand three hundred seventy-three dollars (\$1,897,373) in 1985-86 and two million four hundred seventy-one thousand seven hundred forty dollars (\$2,471,740) in 1986-87, appropriated in Section 2 of this act to the Board of Governors, for North Carolina State University for Agricultural Programs, shall be expended as follows:

(1) One hundred thousand dollars (\$100,000) in each year of the biennium to establish under the present pre-harvest apple project leader a pre-harvest apple research position at the Mountain Horticultural Crops Research Station at Fletcher and to provide operating funds and equipment for a biotechnical apple research program;

(2) Twenty thousand dollars (\$20,000) in 1985-86 to conduct the North Carolina Turfgrass Survey;

(3) Eighty-seven thousand three hundred seventy-three dollars (\$87,373) in 1985-86 and eighty-four thousand two hundred forty dollars (\$84,240) in 1986-87 to be used to provide a fishery specialist and related costs at the Mountain Horticultural

**TRANSFER THE NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF
TEACHING TO THE STATE BOARD OF EDUCATION**

SECTION 9.13.(a) The North Carolina Center for the Advancement of Teaching (NCCAT) is transferred from the Board of Governors of The University of North Carolina to the State Board of Education. The Center shall be located administratively under the State Board of Education but shall exercise its powers and duties through its own board of trustees. The board of trustees shall have full authority regarding all aspects of employment and contracts for the North Carolina Center for the Advancement of Teaching in accordance with State personnel policies and contract procedures.

This transfer shall include (i) ownership, possession, and control of its properties located at Cullowhee and Ocracoke, including buildings, grounds, personal property, vehicles, and equipment and (ii) the resources, assets, liabilities, and operations maintained, possessed, or controlled by the North Carolina Center for the Advancement of Teaching prior to the transfer.

Upon the transfer, all duties and responsibilities of The University of North Carolina regarding NCCAT, including Western Carolina University, shall cease except as may be agreed upon by The University of North Carolina, Western Carolina University, the State Board of Education, and NCCAT; provided, however, that these parties shall work cooperatively in coordination with appropriate State agencies to effect an efficient and orderly transfer of duties and responsibilities to be completed on or before November 1, 2009.

The State shall reallocate to Western Carolina University the land grant that is the original parcel of NCCAT real property located in Cullowhee if it is no longer used or occupied by NCCAT.

SECTION 9.13.(b) G.S. 116-74.6 is recodified as G.S. 115C-296.5.

SECTION 9.13.(c) G.S. 115C-296.5 reads as rewritten:

"§ 115C-296.5. North Carolina Center for the Advancement of Teaching; powers and duties of trustees; reporting requirement.

(a) The North Carolina Center for the Advancement of Teaching (hereinafter called "NCCAT"), through itself or agencies with which it may contract, shall:

- (1) Provide career teachers with opportunities to study advanced topics in the sciences, arts, and humanities and to engage in informed discourse, assisted by able mentors and outstanding leaders from all walks of life; and
- (2) Offer opportunities for teachers to engage in scholarly pursuits, through a center dedicated exclusively to the advancement of teaching as an art and as a profession.

(b) Priority for admission to NCCAT opportunities shall be given to teachers with teaching experience of 15 years or less.

(c) NCCAT may also provide training and support for beginning teachers to enhance their skills and in support of the State's effort to recruit and retain beginning teachers.

(d) The Board of Trustees of the North Carolina Center for the Advancement of Teaching shall hold all the powers and duties necessary or appropriate for the effective discharge of the functions of NCCAT.

(e) The Executive Director shall submit a copy of the NCCAT annual report to the Chair of the State Board of Education at the time of issuance."

SECTION 9.13.(d) G.S. 116-74.7 is recodified as G.S. 115C-296.6.

SECTION 9.13.(e) G.S. 115C-296.6 reads as rewritten:

"§ 115C-296.6. Composition of board of trustees; terms; officers.

- (a) The NCCAT Board of Trustees shall be composed of the following membership:
- (1) Two ex officio members: the Chairman of the State Board of Education and the State Superintendent of Public Instruction or their designees;
 - (2) Two members appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate;
 - (3) Two members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives; and
 - (4) Eight members appointed by the Governor, one from each of the eight educational regions.

The appointing authorities shall give consideration to assuring, through Board membership, the statewide mission of NCCAT.

(b) Members of the NCCAT Board of Trustees shall serve four-year terms. Members may serve two consecutive four-year terms. The Board shall elect a new chair every two years from its membership. The chair may serve two consecutive two-year terms as chair.

(c) The chief administrative officer of NCCAT shall be an executive director who shall be appointed by the NCCAT Board of Trustees."

SECTION 9.13.(f) G.S. 126-5(c1) is amended by adding a new subdivision to

read:

"(29) The Executive Director, Deputy Director, all other directors, assistant and associate directors, and center fellows of the North Carolina Center for the Advancement of Teaching."

SECTION 9.13.(g) Existing appointed members of the NCCAT Board of Trustees shall continue to serve until their current terms expire. Their successors shall be appointed as provided in G.S. 115C-296.6, as recodified and rewritten by subsections (d) and (e) of this section.

SECTION 7.14.(c) Subsection (a) of this section applies only to schools created after July 1, 2011.

TRANSFER OF FEDERAL AGRICULTURAL EDUCATION FUNDS

SECTION 7.15. The Agricultural Education Program in the Department of Agricultural and Extension Education at North Carolina State University shall develop the secondary agricultural education curricula. The Program shall recommend the curricula and corresponding assessment instruments to the State Board of Education, which shall adopt the curricula for inclusion in the Standard Course of Study. This curricula shall include as part of its core content the Future Farmers of America (FFA) student youth organization and the Supervised Agricultural Experience learning program.

Effective with the 2011 federal grant, the State Board of Education shall transfer a prorated share of funds from all federal Career and Technical Education funds available for State-level usage to the Agricultural Education and FFA Program housed in the Department of Agricultural and Extension Education at North Carolina State University. The transfer of funds shall be a percentage of the total based upon the grades 9-12 duplicated agricultural education enrollment as compared to the total career and technical education grades 9-12 duplicated enrollment. These funds shall be used to support the secondary Agricultural Education Program State-level administration, leadership, curriculum and professional development, operations, innovations and expansions, and the FFA and the Supervised Agricultural Education learning program.

SCHOOL CALENDAR PILOT PROGRAM

SECTION 7.17.(a) The State Board of Education shall establish a school calendar pilot program in the Wilkes County Schools, the Montgomery County Schools, and the Stanly County Schools. The purpose of the pilot program is to determine whether and to what extent a local school administrative unit can save money during this extreme fiscal crisis by consolidating the school calendar.

Notwithstanding G.S. 115C-84.2(a)(1), the school calendar for the 2011-2012 calendar year for the pilot school systems shall include a minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months.

If the local board of education in a pilot school system adds instructional hours to previously scheduled days under this section, the local school administrative unit is deemed to have a minimum of 185 days of instruction, and teachers employed for a 10-month term are deemed to have been employed for the days being made up and shall be compensated as if they had worked the days being made up.

The State Board of Education shall report to the Joint Legislative Education Oversight Committee by March 15, 2012, on the administration of the pilot program, cost savings realized by it, and its impact on student achievement.

SECTION 7.17.(b) If the State Board of Education finds that it will enhance student performance to do so, the State Board may grant a pilot school system a waiver to use up to five instructional days or an equivalent number of instructional hours as teacher workdays.

BUDGET REDUCTIONS/DEPARTMENT OF PUBLIC INSTRUCTION

SECTION 7.19.(a) Notwithstanding G.S. 143C-6-4 or Section 7.14 of S.L. 2009-451, the Department of Public Instruction may, after consultation with the Office of State Budget and Management and the Fiscal Research Division, reorganize if necessary to implement the budget reductions set out in this act. This consultation shall occur prior to requesting budgetary and personnel changes through the budget revision process. The Department shall provide a current organization chart in the consultation process. The Department shall report to the Joint Legislative Commission on Governmental Operations on any reorganization.

SECTION 7.19.(b) The Department of Public Instruction shall not increase the number of State-funded positions in any Department of Public Instruction divisions identified for reductions in this act.

SECTION 7.19.(c) In implementing budget reductions under this act, the Department of Public Instruction shall make no reduction in funding or positions for the Positive Behavioral Support program.

LEA BUDGET ADJUSTMENT

SECTION 7.20.(a) Within 14 days of the date this act becomes law, the State Board of Education shall notify each local school administrative unit and charter school of the amount the unit or charter school must reduce from the State General Fund appropriations. The State Board shall determine the amount of the reduction for each unit and charter school on the basis of average daily membership.

SECTION 7.20.(b) Each unit or charter school shall report to the Department of Public Instruction on the flexibility budget reductions it has identified for the unit within 30 days of the date this act becomes law.

LEA BUDGETARY FLEXIBILITY

SECTION 7.21.(a) For fiscal years 2011-2012 and 2012-2013, the State Board of Education is authorized to extend its emergency rules, in accordance with G.S. 150B-21.1A, granting maximum flexibility to local school administrative units regarding the expenditure of State funds. These rules shall not be subject to the limitations on transfers of funds between funding allotment categories set out in G.S. 115C-105.25. However, these rules shall not permit the following transfers:

- (1) The transfer of funds into central office administration.
- (2) The transfer of funds from the classroom teachers allotment to any allotment other than teacher assistants allotment.
- (3) The transfer of funds from the teacher assistants allotment to any allotment other than the classroom teachers allotment.

SECTION 7.21.(b) For fiscal years 2011-2012 and 2012-2013, local school administrative units shall make every effort to reduce spending whenever and wherever such budget reductions are appropriate, with the goal of protecting direct classroom services such as teacher assistants and classroom teachers. In making reductions, local school administrative units shall first consider reductions to central office administration and other administrative functions. Notwithstanding G.S. 115C-301 or any other law, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement in grades 4-12. Class size requirements in grades K-3 shall remain unchanged.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOLS

SECTION 7.22.(a) The North Carolina Virtual Public School (NCVPS) program shall report to the State Board of Education and shall maintain an administrative office at the Department of Public Instruction.

SECTION 7.22.(b) The Director of NCVPS shall ensure that students residing in rural and low-wealth county local school administrative units have access to e-learning course offerings in order to expand available instructional opportunities. E-learning instructional opportunities shall include courses required as part of the standard course of study for high school graduation and AP offerings not otherwise available.

SECTION 7.22.(c) Section 7.4 of S.L. 2010-31 is repealed.

SECTION 7.22.(d) The State Board of Education shall take the following steps to implement an allotment formula for NCVPS beginning with the 2011-2012 school year:

- (1) Project NCVPS student enrollment by semester and year-long course types for each local school administrative unit and charter school.
- (2) Establish a per course teacher payment structure for the instructional costs of NCVPS. In establishing this payment structure, the Board shall consider the following:

SECTION 7.17.(a) The federal Investing in Innovation Fund Grant: Validating Early College Strategies for Traditional Comprehensive High Schools awarded to the North Carolina New Schools Project for 2012-2017 requires students to enroll in a community college course in the tenth grade. Notwithstanding any other provision of law, specified local school administrative units may offer one community college course to participating sophomore (tenth grade) students. Participating local school administrative units are Alleghany, Beaufort, Hertford, Jones, Madison, Richmond, Rutherford, Sampson, Surry, Wilkes, and Yancey County Schools.

SECTION 7.17.(b) Grant funds shall be used to pay for all costs incurred by the local school administrative units and the community college partners to implement the grant, including community college FTE. Community colleges shall not earn budget FTE for student course enrollments supported with this grant.

SECTION 7.17.(c) Research for the project shall address the effects of early college strategies in preparing students for college completion. The North Carolina New Schools Project shall report on the implementation of the grant to the State Board of Education, State Board of Community Colleges, Office of the Governor, and the Joint Legislative Education Oversight Committee no later than March 15, 2013, and annually thereafter until the end of the grant period.

BUDGETING OF POSITION ALLOTMENTS

SECTION 7.18.(a) Section 7.21(a) of S.L. 2011-145 reads as rewritten:

"SECTION 7.21.(a) For fiscal years 2011-2012 and 2012-2013, the State Board of Education is authorized to extend its emergency rules, in accordance with G.S. 150B-21.1A, granting maximum flexibility to local school administrative units regarding the expenditure of State funds. These rules shall not be subject to the limitations on transfers of funds between funding allotment categories set out in G.S. 115C-105.25. However, these rules shall not permit the following transfers:

- (1) The transfer of funds into central office administration.
- (2) The transfer of funds from the classroom teachers allotment to any allotment other than teacher assistants allotment.
- (3) The transfer of funds from the teacher assistants allotment to any allotment other than the classroom teachers allotment.

For funds related to classroom teacher positions, the salary transferred shall be based on the first step of the "A" Teachers salary schedule."

SECTION 7.18.(b) Local school administrative units may transfer funds for certified instructional support personnel for any purpose not otherwise prohibited by the State Board of Education's ABC transfer policy by submitting an ABC Transfer Form to the Department of Public Instruction. For funds related to certified instructional support personnel positions, the salary transferred shall be based on the first step of the "A" Teachers salary schedule. No local school administrative unit shall convert certified position allotments to dollars in order to hire the same type of position.

UNIFORM EDUCATION REPORTING SYSTEM (UERS) FUNDS

SECTION 7.19.(a) Funds appropriated for the Uniform Education Reporting System shall not revert at the end of the 2011-2012 fiscal year.

SECTION 7.19.(b) This section becomes effective June 30, 2012.

PART VII-A. EXCELLENT PUBLIC SCHOOLS ACT

IMPROVE K-3 LITERACY

SECTION 7A.1.(a) G.S. 115C-81.2 is repealed.

SECTION 7A.1.(b) Article 8 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 1A. North Carolina Read to Achieve Program.

"§ 115C-83.1A. State goal.

The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.

"§ 115C-83.1B. Purposes.

(a) The purposes of this Part are to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

(b) In addition to the purposes listed in subsection (a) of this section, the purpose of this Part is to determine that progression from one grade to another be based, in part, upon proficiency in reading.

"§ 115C-83.1C. Definitions.

The following definitions apply in this Part:

- (1) "Accelerated reading class" means a class where focused instructional supports and services are provided to increase a student's reading level at least two grades in one school year.
- (2) "Alternative assessment" means a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State-approved standardized test of reading comprehension administered to third grade students.
- (3) "Instructional supports and services" mean intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.
- (4) "Difficulty with reading development" means not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.
- (5) "Reading interventions" mean evidence-based strategies frequently used to remediate reading deficiencies and include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills and abilities.
- (6) "Reading proficiency" means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.
- (7) "Reading deficiency" means not reading at the third grade level by the end of the student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.
- (8) "Student reading portfolio" means a compilation of independently produced student work selected by the student's teacher, and signed by the teacher and principal, as an accurate picture of the student's reading ability. The student reading portfolio shall include an organized collection of evidence of the student's mastery of the State's reading standards that are assessed by the State-approved standardized test of reading comprehension administered to third grade students. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
- (9) "Summer reading camp" means an additional educational program outside of the instructional calendar provided by the local school administrative unit to any student who does not demonstrate reading proficiency. Parents or guardians of the student not demonstrating reading proficiency shall make the final decision regarding the student's summer camp attendance. Summer camps shall (i) be six to eight weeks long, four or five days per week; (ii) include at least three hours of instructional time per day; (iii) be taught by compensated, licensed teachers selected based on demonstrated student

outcomes in reading proficiency; and (iv) allow volunteer mentors to read with students.

- (10) "Transitional third and fourth class combination" means a classroom specifically designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate areas of reading deficiency.

"§ 115C-83.1D. Comprehensive plan for reading achievement.

(a) The State Board of Education shall develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in the public schools. The plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. The plan shall be developed with the active involvement of teachers, college and university educators, parents and guardians of students, and other interested parties. The plan shall, when appropriate to reflect research, include revision of the standard course of study or other curricular standards, revision of teacher licensure and renewal standards, and revision of teacher education program standards.

(b) The State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 1 of each even-numbered year on the implementation, evaluation, and revisions to the comprehensive plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development.

"§ 115C-83.1E. Developmental screening and kindergarten entry assessment.

(a) The State Board of Education shall ensure that every student entering kindergarten shall be administered a developmental screening of early language, literacy, and math skills within 30 days of enrollment.

(b) The State Board of Education shall ensure that every student entering kindergarten shall complete a kindergarten entry assessment within 60 days of enrollment.

(c) The developmental screening instrument may be composed of subsections of the kindergarten entry assessment.

(d) The kindergarten entry assessment shall address the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.

(e) The kindergarten entry assessment shall be (i) administered at the classroom level in all local school administrative units; (ii) aligned to North Carolina's early learning and development standards and to the standard course of study; and (iii) reliable, valid, and appropriate for use with all children, including those with disabilities and those who are English language learners.

(f) The results of the developmental screening and the kindergarten entry assessment shall be used to inform the following:

- (1) The status of children's learning at kindergarten entry.
- (2) Instruction of each child.
- (3) Efforts to reduce the achievement gap at kindergarten entry.
- (4) Continuous improvement of the early childhood system.

"§ 115C-83.1F. Facilitating early grade reading proficiency.

(a) Kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments made available to local school administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a). Difficulty with reading development identified through administration of formative and diagnostic assessments shall be addressed with instructional supports and services. To the greatest extent possible, kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS), or a compatible and comparable system approved by the State Board of Education, to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(b) Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices.

(c) Local school administrative units are encouraged to partner with community organizations, businesses, and other groups to provide volunteers, mentors, or tutors to assist

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

SESSION LAW 2013-11
HOUSE BILL 23

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO DEVELOP AND IMPLEMENT DIGITAL TEACHING AND LEARNING STANDARDS FOR TEACHERS AND SCHOOL ADMINISTRATORS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296 reads as rewritten:

"§ 115C-296. Board sets licensure requirements; reports; lateral entry and mentor programs.

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel licensed in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several licensure requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

(1) Licensure standards. -

a. The licensure program shall provide for initial licensure after completion of preservice training, continuing licensure after three years of teaching experience, and license renewal every five years thereafter, until the retirement of the teacher. The last license renewal received prior to retirement shall remain in effect for five years after retirement. The licensure program shall also provide for lifetime licensure after 50 years of teaching.

b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing licensure. The new requirements shall reflect more rigorous standards for continuing licensure and shall be aligned with high quality professional development programs that reflect State priorities for improving student achievement.

c. The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) reevaluate and enhance the requirements for renewal of teacher licenses, (ii) integrate digital teaching and learning into the requirements for licensure renewal, and (iii) consider modifications in the license renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills.

(2) Teacher education programs. -

a. The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina, the North Carolina Independent Colleges and Universities, and any other



public and private agencies as necessary, shall continue to raise standards for entry into teacher education programs.

b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall require that all students preparing to teach demonstrate competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

c. To further ensure that teacher preparation programs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall do all of the following to ensure that students preparing are prepared to teach in elementary schools schools:

1. ~~(i) have~~ Provide students with adequate coursework in the teaching of reading and mathematics; mathematics.
2. ~~(ii) are assessed~~ Assess students prior to certification licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations; expectations.
3. ~~(iii) continue to receive~~ Continue to provide students with preparation in applying formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement; and improvement.
4. ~~(iv) are prepared~~ Prepare students to integrate arts education across the curriculum.

d. The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall evaluate and modify, as necessary, the academic requirements of teacher preparation programs for students preparing to teach science in middle and high schools to ensure that there is adequate preparation in issues related to science laboratory safety.

~~The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing licensure. The new requirements shall reflect more rigorous standards for continuing licensure and to the extent possible shall be aligned with quality professional development programs that reflect State priorities for improving student achievement.~~

~~The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall reevaluate and enhance the requirements for renewal of teacher licenses. The State Board shall consider modifications in the license renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills. The State Board shall adopt new standards for the renewal of teacher licenses by May 15, 1998.~~

e. The standards for approval of institutions of teacher education shall require that teacher education programs for all students include demonstrated competencies in (i) the identification and education of children with disabilities and (ii) positive management of student behavior and effective communication techniques for defusing and deescalating disruptive or dangerous behavior.

f. The State Board of Education shall incorporate the criteria developed in accordance with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program into its school administrator program approval standards.

g. All North Carolina institutions of higher education that offer teacher education programs, masters degree programs in education, or masters degree programs in school administration shall provide performance reports to the State Board of Education. The performance reports shall follow a common format, shall be

submitted according to a plan developed by the State Board, and shall include the information required under the plan developed by the State Board.

...
(c1) The State Board of Community Colleges may provide a program of study for lateral entry teachers to complete the coursework necessary to earn a teaching license. To this end, the State Board of Education, in consultation with the State Board of Community Colleges, shall establish a competency-based program of study for lateral entry teachers to be implemented within the Community College System no later than May 1, 2006. This program must meet standards set by the State Board of Education. To ensure that programs of study for lateral entry remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board of Education shall do all of the following to ensure that lateral entry personnel are prepared to teach:

- (i)(1) Provide adequate coursework in the teaching of reading and mathematics is available for lateral entry teachers seeking certification in elementary education; education.
- (ii)(2) Assess lateral entry teachers are assessed prior to certification to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations; expectations.
- (iii)(3) Prepare all lateral entry teachers continue to receive preparation in applying to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement; and improvement.
- (iv)(4) are prepared Prepare all lateral entry teachers to integrate arts education across the curriculum.
- (5) Require that lateral entry teachers demonstrate competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

...."

SECTION 2. G.S. 115C-284 is amended by adding a new subsection to read:

"(c3) The State Board of Education shall require that all students in school administrator preparation programs demonstrate competencies in (i) using digital and other instructional technologies and (ii) supporting teachers and other school personnel to use digital and other instructional technologies to ensure provision of high-quality, integrated digital teaching and learning to all students. The State Board of Education shall include continuing education in high-quality, integrated digital teaching and learning as a requirement of licensure renewal."

SECTION 3. The State Board of Education shall develop digital teaching and learning competencies to provide a framework for schools of education, school administrators, and classroom teachers on the needed skills to provide high-quality, integrated digital teaching and learning.

SECTION 4. Sections 1 and 2 of this act become effective July 1, 2017, and apply beginning with the 2017-2018 school year. Section 3 is effective when this act becomes law.
In the General Assembly read three times and ratified this the 13th day of March, 2013.

s/ Daniel J. Forest
President of the Senate

s/ Thom Tillis
Speaker of the House of Representatives

s/ Pat McCrory
Governor

Approved 2:43 p.m. this 15th day of March, 2013

§ 14-458.1. Cyber-bullying; penalty.

(a) Except as otherwise made unlawful by this Article, it shall be unlawful for any person to use a computer or computer network to do any of the following:

- (1) With the intent to intimidate or torment a minor:
 - a. Build a fake profile or Web site;
 - b. Pose as a minor in:
 1. An Internet chat room;
 2. An electronic mail message; or
 3. An instant message;
 - c. Follow a minor online or into an Internet chat room; or
 - d. Post or encourage others to post on the Internet private, personal, or sexual information pertaining to a minor.
- (2) With the intent to intimidate or torment a minor or the minor's parent or guardian:
 - a. Post a real or doctored image of a minor on the Internet;
 - b. Access, alter, or erase any computer network, computer data, computer program, or computer software, including breaking into a password protected account or stealing or otherwise accessing passwords; or
 - c. Use a computer system for repeated, continuing, or sustained electronic communications, including electronic mail or other transmissions, to a minor.
- (3) Make any statement, whether true or false, intending to immediately provoke, and that is likely to provoke, any third party to stalk or harass a minor.
- (4) Copy and disseminate, or cause to be made, an unauthorized copy of any data pertaining to a minor for the purpose of intimidating or tormenting that minor (in any form, including, but not limited to, any printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network).
- (5) Sign up a minor for a pornographic Internet site with the intent to intimidate or torment the minor.
- (6) Without authorization of the minor or the minor's parent or guardian, sign up a minor for electronic mailing lists or to receive junk electronic messages and instant messages, with the intent to intimidate or torment the minor.

(b) Any person who violates this section shall be guilty of cyber-bullying, which offense shall be punishable as a Class 1 misdemeanor if the defendant is 18 years of age or older at the time the offense is committed. If the defendant is under the age of 18 at the time the offense is committed, the offense shall be punishable as a Class 2 misdemeanor.

(c) Whenever any person pleads guilty to or is guilty of an offense under this section, and the offense was committed before the person attained the age of 18 years, the court may, without entering a judgment of guilt and with the consent of the defendant, defer further proceedings and place the defendant on probation upon such reasonable terms and conditions as the court may require. Upon fulfillment of the terms and conditions of the probation provided for in this subsection, the court shall discharge the defendant and dismiss the proceedings against the defendant. Discharge and dismissal under this subsection shall be without court adjudication of guilt and shall not be deemed a conviction for purposes of this section or for purposes of disqualifications or disabilities imposed by law upon conviction of a crime. Upon discharge and dismissal pursuant to this subsection, the person may apply for an order to expunge the complete record of the proceedings resulting in the dismissal and discharge, pursuant to the procedures and requirements set forth in G.S. 15A-146. (2009-551, s. 1; 2012-149, s. 3.)

Article 29C.

School Violence Prevention.

§ 115C-407.15. Bullying and harassing behavior.

(a) As used in this Article, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

- (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

(b) No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

(c) No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.

(d) A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

(e) A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official. (2009-212, s. 1; 2009-570, s. 39.)

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2013

SESSION LAW 2013-12

HOUSE BILL 44

AN ACT STATING THE INTENT OF THE GENERAL ASSEMBLY TO TRANSITION FROM FUNDING TEXTBOOKS TO FUNDING DIGITAL LEARNING IN THE PUBLIC SCHOOLS, AS RECOMMENDED BY THE LEGISLATIVE RESEARCH COMMISSION STUDY COMMITTEE ON DIGITAL LEARNING ENVIRONMENTS IN PUBLIC SCHOOLS.

Whereas, local school administrative units (LEAs) have used a number of approaches to provide or access digital learning devices; and

Whereas, these approaches include the diversion and restructuring of current funding, use of private grants, parental contributions, local funding, and "bring-your-own-device" policies; and

Whereas, educational materials in the form of digital textbooks and instructional resources have also become increasingly available and can benefit North Carolina students in elementary, middle, and high school grades by providing high-quality, up-to-date information that can be customized for individual students throughout their educational experience; and

Whereas, LEAs may currently use textbook funding for digital instructional materials and digital textbooks; and

Whereas, digital textbooks and instructional resources have proven to be tools that, when used effectively, can raise the level of academic performance of the State's students; and

Whereas, the use of online and blended courses can provide greater access to courses for students in subject areas that might otherwise be unavailable in many regions of the State; and

Whereas, online courses and blended instruction may also provide students with opportunities for credit recovery, earning college credit, and coursework in career and technical education; and

Whereas, LEAs should explore the competitive environment for innovative practices, including virtual learning, that blend technology, digital devices, online learning, and traditional resources in classroom instruction; and

Whereas, LEAs should implement available and appropriate high-quality virtual, digital, and instructional resources that align with the curriculum; Now, therefore, The General Assembly of North Carolina enacts:

SECTION 1. It is the intent of the General Assembly to transition from funding for textbooks, both traditional and digital, to funding for digital materials, including textbooks and instructional resources, to provide educational resources that remain current, aligned with curriculum, and effective for all learners by 2017.

SECTION 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 11th day of March,

2013.

s/ Daniel J. Forest

President of the Senate
s/ Paul Stam
Speaker Pro Tempore of the House of Representatives
s/ Pat McCrory
Governor
Approved 2:44 p.m. this 15th day of March, 2013.

(a3) The State Board of Education shall report to the Joint Legislative Education Oversight Committee by March 15 in any year that the amount of fees in the fee schedule established under subsection (a2) of this section has been modified during the previous 12 months. The report shall include the number of personnel paid from licensure receipts, any change in personnel paid from receipts, other related costs covered by the receipts, and the estimated unexpended receipts as of June 30 of the year reported.

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel licensed in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several licensure requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

(1) Licensure standards. –

- a. The licensure program shall provide for initial licensure after completion of preservice training, continuing licensure after three years of teaching experience, and license renewal every five years thereafter, until the retirement of the teacher. The last license renewal received prior to retirement shall remain in effect for five years after retirement. The licensure program shall also provide for lifetime licensure after 50 years of teaching.
- b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing licensure. The new requirements shall reflect more rigorous standards for continuing licensure and shall be aligned with high-quality professional development programs that reflect State priorities for improving student achievement. Standards for continuing licensure shall include at least eight continuing education credits, with at least three credits required in the teacher's academic subject areas. Standards for continuing licensure for elementary and middle school teachers shall include at least three continuing education credits related to literacy. Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers.
- c. The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) reevaluate and enhance the requirements for renewal of teacher licenses and (ii) consider modifications in the license renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills.

(2) Teacher education programs. –

- a. The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina, the North Carolina Independent Colleges and Universities, and any other public and private agencies as necessary, shall continue to raise standards for entry into teacher education programs.
- b. **Reserved for future codification.**
- c. To further ensure that teacher preparation programs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall do

APPENDIX B



**THE NORTH CAROLINA CENTER FOR
THE ADVANCEMENT OF TEACHING**

**MISSION:
To Advance Teaching As An Art and a Profession**

**VISION:
NCCAT Helps North Carolina Teachers Grow In Knowledge, Skills, Compassion, and
Professionalism So That Students Become Engaged, Self-Motivated, and Successful**

GOAL 1:

Develop Professional Educators

Objectives:

- To provide statewide high-quality professional development for North Carolina's teachers.
- To create and deliver professional development that helps retain teachers in the educational profession.
- To create and deliver professional development that has a positive impact on classroom practice.
- To create and deliver professional development that has a positive impact on student performance.

Performance Measures:

- #s Programs, teachers, hours, and districts served
- % Commitment to profession; external evaluation; qualitative measures
- Survey of teachers and principals

GOAL 2:

Being a Leader in Professional Development

Objectives:

- To demonstrate leadership in professional development through excellence in professional development design and delivery.
- To demonstrate leadership in professional development through responsiveness to state education initiatives.

Performance Measures:

- Summative evaluations; survey of teachers and principals
- Qualitative measures; # of technology and early grades literacy programs
- # Presentations; contact hours

GOAL 3:

Foster Successful Educational Innovation

Objectives:

- To create and deliver new and innovative professional development that meets the unique needs of teachers.
- To foster innovation in the educational community.
- To secure external funding and leverage partnerships to increase NCCAT's capacity to foster innovation.

Performance Measures:

- # Unique programs; beginning teachers and low-wealth innovation
- Survey of teachers and principals; qualitative measures
- # Grants written and received; \$ received

GOAL 4:

Value, Renew, and Motivate Educators

Objective:

- To provide a productive learning environment for educators.

Performance Measures:

- Qualitative measures (time/reflection/networking due to residential setting)
- #s and % of safety records, dining ratings, facility responsiveness

NCCAT ONLINE SURVEYS

Two online surveys¹ were conducted in the Fall 2013 by NCCAT Lead Center Fellow, Dr. Deborah Teitelbaum. The first survey was conducted of all public and charter school principals in the state. The second survey was conducted of all NCCAT attendees from the past three years.

The decision to limit the sample for the online survey to three years was made for several reasons. First, three years seemed an acceptable window to ensure accuracy of recall. Second, the turnover rates among principals and the number of new charter schools suggested that many principals would not have occupied their current positions for longer than three years. Third, the ever-changing landscape of education and education policy requires that educators constantly revise their priorities. By narrowly circumscribing the time period, we encouraged teachers and principals to respond based on *current* fiscal and educational realities.

Online Survey Summary

A total of 2,429 principals were surveyed, of whom 628 responded, for a total response rate of 26%. Of those who responded, 351 (56%) had sent one or more faculty members to NCCAT in the previous three years. Many of those who had not done so provided unsolicited explanations. One sent a personal e-mail explaining that she had only held the job for one year. Another offered that none of her teachers had requested to attend but that she would not hesitate to send them should they ask.

Principals Survey	#	%
Total responses	628	26
Sent teachers to NCCAT	351	56
Paid to send teachers to NCCAT	135	21
Witnessed specific changes in teacher practice following attendance at NCCAT	259	41
Witnessed improved student performance following teacher attendance at NCCAT	175	27

Surveys were also sent to 3,988 faculty members, of whom 1,320 responded, for a total response rate of 33%. When asked if their NCCAT experience caused them to change their professional practice, nearly 90% said it did.

Over 80% of those respondents, or 73% of the total sample, asserted that the changes in practice effected improvements in student performance. This number may be explained in part by the distribution of roles served by the attendees. Nearly a quarter of them were not classroom teachers.

¹ All surveys were conducted so as to insure anonymity; however, teachers' and/or principals' names are included when available.

Faculty Survey	#	%
Total responses	1,320	33
Teachers	1,023	76
Instructional Coaches	28	2
Curriculum Directors	43	3
Counselors, Social Workers and School Psychologists	26	2
Media Specialists	19	1
Other ²	181	14
Seminar Focus		
Literacy	170	13
Digital Learning	104	9
STEM (Science, Technology, Engineering, and Mathematics)	266	20
Classroom practice and pedagogy	231	18
Beginning teacher support	142	11
Other ³	407	31

Respondents were also asked if they had disseminated the information provided them at NCCAT to other educators, and 60% had done so. Based on the most conservative estimates, no fewer than 10,634 educators benefited from the experiences of 1,320 of their colleagues, an 8:1 return on investment.

Presented information from seminar to groups of other educators	794	60
Group Size <20	518	
21-50	177	
51-100	72	
101+	27	
NCCAT experience directly impacted professional practice	1,176	89
NCCAT experience directly impacted student performance	964	73

² This designation includes such roles as IT specialists, literacy specialists, speech-language pathologists, etc.

³ Total includes areas such as teacher leadership, standards integration, drop-out prevention, etc., as well as respondents who did not answer this question.

End of Seminar Summative Evaluation Data Comparison
Fiscal Years: 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2011-2012, and 2012-2013

	Percent of teachers who agreed or strongly agreed											Mean		
	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	'12-'13	'11-'12	'10-'11	'09-'10		'08-'09	'07-'08
1. The experience was intellectually stimulating.	98.9%	98.6%	98.5%	99.8%	99.8%	99.7%	98.9%	4.82	4.82	4.88	4.90	4.90	4.90	4.85
2. During the experience, experienced the joy of learning.	98.4%	98.6%	98.2%	99.5%	99.4%	99.6%	98.9%	4.82	4.82	4.86	4.89	4.89	4.90	4.88
3. The experience provided me with valuable knowledge or skills.	98.3%	98.8%	98.0%	99.5%	99.3%	99.2%	98.6%	4.79	4.81	4.83	4.87	4.85	4.87	4.82
4. The format created an effective learning experience.	97.3%	97.8%	97.7%	99.1%	98.9%	98.8%	98.0%	4.75	4.77	4.82	4.87	4.85	4.86	4.84
5. The experience caused me to think more deeply about the ideas and issues that were raised.	97.8%	98.8%	98.2%	99.4%	99.3%	99.5%	98.7%	4.81	4.84	4.86	4.90	4.89	4.89	4.85
6. The experience was conducted in an environment that was open and supportive of the sharing of ideas and opinions.	98.7%	98.1%	98.4%	99.6%	99.5%	99.4%	99.2%	4.91	4.89	4.92	4.95	4.94	4.95	4.94
7. The faculty made themselves available in a way that was inviting and respectful.	99.2%	98.6%	98.6%	99.6%	99.8%	99.8%	99.5%	4.92	4.90	4.95	4.97	4.96	4.97	4.96
8. The Center staff were hospitable and respectful.	99.0%	98.8%	98.5%	99.9%	99.8%	99.8%	99.2%	4.94	4.93	5.00	4.97	4.97	4.98	4.97
9. The experience reaffirmed my commitment to education.	97.6%	97.0%	96.8%	98.9%	98.6%	98.8%	97.7%	4.79	4.76	4.81	4.86	4.86	4.87	4.83
10. The experience was renewing for me.	97.3%	97.1%	97.7%	99.4%	99.1%	99.2%	98.6%	4.79	4.80	4.88	4.91	4.90	4.92	4.89
11. The faculty modeled effective teaching strategies.	97.3%	97.7%	97.3%	98.7%	97.5%	98.2%	97.5%	4.77	4.76	4.78	4.83	4.80	4.84	4.80
12. The experience had one or more elements I can use in my teaching.	99.1%	98.1%	98.1%	99.1%	99.3%	97.5%	98.3%	4.88	4.83	4.84	4.87	4.86	4.87	4.83
13. The NCCAT experience will aid in my efforts to improve student achievement.	98.5%	97.8%	97.7%	98.8%	98.6%	97.6%	97.6%	4.86	4.83	4.86	4.87	4.89	4.87	4.82

Total overall mean = 4.87 in 2006-07; 4.90 in 2007-08; 4.89 in 2008-09; 4.90 in 2009-10; 4.87 in 2010-11; 4.83 in 2011-12; and 4.83 in 2012-13

**NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING
BOARD OF TRUSTEES 2014-2015**

GUBERNATORIAL APPOINTMENTS

Region 1

Ms. Julie H. Terry
Ahoskie, NC
Appointment: 1/24/2014
First term expires: 10/31/17

Region 2

Dr. Wanda P. Dawson , Vice-Chair
Kinston, NC
Appointment: 11/01/11
Second term expires: 10/31/15

Region 3

Mr. J. Ferrel Guillory
Raleigh, NC
Appointment: 11/01/11
Second term expires: 10/31/15

Region 4

Mr. Gregory E. West, Chair
Fayetteville, NC
Appointment: 11/01/11
First term expires: 10/31/15

Region 5

Ms. Linda C. Daves
Asheboro, NC
Appointment: 1/22/2014
First Term Expires: 10/31/17

Region 6

Ms. Kwan N. Graham
Charlotte, NC
Appointment: 1/22/2014
First term expires: 10/31/17

Region 7

Mr. Clement Geitner
Hickory, NC
Appointment: 11/01/11
First term expires: 10/31/15

Region 8

Ms. Deborah F. Aldridge
Old Fort, NC
Appointment: 11/01/09
First term expires: 10/31/13

LEGISLATIVE APPOINTMENTS

Speaker of the House: **Mrs. Linda S. Suggs**
Morrisville, NC
Appointment: 8/1/2013
Second term expires: 06/30/17

Mr. Gene McIntyre
New London, NC
Appointment: 8/1/2013
First term expires: 06/30/17

President Pro Tempore: **Mr. Aaron Fleming**
Apex, NC
Appointment: 07/01/12
First term expires: 06/30/16

Dr. M. Brock Womble
Taylorsville, NC
Appointment: 07/01/12
First term expires: 06/30/16

EX OFFICIO MEMBERS

Dr. June St. Clair Atkinson
Raleigh, NC
State Superintendent

Mr. William Cobey, Jr.
Raleigh, NC
Chairman, State Board of Education