

AP/IB/Advanced Curriculum

Did you know?

- 3/5/08 NC DPI was awarded \$238,915.00 for the AP Test Fee/ Fee Reduction grant

Mark Your Calendar:

- 7/16-7/20/2008- AP National Conference in Seattle, WA & IB National Conference in San Francisco, CA

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Honors Review Process

by Valorie Hargett K-12 ELA, Section Chief

In November 2004, the State Board of Education approved standards for developing and implementing honors courses in our state. These standards in curriculum, instruction and assessment are designed to provide a consistent framework to guide teachers and principals as they develop and evaluate local courses that are aligned to the state adopted standards.

During 2006-07, a protocol for reviewing the high schools' implementation of honors standards was developed and sent to high school principals for review and comment. In addition, significant feedback was gathered from many other sources during this time and contributed to the development of the final version of the protocol the Division of Curriculum, Instruction and Technology is using to review honors programs.

In October 2007, all high schools across the state received the Honors Course Review

Protocol; and at that time, sixty-four randomly selected high schools received notification of the opportunity to participate in the first honors' review process. These high schools were requested to submit supporting materials for their honors courses no later than February 2008 to the Honors Course Review Committee at NCDPI.

The new *North Carolina Honors Course Rubric* will be used in May 2008 to review and comment on the honors course materials submitted. Participating high schools will receive feedback from the May Honors Review Process in June/July, and in August 2008 a report summarizing the findings will be shared with the Globally Competitive Students Committee of the State Board of Education.

Based on the

outcomes of the May Honors Review Process and the response from the State Board of Education, it is anticipated that state content area consultants will be able to provide support to school districts and regions in assisting teachers and administrators on how to improve and/or design honors courses.

It is important to note that in the State Board of Education's Mission Statement...*every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century* requires the same set of knowledge, skills and dispositions. Therefore, all teachers and students will benefit from the "lessons learned" in this review.

A Call to Teachers: The Effects of Teaching on Student Achievement

by Elissa Brown, Ph.D. - AIG



"Increasing the enrollment of underrepresented students in Advanced Placement, International Baccalaureate and other advance curriculums."



The research suggests that secondary teachers of the gifted need to know their content as well as their students, in order to fully develop student's talent domains. In addition, the context of support that teachers receive from each other as well as from their administrative leadership is critical to success of instructional practices and student achievement.

Over the last several years, there has been considerable evidence from different areas suggesting that how teachers behave in the classroom and the instructional approaches they employ significantly affect the degree to which students learn. Sanders and Rivers (1996) have reported that the effects of ineffective teachers over three years has a depressed effect on student achievement in math by as much as 54%, regardless of the ability of the learner. A study of math and science programs found that teachers will use content-based strategies that contribute to student learning (Kennedy, 1999). The literature in gifted education suggests that teacher

behavior is the link to differentiated programs and services for this special population.

Classroom reform is highly predicated on positive teacher behavioral change in key areas. Collegiality and support have also been found to be necessary for classroom-based change to occur. (Garet, Porter, Desimone, Birman, & Yoon, 2001). Joftus & Maddow-Dolan (2002) found that a strong background in both content and pedagogy were indispensable elements for producing positive teaching behaviors and student learning outcomes. Thus, without these critical elements in secondary classrooms with high ability learners, learning is compromised.

References

- Sanders, W. I. & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future students' academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.
- Kennedy, M. (1999). Form and substance in mathematics and science professional development. *NISE Brief*, 3 (2), 1-7.
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