

Professional Development in North Carolina



PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

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Taking the Lead on Meeting the Needs of North Carolina Teachers The Department Responds to LEA Questions

In light of No Child Left Behind and the numerous education reform efforts focusing on professional development, North Carolina school districts are revisiting their current policies, practices, and procedures related to professional development. Almost daily, districts are posing questions to the Department. This document attempts to capture, for the benefit of all districts in the state, the questions posed by districts and the Department's response. As appropriate, this document will be updated to reflect current questions and responses.

1. Conferences are they out? I am thinking of a state reading conference, or a Special Education conference.

Conferences are a form of professional development. In and of themselves they will likely fall into the "one shot" professional development category. If, however, work is done **BEFORE** and **AFTER** the conference, a conference can be the forum for valuable and quality learning. See the Teacher Development article on getting the most out of conferences at the Teacher Development page of the School Improvement site (<http://www.ncpublicschools.org/schoolimprovement/development/>). See also the document Before & After the Conference at the Prof Dev web site (www.ncpublicschools.org/profdev/)

2. Can teachers get credit for staff development that is less than 10 hour sessions if they take several workshops over a period of time, that are related to their teaching area? The workshops may have different titles but would

be related to the teachers subject area or to a general area such as classroom management.

The LEA determines whether to award renewal credit. Clearly if LEAs want to adhere to the tenets of high-quality professional development and the intent of the State Board's vision for professional development, then the "several" workshops you refer to will be part of a comprehensive plan that identifies intended outcomes, is the result of data-based decision making, aligns with your School Improvement Plan and/or other LEA initiatives, includes follow-up, support, practice, feedback, and is evaluated on the basis of the impact on classroom practices and student outcomes. What you want to avoid is a series of disconnected professional development "events."

3. We have been issuing CEUs to teachers who are willing to take teacher interns. Is this a problem?

What are the professional learning goals for both parties in this collaboration? Create a "plan" (see response to question 2 above) and see the State Board's vision for professional development (found at the professional development website)

4. Do all the CEUs the teacher receives for license renewal have to meet the HQ standard?

Your goal is for **every professional learning experience for every teacher** in your district to be a high quality experience. See the professional development newsletter archives to read the December 2004 edition entitled In Search of High-Quality Professional Development.