

EXECUTIVE SUMMARY

Title: Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-021
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Dr. Kathy Sullivan (Director, Human Resource Management Division)

Description:

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

No additional resources are requested.

Input Process:

The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

Stakeholders:

LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

Timeline For Action:

Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the actions related to each request be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-021

Policy Title: Procedure for Seeking Exception from Licensure Requirements

Current Policy Date: 04/06/2006

Other Historical Information:

Previous Board Dates: 05/05/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
 - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
 - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
 - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - a. The dates the principal supervised the teacher;
 - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A list of the required course work that the applicant has completed;
 - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
 - d. A list of the required course work that the applicant must complete to qualify for a license;
 - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
 - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
 - a. A list of the licensure requirements from which he or she is requesting an exception;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

- b. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - i. The dates the principal supervised the teacher;
 - ii. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - iii. A copy of any teaching evaluations the individual received during the past three years.

- 4. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A description of the deficiencies that prevent the individual from meeting licensure requirements;
 - c. A description of any efforts that the local school system has made to assist the individual to complete the licensure requirements; and
 - d. The reasons the superintendent believes that the individual should be granted a license despite the failure to meet the licensure requirements.

- 5. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the individual claims prevented him or her from completing the requirements for a license;
 - b. A statement that the local board of education is satisfied that the individual's description of the circumstances is true;
 - c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the individual could not have completed the requirements for a license without undue hardship;
 - d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the individual a license.

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
 - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. The dean of the school of education at the IHE shall submit:
 - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
 - b. A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.

EXECUTIVE SUMMARY

Title: Praxis II Option for Birth-Kindergarten Teachers to be Designated "Highly Qualified"

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other PL 107-110 (the No Child Left Behind Act of 2001)

Presenter(s): Dr. Kathy Sullivan (Director, Human Resource Management Division)

Description:

No Child Left Behind requires that kindergarten teachers be "highly qualified." Currently, new teachers licensed in Birth-Kindergarten (B-K) must pass the Praxis II exams for elementary education to be designated "highly qualified" to teach kindergarten. An early childhood content exam has been identified. A proposal to allow B-K teachers to utilize this exam to be designated "highly qualified" as kindergarten teachers is presented for discussion.

Resources:

NA

Input Process:

B-K educators and personnel administrators have expressed the need for an alternate way for B-K teachers to be designated "highly qualified" to teach kindergarten. The specific score proposed for the exam is based on a standard setting study conducted for North Carolina by the Educational Testing Service (ETS).

Stakeholders:

LEAs, Individuals licensed as B-K teachers

Timeline For Action:

The proposal is presented for discussion this month and will be presented for approval next month. It will become effective upon Board approval.

Recommendations:

That the proposed exam and passing score be adopted as a means for Birth-Kindergarten teachers to be designated "highly qualified" to teach kindergarten.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan 807-4007

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-003

Policy Title: Policies on Testing Requirements

Current Policy Date ~~07/06/2006~~ 03/01/2007

Other Historical Information:

Previous Board dates: 11/02/1994, 02/06/1997, 06/15/1997, 09/04/1997, 11/06/1997, 03/05/1998, 12/03/1998, 04/01/1999, 07/01/1999, 08/05/1999, 01/12/2000, 07/13/2000, 12/07/2000, 03/07/2002, 06/05/2003, 07/01/2003, 6/30/2005, 10/06/2005, 01/05/2006, 05/04/2006, 07/06/2006

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

16NCAC 6C.0310

Policies on Testing Requirements

3.00 Teacher Education Program Admission

Undergraduate degree-seeking student must satisfactorily complete the Praxis I (Pre-Professional Skills Test [PPST] or Computer Based Test [CBT]) for formal admission to approved teacher education program in North Carolina IHEs. The required scores follow:

PPST Reading	176
PPST Writing	173
PPST Mathematics	173
CBT Reading	323
CBT Writing	319
CBT Mathematics	318

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are

exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

3.10 Testing Requirements for a North Carolina License

Individuals seeking a North Carolina professional educator's license must meet the testing requirements established by the State Board of Education to be issued a clear license. Current testing requirements are at the end of this section.

3.20 Adding Areas to an Existing License

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license by completing an approved teacher education program in the additional area and meeting the federal requirement to be "highly qualified" in the additional teaching area or by satisfying Praxis II testing requirements for the additional area.

Individuals adding administrative and/or student services areas must satisfy the Praxis II testing requirements for these areas.

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Preschool/Elementary			
Birth through Kindergarten	014	None**	
Elementary (K-6)	025	0011 and 0012	313 (total score)
Preschool Add-on	015	none	
Middle Grades			
Language Arts	78180	0049	145
Mathematics	78200	0069	141
Science	78300	0439	134
Social Studies	78400	0089	149
Agriculture	78700	none	
Business	78760	none	
Health Occupations	78720	none	
Family & Consumer Sciences	78710	none	
Marketing	78730	none	
Technology	78820	none	
Secondary			
Anthropology	433	0081 & 0084	320 (total score)
Bible	905	none	
Biology	310	0235 & 0234	302 (total score)
Business Education	600	0100	580
Chemistry	330	0245 & 0483	307 (total score)
Earth Science	302	0571	136
Economics	431	0081 & 0084	320 (total score)
English	100	0041 & 0043	321 (total score)
French	510	0171 & 0173	335 (total score)
Geography	410	0081 & 0084	320 (total score)
German	530	0181	153
History	420	0081 & 0084	320 (total score)
Latin	590	none	
Mathematics	200	0061 & 0065	281 (total score)
Physics	320	0260	510
Political Science	405	0081 & 0084	320 (total score)
Russian	580	none	
Science (comprehensive)	300	0435 & either 0483 or 0234	0435 & 0483 - 305 0435 & 0234 - 303 (total score)
Social Studies (comprehensive)	400	0081 & 0084	320 (total score)
Sociology	432	0081 & 0084	320 (total score)
Spanish	520	0191 & 0192	327 (total score)

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Special Subject Areas (K-12)			
Art	810	0131 & 0133	322 (total score)
Dance	805	none	
English as a Second Language	110	0360	520
French	511	0171 & 0173	335 (total score)
German	531	0181	153
Health Specialist	098	0550	640
Junior ROTC	999	none	
Music	800	0111 & 0113	299 (total score)
Physical Education	090	0091	158
Reading (bachelor's level)	190	0200	540
Reading (graduate level)	190	0300	570
Safety and Driver Education	096	none	
Spanish	521	0191 & 0192	327 (total score)
Speech Communication	109	0220	560
Theater Arts	108	none	
Exceptional Children			
Academically Gifted	88087	none	
Special Education: Adapted Curriculum	88092	0351 and 0544 or 0353 and 0544	0351 = 143 0353 = 143 0544 = 144
Special Education: General Curriculum	88091	0351 and 0542 or 0353 and 0542	0351 = 143 0353 = 143 0542 = 159
Behaviorally/Emotionally Disabled	88085	0351 and 0371 or 0353 and 0371	0351 = 143 0353 = 143 0371 = 147
Cross Categorical	88001	0351 and 0352 or 0353 and 0352	0351 = 143 0353 = 143 0352 = 136
Hearing Impaired	88088	none	
Mentally Disabled	88081	0351 and 0321 or 0353 and 0321	0351 = 143 0353 = 143 0321 = 144
Severely Profoundly Mentally Disabled	88002	0351 and 0321 or 0353 and 0321	0351 = 143 0353 = 143 0321 = 144
Learning Disabled	88086	0351 and 0381 or 0353 and 0381	0351 = 143 0353 = 143 0381 = 139
Visually Impaired	88083	0280	550

Career-Technical Education			
Agricultural Education	700	none	
Career Development Coordinator	747	none	
Handicapped/Disadvantaged	770	none	
Health Occupations Education	720	none	
Family & Consumer Sciences	710	0120	540
Marketing Education	730	0560	690
Technology Education	820	0050	580
Trade and Industrial Education	740	none	
Business Education	760	0100	580
Special Services Personnel			
Counselor	005	0420	570
School Social Worker	006	none	
School Psychologist	026	0400	620
Media Coordinator	076	0310	610
Audiologist	88003	0340	590
Speech-Language Pathologist	88082	0330	550
Instructional Technology Specialist – Telecommunications	074	none	
Administrative/Supervisory			
School Administrator—Superintendent	011	School Leaders Licensure Assessment	155
School Administrator—Principal	012	School Leaders Licensure Assessment	155
Curriculum-Instructional Specialist	113	0410	590
Instructional Technology Specialist – Computers	077	none	
Media Supervisor	078	0410	590
Career-Technical Education Director	711	0410	590
Exceptional Children Program Administrator	88099	0410	590

****** Although no test is required for the Birth-Kindergarten (B-K) license, B-K teachers may be designated “highly qualified” to teach kindergarten by earning a score of 155 or higher on Praxis test 0022.

Fifth Annual Report

UNC Center for School Leadership Development On Professional Development

Submitted to

The North Carolina State Board of Education

By

The University of North Carolina Board of Governors

July 2005 through June 2006

UNC Center for School Leadership Development
140 Friday Center Drive
Chapel Hill, North Carolina 27517

UNC Center for School Leadership Development

Fifth Annual Report on Professional Development

July 2005 through June 2006

EXECUTIVE SUMMARY

Since 2001 the Board of Governors of the University of North Carolina, as required by G.S. 116-11(12a) and G.S. 115C-12(26), enacted in 2001 and amended in 2005, has approved and presented an annual report of the professional development activities of the eight programs comprising the UNC Center for School Leadership Development.

During 2005-06, the North Carolina Center for the Advancement of Teaching (NCCAT), the North Carolina Mathematics and Science Education Network (NC-MSEN), the North Carolina State Improvement Project/North Carolina Restructuring Initiative in Special Education (NC SIP/NC RISE), the North Carolina Teacher Academy (NCTA), and the Principals' Executive Program (PEP) provided in-service professional development to teachers and administrators currently employed in North Carolina's public schools. The North Carolina Model Teacher Education Consortium (NC MTEC), the North Carolina Teachers of Excellence for All Children (NC TEACH) and the North Carolina Principal Fellows Program (PFP) sponsored pre-licensure training and support activities for aspiring public school teachers and school-based administrators.

The full report contains information and data from seven of the eight programs listed above. The NCTA chose not to participate in this report and will, instead, report to the Joint Legislative Education Oversight Committee. The NCTA has offered to make copies of their report available to the Board of Governors.

Section 1 of the report contains qualitative information consisting of each program's response to a series of eight questions/prompts. In this narrative section each program addresses successes, least effective activities, priorities, overall impact, issues, costs, and adjustments for 2006-07. A list of LEA's not served in 2005-06 is also included.

Section 2 of the report contains quantitative data regarding the activities of the seven programs presented in table format with a table for each program. During the period July 2005 through June 2006, the seven programs submitting data provided professional development activities to 44,711 participants. These individuals engaged in 694,219 contact hours of professional development. The participants included current employees from the 115 local school systems and 97 charter schools throughout North Carolina as well as individuals enrolled in pre-licensure teacher and administrator training through Center programs.

The following table summarizes some of this data:

Program	Participants*	Contact Hours
NC TEACH Licensure Credit**	1,956	88,494
Other	13,675	25,895
NC MTEC Licensure Credit**	2,245	67,350
Other	1,456	16,828
NC PFP Licensure Credit**	145	62,400
Other	282	3,111
NCCAT	5,947	100,402
NC-MSEN	16,186	249,720
NC SIP	1,262	24,736
NC PEP	1,557	55,283
Totals	44,711	694,219

*duplicated counts

**1 semester hour = 10 contact hours

In the summer of 2006 the North Carolina General Assembly took action to establish the NCCAT as a center of the UNC Board of Governors and no longer a part of the CSLD. In addition, the General Assembly initiated a Type II transfer of the NCTA to the State Board of Education with the requirement that the NCTA report its expenditures for the prior fiscal year to the Joint Legislative Education Oversight Committee. Also in the summer of 2006 the position of UNC Vice-President for University-School Programs was eliminated and direct oversight of the CSLD was transferred to the UNC Vice-President for Academic Planning. Consequently, for 2006-07 the UNC Center for School Leadership Development will be comprised of six programs, with five housed in the CSLD building in Chapel Hill and the sixth (NC MTEC) located in Raleigh.

This report is presented to and approved by the Board of Governors of the University of North Carolina. It is then forwarded to the North Carolina State Board of Education for review and comment. Refer to Appendix A for the State Board of Education's response to the 2004-05 Professional Development Report.

UNC Center for School Leadership Development

Report on Professional Development July 2005 – June 2006

FIFTH ANNUAL REPORT

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UNC Center for School Leadership Development

Report on Professional Development July 2005 – June 2006

FIFTH ANNUAL REPORT

Introduction

Since 2001 the Board of Governors of the University of North Carolina has compiled and presented an annual report of the professional development activities of the programs comprising the UNC Center for School Leadership Development, as required by G.S. 115C-12(26) and G. S. 116-11(12a). These statutes, as amended in August 2005 require that, “The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.” Further, “The State Board of Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement. The State Board shall annually evaluate and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon reports submitted by the Board of Governors under G.S. 116-11(12a).”

This document is the annual report of the professional development programs offered through seven of the eight programs operating as the UNC Center for School Leadership Development for the period July 2005 through August 2006. The North Carolina Teacher Academy was provided an opportunity to submit data for this report but has chosen, instead, to report its activities to the General Assembly’s Education Oversight Committee.

UNC Center for School Leadership Development – Mission

The UNC Board of Governors created the University of North Carolina Center for School Leadership Development (CSLD) in 1997. The Center was created in order to extend the resources of higher education to the public schools by offering a comprehensive selection of professional development opportunities designed for educators, ranging from novice teachers to veteran administrators and teacher-leaders. Professional development programs conducted within the Center are aligned with the State Board of Education

goals that incorporate the belief that every student is entitled to competent, caring administrators and teachers.

The UNC Center for School Leadership Development's mission, in alignment with the strategic priorities of the University and the public schools, is to promote a community of individual and collective learners who meet the leadership challenges of advancing student and school success in North Carolina. We do this through the design and delivery of premier professional development for public school educators and contribute to school-based research providing evidence of best practices.

UNC Center for School Leadership Development – History

In 1993 the legislative Educational Leadership Task Force recommended the creation of a state Leadership Academy to serve the needs of all school administrators statewide. In 1995 the State Board of Education (SBE) adopted a resolution urging the General Assembly to enact appropriate legislation to support the full list of recommendations from the Educational Leadership Task Force. The SBE also recommended the creation of a Leadership Academy that would incorporate the Principals' Executive Program. In 1995 the General Assembly passed legislation (House Bill 29) requiring the UNC Board of Governors to conduct a study and to develop a plan for ongoing professional development and continuing education for all public school teachers and administrators. Four of the current programs which comprise the UNC Center for School Leadership Development were identified to be part of the plan developed by the Board of Governors: the NC Center for the Advancement of Teaching, the Teacher Academy, the Principals' Executive Program and the NC Mathematics-Science Education Network.

In 1997, the president of the University of North Carolina recommended to the University Committee on Educational Planning, Policies and Programs the establishment of an inter-institutional center, the UNC Center for School Leadership Development. The Center was to be established by March 30, 1997 and included the following programs: an Executive Academy for superintendents, the Principals' Executive Program, the Principal Fellows Program, the NC Center for the Advancement of Teaching, the NC Center for the Prevention of School Violence, the NC Mathematics-Science Education Network and the NC Teacher Academy. In subsequent years the NC Model Teacher Education Consortium, NC Teachers of Excellence for All Children, and NC State Improvement Project/NC Restructuring Initiative in Special Education were added to the roster of programs under the umbrella of the UNC-CSLD. The Executive Academy has not been developed. The NC Center for the Prevention of School Violence was transferred from the Center to the Department of Juvenile Justice in 2000.

In October 2001 a new UNC-CSLD facility was completed and opened for business. Along with the UNC Vice-President for University-School Programs and the Professional Development Coordinator, the facility housed five of the Center's eight programs: the North Carolina Mathematics and Science Education Network (NC-MSEN), North Carolina Teachers of Excellence for All Children (NC TEACH), Principals' Executive Program (PEP), North Carolina Principal Fellows Program (PFP), and the North Carolina

State Improvement Project/North Carolina Restructuring Initiative in Special Education (NCSIP and NC RISE). The Center's Professional Development Coordinator directs the federally-funded North Carolina Quality Educators through Staff Development and Training (NC QUEST). The other three CSLD programs, the North Carolina Center for the Advancement of Teaching (NCCAT), the North Carolina Teacher Academy (NCTA) and the North Carolina Model Teacher Education Consortium (NC MTEC) were located in offices outside the CSLD.

In the summer of 2006 the North Carolina General Assembly took action to establish the NCCAT as a center of the UNC Board of Governors and no longer a part of the CSLD. In addition, the General Assembly initiated a Type II transfer of the NCTA to the State Board of Education with the requirement that the NCTA report its expenditures for the prior fiscal year to the Joint Legislative Education Oversight Committee. Also in the summer of 2006 the position of UNC Vice-President for University-School Programs was eliminated and direct oversight of the CSLD was transferred to the UNC Vice-President for Academic Planning. Consequently, the CSLD building now houses five of the Center's six programs with the NC MTEC offices located in Raleigh.

The CSLD facility also houses the James B. Hunt, Jr. Institution for Education Leadership and Policy, LEARN NC, and the National Paideia Center. These three organizations are affiliated partners of the CSLD, but are not included in the six programs that operate as part of the CSLD.

Additional information, including links to all of the Center's programs and affiliated partners, can be accessed through the CSLD web site at csld.northcarolina.edu.

The Report

The following pages detail the professional development provided statewide by seven of the eight programs comprising the UNC-CSLD during 2005-06.

Section 1 contains qualitative information consisting of each program's response to a series of eight questions/prompts:

1. What was your major success in 2005-06?
2. What aspects of your program were least effective?
3. What areas received your highest priority?
4. Summarize the impact of your program.
5. What major issues did you confront in the course of the year?
6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections?
7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?
8. List the LEA's that were not served by your program in 2005-06.

Section 2 contains quantitative data regarding the activities of the seven programs presented in table format with a table for each program. Each table includes a descriptive

name/title of each activity, the type of activity by code, the number of contact hours involved in each activity, the number of participants, the total number of contact hours, the number of LEA's served, and the beginning and ending dates of the activity. The codes for type of activity are:

- A – non-residential, one-day activity
- B – non-residential, multiple-day activity
- C – residential, one-day activity
- D – residential, multiple-day activity.

The following table summarizes some of this data:

Program	Participants*	Contact Hours
NC TEACH Licensure Credit**	1,956	88,494
Other	13,675	25,895
NC MTEC Licensure Credit**	2,245	67,350
Other	1,456	16,828
NC PFP Licensure Credit**	145	62,400
Other	282	3,111
NCCAT	5,947	100,402
NC-MSEN	16,186	249,720
NC SIP	1,262	24,736
NC PEP	1,557	55,283
Totals	44,711	694,219

*duplicated counts

**1 semester hour = 10 contact hours

QUALITATIVE INFORMATION

UNC Center for School Leadership Development
Professional Development Report
July 2005 – June 2006
Qualitative Information

North Carolina Teachers of Excellence for All Children (NC TEACH)

1. What was your major success in 2005-06?
 - NC TEACH submitted and received a \$2.7 million dollar federal Transition to Teaching grant award in spring 2006. This award is for a 5 year period and funds the expansion of NC TEACH, to be called NC TEACH II, which will specifically focus on the recruitment, preparation, and retention of teachers for identified high need school districts in North Carolina.
 - In April 2006, NC TEACH was selected to partner with The New Teacher Center, Santa Cruz, California, and now offers online mentoring to middle grades and secondary science teachers in North Carolina. This program, funded by the National Science Foundation, brings stipends, training, and online support modules for mentors and mentees across North Carolina. 65 mentors and 115 mentees currently participate in the program and receive stipends from the NSF that amount to \$181,000 in 2006.
 - During this time period the program has continued to evolve to provide participants the following: 1) more time to find teaching positions, 2) alternative schedules and start dates (May, August, and January) 3) increased access during weekends and evenings 4) increased access regardless of geographic location (completely or blended online versions are now available), 5) an opportunity to transfer credits to an MAT program, 6) expanded licensure offerings; and 7) a one-stop shop that helps reduce the confusion and barriers to becoming a licensed teacher in NC.

2. What aspects of your program were least effective?
 - Supporting online course faculty developers from our central office have used a considerable amount of resources and steps are being taken to decentralize portions of this function and secure the necessary faculty support services at local campuses.
 - Due to the small staff of three at the central office, the executive director and online learning systems manager were required to do their jobs, as well as, execute the administrative functions for the statewide program.

This was an inefficient use of their time and plans are underway to hire a part-time administrative assistant for the program.

- The NC TEACH website is outdated and does not have the capacity to track participants or offer online application services. Steps are being taken to completely redesign the site to be able to offer these services and allow for password access for all host site coordinators so that they can update their program information on a continuing basis.

3. What areas received your highest priority?

- Rationalizing the NC TEACH program and reducing inefficiencies at the central office and at host site campuses.
- Securing additional funds to enhance mentoring services for math and science teachers and provide expanded recruitment, preparation, support, and retention services for identified high need school districts across North Carolina (i.e. Vance, Northampton, Bertie, Chowan, Beaufort, Hyde, Pamlico, Lenoir, Jones, Onslow, Bladen, Cumberland, Hoke, Scotland, Richmond, Anson, Wake, Guilford, Davidson, Mecklenburg, Catawba, Surry, Alleghany, Yancy, and Buncombe Counties).

4. Summarize the impact of your program.

To date, almost 1,500 NC TEACHERs have been employed in more than 150 schools in 85 counties in NC. The retention rate for NC TEACHERs after the first year of teaching is over 80%. The third year retention rate for the 2000, 2001, and 2002 cohorts is 72%. NC TEACHERs who obtained the NC lateral entry, clear initial, or continuing teaching license: Cohort 2000: 98.2%; Cohort 2001: 91.4%; Cohort 2002: 94.5%; Cohort 2004: 91.7%. Eighty-two percent of NC TEACHERs in cohorts 2000, 2001, and 2002 obtained their clear initial or continuing license (requires three years of teaching experience). NC TEACH enrolls and prepares more secondary math and science teachers per year than any other single teacher education program in the state.

The name NC TEACH is strongly branded, and teachers prepared through the program are highly respected by school administrators and other educators across NC. Its comprehensive, multi-media statewide marketing and public relations campaign resulted in increased enrollment by almost 400% in the first four years of the program's operation. Applications increased from 198 to almost 1,500 during that time. In year five, the federal grant funds for NC TEACH ended (reducing program funds by about 60%) and the NC DPI established three alternative regional licensing centers in NC, which in effect, offered a "short cut to licensure," and siphoned off a large number of NC TEACH candidates. Despite these factors, NC TEACH has continued to recruit and enroll 350 - 450 new teachers per year. In year five (2004 – 05), 368 participants enrolled in the face-

to-face and online programs, and 967 were enrolled in NC TEACH affiliate programs at constituent UNC campuses. In 2005 – 06 (year six), 418 participants enrolled in the face to face and online programs, and over 1,500 were enrolled in NC TEACH Affiliate Programs. 426 participants have enrolled in NC TEACH for 2006 - 2007. Diversity in participants increased from 14% to over 30% from 1999 to 2006. NC TEACH distributes information about its affiliate programs at informational sessions for lateral entry and potential teachers at local school districts upon request. The number of requests for these sessions (50 – 150 attendees per session) has increased by 200% since 2004.

5. What major issues did you confront in the course of the year?

Lack of resources has been a major issue. With the receipt of the NC TEACH II Transition to Teaching grant, resources for the program will double for 2006, allowing the program to give stipends and laptops to program participants who commit to teaching at least three years in an identified high need school district in NC. The grant will also allow for the hiring of a full-time project coordinator, part-time administrative assistant, and contracted evaluation services. The new partnership with The New Teacher Center, Santa Cruz, California, provides access to a high quality content based online mentoring program and stipends for middle grades and secondary mentees and mentors in North Carolina.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections?

The bottom line for NC TEACH is the number of new teachers recruited, prepared and retained for public schools in North Carolina. Statewide funding for the program from July 1, 2005 – June 30, 2006 was \$482,000. During that time 418 new teachers participated in the year-long NC TEACH program, and secured employment at local LEAs, at a cost of \$1,153 per participant.

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

Program Focus:

- Increase the total number of participants to 550 per year, including 100 – 125 specifically for high need districts.
- Increase the number of highly qualified teachers (math, science, special populations) in selected high need school districts in North Carolina through the establishment of additional satellite NC TEACH school district-based host site locations.
- Provide increased/expanded access to NC TEACH OnLine for individuals of high need school districts seeking licensure in mathematics, science, and special

- populations through additional host sites including a cadre of instructors through the central NC TEACH office.
- Enlist expertise of arts, sciences, and education faculty, master teachers, and scientists to develop 4 – 6 additional online modules/courses in mathematics and science content areas for completion of the clear initial license in middle grades and secondary mathematics and science.
 - Provide recruitment and application services to online university and community colleges 2+2 undergraduate degree programs as requested (i.e. B-K 2 + 2 programs at UNCP and ECU).
 - Develop additional online mentoring modules for middle grades and high school math and special population's teachers based on the success of the e-MSS project for science teachers.
 - Redirect host site funds from low producing to high producing sites.
 - Decentralize the application process whenever possible.
 - Redo website and maximize capacity for online application and data tracking.
 - Provide online program and course evaluations.
 - Add NC A & T University as an NC TEACH host site.
 - Develop data tracking system for NC TEACHERs.
 - Develop a common information brochure that lists the features of all of the NC TEACH, NC TEACH OnLine, NC TEACH II and related programs currently being offered by UNC campuses.

Collaborative Project Focus:

- Work with NCSIP in focusing on assuring that special education teachers produced through the lateral entry program demonstrate the instructional skills needed to improve school performance for students with disabilities.
 - Work with NC Model Teacher Education Consortium to provide for tuition assistance grants for NC TEACH and NC TEACH affiliate program participants.
 - Work with UNC 2 + 2 Initiative, NC-MSEN, and LEARN NC on the development of online mathematics and science content courses for lateral-entry teachers.
 - Work with UNC Schools of Education on development and implementation of statewide and individual teacher recruitment plans (Noel Levitz).
 - Work with UNC Teacher Recruitment Coordinators and associated network.
8. List the LEA's that were not served by your program in 2005-06.

Gates, Currituck, Camden, Pasquotank, Chowan, Hertford, Halifax, Robeson City, Perquimans, Northampton, Washington, Tyrell, Dare, Pamlico, Lenoir, Greene, Yadkin, Cherokee Central, Scotland, Richmond, Wilkes, Ashe, Watauga, Caswell, Asheboro City, Morresville, and Kannapolis.

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North Carolina Model Teacher Education Consortium (NC MTEC)

1. What was your major success in 2005-06?

Our major success for 2005-06 was that we were able to expand our existing services and add new ones, both due to the increase in funding from the NC General Assembly. Overall, we served 1,968 clients with 6,299 services. Below are some of the highlights of what we were able to do that we consider part of our success for 2005-06.

- Graduate services: We were able to add back our graduate course sponsorship and reimbursement services, which serves as an excellent teacher retention tool for our partner LEA's.
- Student teachers: We are pleased with the sixteen student teachers who completed their teacher education program throughout this year.
- Paraprofessional conference: For the first time, we had a paraprofessional conference, which was a two day event in Raleigh. Paraprofessionals from our partner LEA's were treated to special sessions targeted to their unique needs of providing instructional support in the classroom, as well as continuing their professional education with a goal to become classroom teachers.
- Lateral entry conference: Another first was our conference for lateral entry teachers, which was also held in Raleigh. Lateral entry teachers from our partner LEA's had opportunities to attend sessions on instructional strategies specific to their content areas, general pedagogy strategies, classroom management approaches, and sessions on how to clear their lateral entry licenses and even continue their growth at the graduate level with the help of NCMTEC.
- Summer Paraprofessional's Institute: 111 paraprofessionals attended an intensive three day training in July at the Friday Center in Chapel Hill where they received 1-5 coaching by highly qualified teachers on writing and communication skills.

2. What aspects of your program were least effective?

With a limited staff, we are constantly revisiting how to best administer the services we currently have, create new services to benefit our clients, and maintain collaborative partnerships that are vital to the success of our program. This was especially a challenge in the areas below.

- New book reimbursement service: We tried a book reimbursement program for clients who took Consortium-sponsored courses. Clients were asked to submit a reimbursement form, along with a receipt and grade once they finished their coursework each semester. Most clients failed to use this service, and for those who did, their reimbursement requests proved a time-consuming challenge to our staff of limited size. We improved upon this by the summer semester, and had the

- textbooks shipped directly to the clients, while partner university bookstores third-party billed us. This change made the service easier to manage, and it resulted in more client participation.
- Data collection and analysis: It is crucial for our program to obtain follow up data about our clients. We need to know if clients complete licensure and degree programs after receiving our services, if they pass Praxis tests after they take our seminars, and if they continue to teach after taking benefiting from our services. We have an excellent database to house this data. However, obtaining this data remains a challenge. There is no 'seamless' way to obtain data from the NCDPI regarding licensure and employment, or from colleges regarding graduation rates. Once we get the data, analyzing it in such a way that it will merge back into our database to reflect teacher retention and program completion takes time and energy that stretched our staff. The staffing issue is being solved due to new hires. However, obtaining the data is still an issue.
3. What areas received your highest priority?
- Sponsored courses: Working with partner IHE's to secure, advertise, register, and pay for needed courses of our clients was, and always is, a major priority for our program. Such courses help lateral entry, emergency permit, and provisionally licensed teachers complete their licenses, as well as graduate degree programs. They also help paraprofessionals complete their first education degree program.
 - Seminars and conferences: We have found that our clients are in desperate need of support that traditional coursework does not cover. Creating meaningful Praxis preparation seminars and conferences that covered content our clients are not being exposed to in their LEA staff development programs or in university coursework was a priority we consider involved time well spent.
4. Summarize the impact of your program.
- Assistance to educators with comparatively low income: 1,329 clients in partnering school systems were able to work towards completion of their education degree and / or licensure requirements by paying only \$60 per community college course, \$80 per undergraduate university course, and \$120 per graduate education course. These individuals were also able to get reimbursed for their books up to \$90 per course, beginning in the Summer of 2006. The total amount of seats paid for was 2,765. 275 clients who could not find the courses they needed on our Consortium-sponsored course list, were reimbursed the tuition of the courses they had to find on their own up to \$700 per course for up to two undergrad and up to two grad courses for the year. The total amount of seats reimbursed to these clients was 446. Such tuition and book cost savings have kept lateral entry teachers employed in our partner school systems, cutting down on their cost barrier for taking courses. In addition, these courses were offered over the internet, or were face to face (typically off the university campuses), so the barrier of distance to courses was addressed for our clients.

- Assistance to LEA's with limited staff development budgets: Most of our partner LEA's have limited staff development budgets. Their partnership with us availed their employees to staff development opportunities that they otherwise would not have experienced, such as our Praxis preparation seminars, technology seminars, as well as our paraprofessional and lateral entry conferences.
- Assistance to minorities: 53% of paraprofessionals seeking their first education degree with assistance of the Consortium are non-white. 45% of teachers clearing a teaching license or seeking a graduate degree with the Consortium's assistance are non-white. The Consortium's tuition, book, seminar, conference, and advising services, all together, work to encourage and assist a high percentage of non-white individuals in their required and optional educational pursuits.
- Assistance in high need LEA's and schools: The consortium has a presence in over 350 schools designated as Title I. We are also partnering directly with all high schools designated as high priority by Judge Manning, even those that are not in partner LEA's. These school systems and schools are faced with unique curriculum, student services, and community needs that the Consortium, with our collaborative partnerships, can help meet.

5. What major issues did you confront in the course of the year?

- With the additional funding by the NC General Assembly, we were able to expand and create new services for our clients. However, the size of our staff stayed the same. So, staffing issues within a legislative environment that increases and cuts budgets from year to year has always been a challenge.
- The time between the former Executive Director retiring and the new Executive Director coming on board proved to be challenging to an already stretched staff, both in administering the program, and in leading the program in new services.
- It is always a challenge to communicate our services to our clients with the understanding that our services are directly tied to our funding. Advertising and delivering services after a budget increase had to be tempered with the possibility of removing services if the budget is cut in the subsequent year.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section.

Expenditures for services only were \$1,139,384. This does not include personnel costs.

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

- Under the leadership of the new Executive Director, additional, much needed quality staff members have been hired, and are being trained to administer our current services, as well as lead in new service development. Continuing to develop the new and current staff will be key to keeping the Consortium effective.

- With the legislative funding increase, new LEA's will continue to be invited to become a partner with the Consortium. LEA's with a high percentage of lateral entry teachers, along with those identified in the Leandro course decision, as well as the priority high schools, will be targeted as new members, as well as venues for new and current services.

8. List the LEA's that were not served by your program in 2005-06.

Alexander, Alleghany, Anson, Ashe, Asheboro City, Asheville City, Avery, Buncombe, Burke, Cabarrus, Caldwell, Cartaret, Caswell, Catawba, Chapel Hill-Carrboro, Charlotte-Mecklenburg, Chatham, Cherokee, Clay, Cleveland, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Durham, Elkin City, Gaston, Graham, Guilford, Haywood, Henderson, Hickory City, Hoke, Iredell-Statesville, Jackson, Kannapolis City, Lee, Lexington City, Lincoln, Macon, Madison, McDowell, Mitchell, Montgomery, Moore, Mooresville, Mount Airy City, New Hanover, Newton-Conover, Orange, Pender, Pitt, Polk, Randolph, Rockingham, Rowan-Salisbury, Rutherford, Scotland, Stanly, Stokes, Surry, Swain, Thomasville City, Transylvania, Union, Wake, Watauga, Wilkes, Winston-Salem / Forsyth, Yadkin, Yancey

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North Carolina Principal Fellows Program (NC PFP)

1. What was your major success in 2005-06?

Increasing the amount of the scholarship/loan for upcoming Principal Fellows.

2. What aspects of your program were least effective?

Not being able to provide enough of the enhancement activities that these fast track future school executives will need to be very successful as soon as they enter the workforce.

3. What areas received your highest priority?

Two areas: increasing the scholarship/loan amount and providing some enhancement activities for Principal Fellows.

4. Summarize the impact of your program.

NC Principal Fellows from the first nine cohorts who now serve as a school principal significantly outperformed the state averages in both the state's ABC Accountability Program (over 99% of these schools met expected or high growth vs. 66% of the entire state's schools) and with the Federal No Child Left Behind Annual Yearly Progress goal achievement (schools with Principal Fellows as principals met over 94% of the goals vs. just over 75% for the state as a whole).

5. What major issues did you confront in the course of the year?

- A) not fully understanding the resource limitations placed upon both the Principal Fellows themselves and the operating funds of the Principal Fellow Program.
- B) not fully understanding the roles, expectations, and levels of partnership between the campus coordinators, the individual Schools of Education, and the NC Principal Fellows Program.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections.

Scholarships for 145 Principal Fellows-\$2,900,000

Direct costs for extracurricular enhancement activities-\$17,000

Indirect costs (pro-rated salary and benefits of Director and Program Associate)-\$65,000

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

Increase level of partnership between PEP and PFP.

Request legislative action to increase the number of scholarship/loans.

Leverage PEP faculty to teach in PFP enhancement activities to reduce costs.

Increase the number of PFP enhancement activities at three locations around the state.

8. List the LEA's that were not served by your program in 2005-06.

- Alamance-Burlington
- Alexander County
- Alleghany County
- Anson County
- Ashe County
- Bertie County
- Bladen County
- Asheville City
- Caldwell County
- Camden County
- Cherokee County
- Cherokee Central School
- Edenton/Chowan
- Dare County
- Lexington City
- Thomasville City
- Davie County
- Duplin County
- Edgecombe County
- Gaston County
- Roanoke Rapids City
- Weldon City
- Hertford County
- Mooresville City
- Jackson County
- Jones County
- Macon County
- Martin County
- Montgomery County
- Moore County
- Nash-Rocky Mount
- Northampton County

- Perquimans County
- Person County
- Rutherford County
- Stanly County
- Surry County
- Elkin City
- Swain County
- Vance County
- Warren County
- Washington County
- Wilson County

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North Carolina Center for the Advancement of Teaching (NCCAT)

1. What were your most successful activities?

The North Carolina Center for the Advancement of Teaching (NCCAT) celebrated 20 years of service during 2005-2006. Since inception, NCCAT has worked with over 73,000 North Carolina participants providing topical week-long residential seminars in all areas of the NC Standard Course of Study as well as comprehensive year-long induction programs for beginning teachers. NCCAT statistics show that teachers attending an NCCAT seminar are more likely to remain in education than the average North Carolina teacher. NCCAT works to continuously improve its programming through research and by analyzing seminar evaluations and debriefs. End-of-Seminar Evaluations (2005-2006) revealed that 99% of participants perceive that NCCAT seminars are intellectually stimulating and an effective learning experience providing valuable knowledge and skills. Teachers indicate that the experiences are renewing, have one or more elements they can use in their teaching, and reaffirm their commitment to education. Ninety-eight percent stated that the NCCAT experience will aid in their efforts to improve student achievement. Also, a survey of Initially Licensed Teachers attending the year-long NCCAT beginning teacher program indicated that ninety-seven percent of teachers will continue in the profession and ninety-two percent will return to teach in North Carolina next year. Follow up research on exact numbers will be conducted in the fall when teacher employment is certain.

2. What activities were not effective?

Although the written evaluations of NCCAT Seminars and Programs did not indicate any activities that were not effective, faculty and staff continue to evaluate all programming to maximize the effectiveness of the entire operation. It was determined that two (2) of the more than ninety (90) seminars conducted this year did not measure up to the exemplary standards NCCAT embraces and corrective action was taken. Continuous analysis of supply and demand decidedly impacts future scheduling.

3. What areas received your highest priority?

During this time period, the highest priority of The North Carolina Center for the Advancement of Teaching (NCCAT) was to reinforce its commitment to teacher retention. NCCAT research and experience indicates that the key to teacher retention is to provide a continuum of high quality professional development that

spans the spectrum of teachers' careers. Research also shows that excellent teachers in the classroom impact the performance of students. NCCAT is responding to this continuum by providing exemplary professional development at each stage of professional growth including, but not limited to: interdisciplinary seminars relevant to NC classrooms, curriculum and children designed specifically for experienced teachers; support seminars for National Board candidates; and, programming related to the professional development and concern for Initially Licensed Teachers.

4. Summarize the impact of your program activities.

In 2005-2006, over 5,900 North Carolina educators were served resulting in over 100,400 contact hours of instruction and impacting approximately 424,800 students.

A multitude of recent state and national studies indicate the critical importance of retaining both career and beginning teachers in North Carolina and the nation. NCCAT statistics show that teachers attending an NCCAT seminar are more likely to remain in education than the average North Carolina teacher. Additionally, research indicates that students taught by a highly qualified teacher are more likely to meet educational goals. NCCAT has also been a ground-breaker in programming for teachers seeking National Board for Teaching Standards certification; and, NCCAT has a higher percentage rate for those achieving certification than the State and Nation.

The Alliance for Excellent Education report (2005), *Teacher Attrition: A Costly Loss to the Nation and to the States* indicates that North Carolina has among the highest attrition and transfer rates in the United States. The annual cost to North Carolina for replacing teachers who leave or transfer schools is \$188 million, which equates to \$11,821 per teacher and over \$1 million every school day.

NCCAT has a remarkable record for teacher retention, keeping both high-quality, experienced and beginning teachers in the classroom. Over the 3-year period from 2001-2004, the attrition rate of teachers served by NCCAT's seminars was 2.6%. In comparison, the national attrition rate was 15.7% while the turnover rate reported by the NC Department of Public Instruction has been 12.4% - 13.4% each year. Statistics for the 2005-2006 year currently are being compiled and retention statistics are scheduled to be released in October.

In the 2005-2006 NCCAT Impact Study, principals indicated that as a result of their teachers attending NCCAT, the teachers had a recharged interest in teaching, had a renewed commitment to remain in teaching, and acquired knowledge and skills from the seminar that they could apply in their teaching.

During this same time period, a Cultural Diversity Survey was conducted with teachers participating in seminars focusing on minority children. The survey

indicated that the majority of teachers made some changes in the “atmosphere” of the classroom as a result of their participation in the seminars as well as using additional books and resources written by minority scholars. A smaller percentage of teachers created mentoring programs (37%) or critical thinking clubs (18%) for their minority students as a result of their seminar experience. Participants estimated over 3,083 minority children benefited as a result of their attending the NCCAT seminar. The majority indicated that as a result of their NCCAT seminar experience that they acquired knowledge and skills from the seminar that can be applied to how they teach their students; they include high-level thinking-skill activities in their instruction; and they are more aware of the diverse needs of minority students.

In a survey of teachers participating in *Connections*, a year-long program for Initially Licensed Teachers, results indicated the program was successful in increasing the knowledge and skills of beginning teachers. Pretest and post test comparisons indicated that post test scores of teachers’ preparedness of instructional areas were significantly higher upon completion of the program.

Participants indicated they reflected upon their teaching practices and were guided by the INTASC Standards and the NC Standard Course of Study. They applied their understanding of student behaviors, classroom management, assessment of different learning styles, use of differentiated instruction, and learning about different instructional teaching strategies from veteran teachers. Many indicated that evidence of classroom change was based upon better student behaviors and improved classroom management, and higher student achievement reflected in grades.

Summative evaluation results reveal that teachers believed the content covered in the NCCAT *Connections* Program was relevant, useful, and enabled them to better assist students in their academic achievement and better meet the diverse needs of their students. They recommended the program to other teachers and recommended that the program be offered again next year. Teachers stated that they felt better prepared for the next instructional year.

5. What major issues did you confront in the course of the year?

The major issue confronting NCCAT is to effectively address the needs and requests of 94,000 NC public school educators. The interdisciplinary seminars and National Board candidacy seminars are filled and many have lengthy waiting lists. Teachers are sometimes frustrated by long waiting lists and have indicated that they want more opportunities to attend NCCAT programming than what is currently available. School systems continue to request programming for their initially licensed teachers.

In 2005-2006 NCCAT was only able to accommodate seven (7) school districts with *Connections*, our year-long induction program supported primarily through a grant from the Wachovia Foundation Teacher and Teaching Initiative and support from the individual districts.

Completing renovations on an historic structure in order to open NCCAT's second campus in the eastern part of the state has also been a challenge. However, the project is currently progressing well and it is anticipated to open in Spring, 2007. However, even after the campus opens, the need for continued expansion remains.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

\$6.3 million state budget; approximately \$993,814 grants, contracts and development foundation

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

NCCAT will continue to analyze its current programming as well as adding several areas to complement the professional development continuum in order to support the needs of teachers and North Carolina's public schools. In 2006-2007, NCCAT plans to expand its programming for second and third year teachers and will increase its focus on developing innovative programming in the areas of inquiry based instruction, civic and diversity education, and teacher leadership. It will seek additional funding for the year-long program for first year teachers.

8. List the LEA's that were not served by your program in 2005-06.

112 of the state's 115 school districts were served by NCCAT during the 2005-2006 school years. The 3 LEAs not served were Alleghany, Northampton, and Thomasville City. Special recruitment is underway to ensure that teachers from these systems are aware of the opportunities for involvement.

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Qualitative Information

North Carolina Mathematics Science Education Network (NC-MSEN)

1. What were your most successful activities?

The most successful activities cited by the NC-MSEN Centers include the following:

- Eight mathematics courses for high school teachers, which are offered each summer in a continuing partnership with the Mathematics Education Leadership Training (MELT) program. This highly successful program offers graduate credits to teachers working on master's degrees in mathematics education and awards license renewal credits to others.
- A visualization and computing workshop for high school mathematics and science teachers, funded through a grant from the Shodor Foundation in cooperation with the Mathematics and Science Education Center and College of Arts and Sciences at Appalachian State University
- Advanced Functions and Modeling SITE, which serves a focused need for teachers to deliver instruction for high school students who will use the course to satisfy the fourth mathematics admission requirement of the UNC System
- Advanced Placement (AP) courses, which address identified needs in the service region and the state
- Rural Initiative in Mathematics and Science, which included year-long classroom observations and mentoring beyond workshop activities
- North Carolina's Outer Banks: Coastal Processes and Conflicts, a curriculum project that provides relevant teaching materials for teachers statewide
- The North Carolina Partnership for Improving Mathematics and Science (NC-PIMS) professional development activities, which are designed and conducted by the initiative. Analyses of formal evaluations have shown these activities to be successful. As a result of their professional development training, Facilitators have been successful in designing high-quality leadership training and mathematics workshops for Lead Teachers. Lead Teachers, in turn, have conducted successful mathematics workshops for their peer teachers. Lead Teachers also have become more competent and confident in their mathematical knowledge through formal, graduate-level coursework. In the NC-PIMS project design, the success of one layer is dependent entirely upon the success of the previous layer of professional development.
- The NC-PIMS *Lenses on Learning* professional development for 53 K-8 principals, which helps these administrators learn and understand how to evaluate mathematics teaching and learning in a more constructive manner
- The NASA Pre-Service Professional Development Model for Change, which helps university faculty develop a deeper understanding of pre-service programs and the needs of student teachers through work in professional development programs

- North Carolina Middle Mathematics Project, a five-year, NSF-sponsored project that was in its final year during 2005-06. Of the 136 participating teachers, 21 achieved National Board Certification during the year and 35 others were pursuing Certification during the 2006 cycle. In addition, 97 of the 136 teachers continued work on M.Ed. degrees and more than 30 of them received their degrees in May 2006.
- North Carolina Middle Mathematics Institutes, two-day, grade-specific institutes for teachers of mathematics in grades 6, 7, and 8. The institutes, planned and taught by lead teachers from the NSF-sponsored North Carolina Middle Mathematics Project, were offered at eight school sites across the state [Counties of Martin, Pender, Cumberland, Orange, Guilford, Gaston, Wilkes, and Haywood]. A total of 450 teachers attended.
- NCSLA Science Leadership Fellows Program, a two-year program supported by a grant from the Burroughs Wellcome Fund and local school districts, enhances professional competence and develops the leadership abilities necessary for science leaders to operate effectively in various leadership positions in science education.
- Durham Math-Science Partnership Program, funded by an NC DPI MSP Cycle 1 grant, provides graduate-level professional development for Durham Public School teachers, assisting them in securing initial licensure and / or “highly qualified” status.
- Stress the Strands Math workshop, a collaborative endeavor with New Hanover County and Pender County Schools, which served 72 teachers from five public LEAs.
- Probability, Algebraic Thinking, and Measurement for Elementary and Middle School Mathematics Classroom workshop, which addresses the emphases in mathematics end-of-grade (EOG) tests
- Three major conferences -- *Summer Science Leadership Institute*, in collaboration with the NC Department of Public Instruction; *Teaching Contemporary Mathematics* that focused on innovative approaches to teaching secondary mathematics through modeling and technology integration; and *Interactive Video Conferencing Symposium (IVC): Experiencing the Possibilities*, which targets schools with IVC capabilities and introduces educators to program options and the latest IVC technologies and techniques.

2. What activities were not effective?

The overall consensus among the NC-MSEN professional development centers is that their programs are designed to meet their stated goals and would be effective except for a low enrollments / participation, which make the offerings less than cost-effective. The most effective programs have generally occurred in response to school districts with specific needs. Although there may occasionally be reasons for running programs with small enrollments, very careful consideration will be given to offering programs for which there is limited interest.

3. What areas received your highest priority?

The following represent the highest priorities among the Network's professional development centers:

- The design of the K-8 Science Statewide Institute for Teaching Excellence (SITE) Program to improve the content and pedagogical content knowledge of teachers, grades K-2, 3-5, and 6-8.
- Other science programs related to state standards and the upcoming state science test
- Resource rooms with mathematics and science materials that are available for teachers' use in their classrooms
- Long-term grant-funded programs such as NC-PIMS; the Rural Initiative in Mathematics and Science (RIMS) for lateral-entry teachers; and North Carolina's Outer Banks: Coastal Processes and Conflicts for curriculum development
- Professional development programs for lateral-entry teachers
- Mechanisms for sustained relationships / partnerships and communication networks with LEAs that remain in place despite administrators' and teachers' turnover rates
- Middle grades mathematics professional development focused on the End-of-Grade (EOG) testing emphasis on probability and measurement
- The development and delivery of long-term teacher professional development workshops, including Advanced Placement (AP), summer science, and summer mathematics
- Preparation of grant proposals because state-appropriated funds provide inadequate support for teacher professional development programs.

4. Summarize the impact of your program activities.

The NC-MSEN programs are diverse in subject matter, grade levels and geographic location. The quantitative report of teacher numbers and professional development contact hours shows that the NC-MSEN research-based programs, which use best practices, are attracting teachers from most of the state's LEAs. These programs are effectively improving teacher content and pedagogical content knowledge that is being implemented in the classroom.

- The impact on teachers' professional growth is shown through successful matriculation in master's degree programs, earned credits for initial licensure, license renewal credits, and the receipt of certification from the National Board of Professional Teaching Standards (NBPTS), especially at elementary and middle school levels. These teachers are participants in one or more of the following or other programs:
 - (1) North Carolina Middle Mathematics (NCM²)
 - (2) North Carolina Partnership for Improving Mathematics and Science (NC-PIMS)
 - (3) Durham Math-Science Partnership

- (4) North Carolina Science Leadership Association's Fellows Program
- (5) Carolina Online Lateral Entry Program
- Teacher professional development for instruction in Advanced Functions and Modeling and Discrete Mathematics have resulted in students' being prepared to meet the fourth year mathematics requirement for admission to UNC campuses, which becomes effective fall 2006.
- Mathematics and science resource rooms are beneficial for teachers from LEAs with limited resources. These teachers can borrow materials to use in their classrooms, thereby having a positive impact on classroom teaching and learning.
- The relationship between the work of the professional development centers and university professors influences the latter's work in pre-service education.
- Teacher evaluations of Centers' programs show that the majority of teachers (90-100%) find that the professional development activities in which they are involved
 - (1) addressed their most pressing needs
 - (2) had accurate, current, in-depth and challenging content
 - (3) used appropriate instructional techniques, materials, and technologies
 - (4) were relevant to and valuable for their current teaching assignment
 - (5) provided useful methods for transferring their new knowledge and skills to the classroom
 - (6) were such that they plan to use the information, knowledge and skills gained in their classrooms.
- The NC-PIMS Cascade Model of professional development (Facilitators → Lead Teachers → Classroom Teachers) has brought improved standards-based mathematics instructional practice to the classroom. Lead Teachers also are providing professional development opportunities for their colleagues.
- The NC-PIMS *Lenses on Learning* professional development for K-8 principals has resulted in principals' learning and understanding how to evaluate mathematics teaching and learning in a more constructive manner.

5. What major issues did you confront in the course of the year?

The major issues concern space, personnel, funding, professional development schedules and finding ways for teachers to remain involved in professional development programs. In addition, North Carolina lacks the means for supporting broad professional development programs in order to strengthen the implementation of the *North Carolina Standard Course of Study*. This hampers the development of statewide initiatives, *e.g.* science institutes that are needed to help teachers (and ultimately students) meet the challenges of science testing.

- SPACE
 - (1) There is a critical lack of adequate space to display mathematics and science materials in resource rooms for use by pre- and in-service

teachers. Limited space is further decreased through the re-assignment to office space for new faculty members.

- (2) The physical relocation of offices to an off-campus site requires staff to negotiate a myriad of program logistics from afar.

➤ PERSONNEL / STAFFING AND RELATED ISSUES

- (1) Centers experience retirements and other movement of long-term support and professional staff, including, in one instance, a 100% staff turnover.
- (2) Staff turnover also has been compounded by the erasure of many electronic records. Files that documented a Center's previous activities had been erased from computer hard drives and from the university's server. In addition there was an absence of programming in place for this reporting period when the Center Director departed.
- (3) Many Centers have limited staff for handling the complicated logistics that are part of providing professional development opportunities for partner LEAs. Careful consideration is given to finding ways by which programs can be taken to teachers (a teacher-preferred option) without drastically reducing current staff.
- (4) Key Centers have the challenge of making adjustments to changes in their personnel, including those associated with the NC-PIMS and GK-12 Fellows initiatives.

➤ FUNDING

Inadequate / insufficient funding is not limited to this reporting period. It is a perennial issue. The funding paradigm for the entire NC-MSEN is inadequate to:

- (1) fairly remunerate faculty to develop and review professional development curriculum materials, as well as to conduct institutes and seminars
- (2) provide extras that add so much to programs such as money for stipends, materials for teachers, etc.
- (3) meet requests and sustain professional development activities
- (4) maintain level of service to current programs
- (5) develop new initiatives.

➤ PROFESSIONAL DEVELOPMENT SCHEDULES

- (1) The diversity of school calendars and the rapid growth of year-round schools make it difficult for universities to schedule professional development that can reach all teachers within a broad region.
- (2) In NC-PIMS, scheduling 12-hour school-year workshops has been a challenge for the participating school districts, given that the number of available hours for professional development of teachers has been diminished by the NC General Assembly. Project personnel have made considerable effort to accommodate the various schedules.

➤ TEACHER INVOLVEMENT

- (1) The variety of school districts' rules for contacting teachers makes it difficult to keep teachers well-informed about professional development opportunities through the mechanisms employed by Centers.
- (2) Because requirements for professional development vary across school districts, it becomes difficult for teachers to participate in professional development offerings at minimal costs, effort and inconvenience.
- (3) There were challenges in developing trust among lateral-entry teachers who were unaccustomed to being involved in professional development. In some cases, many of the teachers were from outside the United States and were adjusting to a totally new culture. Some of the challenges involved hesitancy to invite program staff to visit their classrooms where there were major problems with classroom management and other issues. When the visits finally began, there were immediate and observable differences in their teaching.
- (4) Recruitment and retention of program participants are important challenges.
- (5) Attrition among the cadre of NC-PIMS Lead Teachers and their replacement continue to be an unresolved issue because they must meet key project requirements within the funding period.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section.

The costs for providing the NC-MSEN activities across the professional development centers range from \$9K to \$750K, excluding external grant support. The NC-PIMS professional development services were supported by \$2,423,352 in federal funds.

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

The following represent targeted adjustments from across the Network.

- Eliminate programs with small numbers of enrollees. Unless there are compelling reasons, funds will be re-allocated to programs judged to be most cost effective.
- Provide classroom support for lateral-entry teachers, a strategy that seem to have produced the greatest changes in teaching behaviors over the shortest amount of time
- Have a more intense focus on long-term institutes (60 contact hours)
- Expand distance learning opportunities through asynchronous programs in science, mathematics, and technology (K-12), as well as through videoconferencing with Polycom technology

- Conduct needs assessments
- Continually stock resource rooms for teachers
- Consult with the Centers' Advisory Committees on the needs of mathematics and science teachers in local districts
- Work with all the NC-MSEN Centers to develop and expand the K-8 Science SITE (Statewide Institute for Teaching Excellence) Program, thereby making this program available to teachers throughout the service region.
 - (1) Plan, advertise and conduct three science institutes to begin in June 2007 (K-2, 3-5, 6-8). The target combined enrollment for the three institutes should be no less than 90 participants.
 - (2) Support the SITE and seek external funds to match that of LEAs.
- Develop plans for new programs in Content Area Reading, especially science, to integrate literacy into the SITE program.
- Offer / deliver
 - (1) mathematics courses that are needed for the licensure of lateral-entry teachers, online and on campus, in partnership with NC TEACH
 - (2) institutes / courses in different formats, online and mixed (online and face-to-face)
 - (3) institutes in closer proximity to teachers, as resources allow.
- Differentiate communications for Centers' district partners.
 - (1) Meet early in the year with district superintendents and administrators to recruit K-8 teachers of science for the 2007-2008 Statewide Institute for Teaching Excellence (SITE)
 - (2) Use Advisory Board members as communication liaisons for Centers.
 - (3) Increase the number of meetings to exchange information with campus administrators
 - (4) Develop and distribute a biannual newsletter to contacts within the service region.
- Establish a Center Advisory Board composed of representatives from LEA representatives, local business and political leaders, and mathematics / science faculty members so as to connect the Center more closely with the educational and business / local communities.
- Visit more school districts' central offices (superintendents and mathematics / science coordinators) to:
 - (1) establish partnerships and to broaden the pool of workshop facilitators
 - (2) learn more about teacher needs, as well as explore the most effective delivery format for teacher professional development.
- Seek external funding for:
 - (1) the Advanced Functions and Modeling SITE
 - (2) developing and delivering professional development opportunities for teachers.

State and local funds are inadequate as sources of support for developing and delivering current and new professional development opportunities that are

expected to make a difference in mathematics and science teaching and learning.

- Increase the number of sections of the *Lenses on Learning* course for NC-PIMS principals among the current partner districts, thereby engaging approximately 60 more school administrators in this nationally acclaimed training.
- Provide advanced training in mathematics professional development to 12 highly qualified NC-PIMS Lead Teachers to expand their curriculum development capability. In turn, these advanced Lead Teachers can become resources for the regional university NC-MSEN Hubs for providing future mathematics professional development to the school districts in their service regions.

8. List the LEA's that were not served by your program in 2005-06.

Teachers in the following LEAs did not avail themselves of the professional development opportunities that were offered by the NC-MSEN Centers in 2005-2006.

Camden County	Mount Airy City
Currituck County	Perquimans County
Davie County	Richmond County
Elizabeth City / Pasquotank	Robeson County
Madison County	Warren County
Montgomery County	XXXXXXXXXX

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**North Carolina State Improvement Project/
UNC Technical Assistance and Resources System**

1. What were your most successful activities?

Improving reading instruction and reading performance of students with disabilities. As can be seen in the NC SIP/UNC TARS quantitative data report, all but five of the project's training and follow through professional development events were devoted to improving reading instruction for students with disabilities.

2. What activities were not effective?

In partnership with the NCDPI Comprehensive School Reform program, NC SIP conducted reading instruction training for teams of personnel from sixteen low performing school systems (See quantitative data report). This effort did not appear to be as effective as the rest of the project's reading improvement activities. Follow-up developmental reviews and fidelity observations in classrooms were not conducted with the CSR schools due to budget and personnel constraints. It is clear that instructional improvement training without follow-up personnel development activities at the system and classroom level is marginally, if at all, effective.

3. What areas received your highest priority?

Improving reading instruction and reading performance of students with disabilities using research-based instructional principles and models. Only five of the seventy-five professional development activities addressed different goals.

4. Summarize the impact of your program activities.

Student performance data indicates that students with disabilities receiving instruction from teachers participating in the NC SIP professional development activities demonstrate average yearly AYP gains in reading at a minimum rate of four times greater, than students with disabilities statewide.

5. What major issues did you confront in the course of the year?

Although the reading instruction personnel development has been extremely effective, if North Carolina is going to meet NCLB targets set for the percentage of students with disabilities at or above grade level there are two major issues that will need to be addressed. These are: (a) Long term sustainability of effective instructional practices and (b) "Scaling Up" or expanding the

personnel development program to assure that all schools have installed research-based instructional programs with appropriately trained teachers in all schools in North Carolina.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

Based on an average yearly budget of \$227,000 for our programs, we estimate that we spent approximately \$160,000 on the project activities reported in the quantitative section of this report. Of this, approximately \$102,000 was capital outlay and \$58,000 in support services and indirect costs. The remaining 30% of our overall budget was applied to multiple projects including data collection and analysis, as well as various reporting activities for NCDPI.

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

The project will increase training follow-up personnel development activities to improve sustainability and growth of effective instructional programs in all school systems in North Carolina. These efforts will include (a) the development of instructional coaches in each system and/or school, and (b) the provision of technical assistance for school leadership staff to increase knowledge about, and use of research-based instruction for students with disabilities and strategies for sustaining and expanding effective instructional programs.

8. List the LEA's that were not served by your program in 2005-06.

Alexander County	Hertford County
Chatham County	Hoke County
Cherokee Central Sch	Hyde County
Clay County	Mooresville City
Columbus County	Jackson County
Whiteville City	Jones County
Craven County	Lenoir County
Fort Brg/Camp Lejeun	New Hanover County
Currituck County	Chapel Hill-Carrboro
Dare County	Pamlico County
Davidson County	Pasquotank County
Thomasville City	Perquimans County
Davie County	Person County
Franklin County	Pitt County
Gates County	Polk County
Granville County	Randolph County
Greene County	Richmond County
Halifax County	Rowan-Salisbury
Roanoke Rapids City	Rutherford County
Weldon City	Clinton City
Thomasville City	Stanly County

Davie County
Franklin County
Gates County

Elkin City
Mount Airy City
Transylvania County
Tyrrell County
Union County
Vance County
Warren County
Wilkes County
Hertford County

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Qualitative Information

North Carolina Principals' Executive Program (NC PEP)

1. What were your most successful activities?

- Leadership Program for New Principals
- Leadership Program for Aspiring Principals
- Leadership Program for Experienced Principals
- Resource Management seminars
- Data-Driven-Decision Making seminars
- School Administrators As Instructional Leaders
- Executive Leadership Academy (22 superintendents)
- Principals' Role in Teacher Retention (Conference & seminars)
- Leadership Conference (400 participants)
- Leadership Program for Future Superintendents
- Leadership Conference for Special Education Issues

2. What activities were not effective?

- Developing Future Leaders “train the trainer”
- Leadership Program for Career Administrators
- Humanities for School Leaders

3. What areas received your highest priority?

- Leadership for New and Experienced Principals
- Aspiring Principals
- School Administrators As Instructional Leaders
- School business/resource management
- Executive Leadership Academy for superintendents

4. Summarize the impact of your program activities.

PEP deployed a model of professional development that was designed for the beginning school leader to the Chief Executive Officer, superintendent. PEP served over 1200 school leaders through active professional development.

5. What major issues did you confront in the course of the year?

- Superintendents were reluctant to send first-year principals
 - Principals were reluctant to send first-year assistant principals
 - Difficult to get school leaders from low-performing schools
 - Reducing the backlog of school leaders wanting to attend PEP
6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section.

The PEP expenses were \$2,787,299.80

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

- Eliminate the following services:
 - i. Developing Future Leaders Program
 - ii. Leadership for Career Administrators
 - iii. Humanities for School Leaders
- Form partnerships with Regional Education Alliances to offset cost for topical seminars
- Contract for presenters and facilitators as opposed to filling full-time positions
- Target marketing for new and low enrollment services
- Monitor individual program budgets on a monthly schedule
- Use more temporary services for seasonal programs
- Meet with stakeholders regularly to get input
- Utilize a blind evaluation process for every residential program, conferences and topical seminars
- Use student achievement data to target school needs from a leadership perspective
- Highly recruit struggling schools and school systems to participate in PEP's services
- Develop a summer program for first-year principals

8. List the LEA's that were not served by your program in 2005-06.

- Camden, Caswell, Clay, Hertford, and Jones

QUANTITATIVE DATA

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Lateral Entry Sessions UNCW	A	3.00	95	285		Aug-05	Aug-05
NC-aeyc Conference Lateral Entry Session	A	1.00	350	350		Sep-05	Sep-05
Lateral Entry Sessions WSSU	A	3.00	75	225	5	Feb-06	Feb-06
Lateral Entry Sessions UNCG	A	3.00	100	300	8	Feb-06	Feb-06
EDUC 101 Lateral Entry Sessions UNCCH, NCCU, NCSU	A	3.00	300	900	12	Feb-06	Mar-06
Spring Personnel Administrators of NC Conference Lateral Entry (PANC)	A	3.00	125	375	117	Apr-06	Apr-06
Lateral Entry Support and Advisement Sessions around NC	A	3.00	500	1,500	45	Apr-06	May-06
Advisement/Counseling Lateral Entry via email	A	0.50	6500	3,250	NA	Jul-05	Jun-06
Advisement/Counseling Lateral Entry via phone	A	0.50	5000	2,500	NA	Jul-05	Jun-06
ECU - Online Orientation Lateral Entry Session	D	6.00	25	150	NA	Sep-05	Sep-06
EMSS Orientation for Mentors	D	8.00	90	720	65+	Apr-06	Apr-06
EMSS - WebCT mentor modules training for mentors - Section I	D	90.00	55	4,950	30+	May-06	May-06
EMSS - WebCT mentor modules training for mentors - Section II	D	90.00	35	3,150	30+	Jun-06	Jun-06
EMSS Orientation for Mentees	D	8.00	155	1,240	85+	Jun-06	Jun-06
EMSS - WebCT training for mentees - Section I	D	35.00	72	2,520	45+	Jun-06	Jun-06
EMSS - WebCT training for mentees - Section II	D	35.00	83	2,905	50+	Jul-06	Jul-06
Online Lateral Entry Support Mentees	D	5.00	115	575	85+	Jul-06	Jun-06
17			13,675	25,895			

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Pre-Service Professional Development Data

North Carolina Teachers of Excellence for All Children (NC TEACH)

Category: Spring Orientation

- Total Number of Participants – 452
- Total Number of Contact Hours by All Participants (actual hours in the face –to-face orientation) – 12 hours per participant = 5,424 total contact hours
- Total Number of LEAs Served – NA

Category: Summer Institute

- Total Number of Participants – 427
- Total Number of Semester Hours (6 credit hours) by All Participants – 2,562 hours
- Total Number of LEAs Served – 90

Category: Fall Semester Courses

- Total Number of Participants – 422
- Total Number of Semester Hours (6 credit hours) Earned by All Participants – 2,532 hours
- Total Number of LEAs Served – 90

Category: Spring Semester Courses

- Total Number of Participants – 418
- Total Number of Semester Hours (6 credit hours) Earned by All Participants – 2,502 hours
- Total Number of LEAs Served – 90

Category: Summer Courses * additional content courses if needed

- Total Number of Participants – 237

- Total Number of Semester Hours (3 credit hours) Earned by All Participants – 711 hours
- Total Number of LEAs Served – 90

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Cohort Sponsored Courses	B	30.00	6	180	4	June, 2005	July, 2005
Reimbursement for Non-Sponsored Courses	B	30.00	6	180	5	June, 2005	July, 2005
Consortium Sponsored Courses	B	30.00	266	7,980	42	June, 2005	July, 2005
Student Teacher Technology Seminar	A	8.00	13	104	10	June, 2005	July, 2005
Praxis II Elementary Seminar	A	8.00	2	16	1	June, 2005	July, 2005
Praxis I Math Tutorial	A	8.00	4	32	3	June, 2005	July, 2005
Praxis II Art Seminar	A	8.00	1	8	1	June, 2005	July, 2005
Praxis II EC Seminar-General Curriculum	A	8.00	5	40	5	June, 2005	July, 2005
Praxis II HS Social Studies Seminar	A	8.00	1	8	1	June, 2005	July, 2005
Praxis II MG Lang. Arts Seminar	A	8.00	2	16	2	June, 2005	July, 2005
Praxis II MG Math Seminar	A	8.00	1	8	1	June, 2005	July, 2005
Community College Sponsored Courses	B	30.00	97	2,910	27	Aug., 2005	Dec., 2005
Reimbursement for Non-Sponsored Courses	B	30.00	137	4,110	33	Aug., 2005	Dec., 2005
Consortium Sponsored Courses	B	30.00	340	10,200	42	Aug., 2005	Dec., 2005
Student Teacher Sponsored Courses & Stipend	B	30.00	12	360	7	Aug., 2005	Dec., 2005
Cohort Sponsored Courses	B	30.00	32	960	16	Aug., 2005	Dec., 2005
Student Teacher Technology Seminar	A	8.00	6	48	4	Oct., 2005	Oct., 2005
NCCAT National Board Certification Seminar	D	40.00	5	200	3	Aug., 2005	Dec., 2005
NCCAT Left Behind - Poverty in America Seminar	D	40.00	21	840	13	Aug., 2005	Dec., 2005
Paraprofessional Conference	D	16.00	118	1,888	34	Oct., 2005	Oct., 2005
Praxis I Math Seminar	A	8.00	15	120	11	Oct., 2005	Oct., 2005
Praxis I Reading Seminar	A	8.00	20	160	12	Oct., 2005	Oct., 2005
Praxis I Writing Seminar	A	8.00	10	80	8	Oct., 2005	Oct., 2005
Praxis I Writing Tutorial	A	8.00	2	16	2	Oct., 2005	Oct., 2005
Praxis II Art Seminar	A	8.00	14	112	6	Oct., 2005	Oct., 2005
Praxis II Biology Seminar	A	8.00	2	16	2	Oct., 2005	Oct., 2005
Praxis II Elementary Seminar	A	8.00	38	304	13	Oct., 2005	Oct., 2005
Praxis II ESL Seminar	A	8.00	4	32	4	Oct., 2005	Oct., 2005
Praxis II EC Seminar-General Curriculum	A	8.00	17	136	9	Oct., 2005	Oct., 2005
Praxis II EC Seminar-Mentally Disabled	A	8.00	1	8	1	Oct., 2005	Oct., 2005
Praxis II HS English Seminar	A	8.00	4	32	2	Oct., 2005	Oct., 2005
Praxis II HS Social Studies Seminar	A	8.00	5	40	5	Oct., 2005	Oct., 2005

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NC Model Teacher Education Consortium
NC MTEC

Praxis II MG Lang. Arts Seminar	A	8.00	1	8	1	Oct., 2005	Oct., 2005
Praxis II MG Science Seminar	A	8.00	5	40	3	Oct., 2005	Oct., 2005
Praxis II Life Science Seminar	A	8.00	2	16	2	Oct., 2005	Oct., 2005
Praxis II Physical Science Seminar	A	8.00	9	72	7	Oct., 2005	Oct., 2005
Consortium Sponsored Course Advising	A	2.00	81	162	26	Aug., 2005	Aug., 2005
Community College Sponsored Courses	B	30.00	112	3,360	27	Jan., 2006	May, 2006
Reimbursement for Non-Sponsored Courses	B	30.00	168	5,040	37	Jan., 2006	May, 2006
Consortium Sponsored Courses	B	30.00	477	14,310	43	Jan., 2006	May, 2006
Student Teacher Sponsored Courses & Stipend	B	30.00	9	270	6	Jan., 2006	May, 2006
Cohort Sponsored Courses	B	30.00	23	690	13	Jan., 2006	May, 2006
Lateral Entry Teacher Conference	D	16.00	216	3,456	40	Jan., 2006	Jan., 2006
NCCAT National Board Certification Seminar	D	40.00	34	1,360	24	Jan., 2006	May, 2006
NCCAT New Neighbors, Latinos in NC Seminar	D	40.00	19	760	10	Jan., 2006	May, 2006
NCCAT Teaching Every Child: Inclusive Classrooms Seminar	D	40.00	24	960	12	Jan., 2006	May, 2006
NCCAT Young, Black, and Male Seminar	D	40.00	23	920	15	Jan., 2006	May, 2006
Praxis I Reading Seminar	A	8.00	1	8	1	April, 2006	April, 2006
Praxis I Writing Seminar	A	8.00	2	16	2	Feb., 2006	Feb., 2006
Praxis I Math Tutorial	A	8.00	2	16	2	March, 2006	March, 2006
Praxis I Reading Tutorial	A	8.00	7	56	5	April, 2006	April, 2006
Praxis I Writing Tutorial	A	8.00	2	16	2	April, 2006	April, 2006
Praxis II Art Seminar	A	8.00	6	48	5	March, 2006	March, 2006
Praxis II Counseling Seminar	A	8.00	7	56	5	March, 2006	March, 2006
Praxis II Elementary Seminar	A	8.00	38	304	21	March, 2006	March, 2006
Praxis II ESL Seminar	A	8.00	6	48	5	March, 2006	March, 2006
Praxis II EC Seminar-Adapted Curriculum	A	8.00	2	16	2	March, 2006	March, 2006
Praxis II EC Seminar-General Curriculum	A	8.00	15	120	10	April, 2006	April, 2006
Praxis II EC Seminar-Learning Disabled	A	8.00	5	40	4	April, 2006	April, 2006
Praxis II EC Seminar-Mentally Disabled	A	8.00	3	24	3	March, 2006	March, 2006
Praxis II Family and Consumer Sciences Seminar	A	8.00	1	8	1	April, 2006	April, 2006
Praxis II HS English Seminar	A	8.00	4	32	3	March, 2006	March, 2006
Praxis II HS Social Studies Seminar	A	8.00	5	40	4	March, 2006	March, 2006
Praxis II MG Lang. Arts Seminar	A	8.00	3	24	3	April, 2006	April, 2006
Praxis II MG Math Seminar	A	8.00	4	32	3	April, 2006	April, 2006
Praxis II MG Science Seminar	A	8.00	1	8	1	March, 2006	March, 2006
Praxis II Music Seminar	A	8.00	1	8	1	April, 2006	April, 2006
Praxis II Physical Education Seminar	A	8.00	8	64	6	April, 2006	April, 2006
Praxis II Physical Science Seminar	A	8.00	1	8	1	April, 2006	April, 2006

UNC Center for School
Leadership Development

Professional Development Report
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NC Model Teacher Education Consortium
NC MTEC

Success in Internet Courses Seminar	A	8.00	5	40	5	April, 2006	April, 2006
Consortium Sponsored Course Advising	A	2.00	236	472	41	April, 2006	April, 2006
Community College Sponsored Courses	B	30.00	58	1,740	19	May, 2006	June, 2006
Consortium Sponsored Courses	B	30.00	460	13,800	44	May, 2006	June, 2006
Cohort Sponsored Courses	B	30.00	42	1,260	11	May, 2006	June, 2006
Consortium Sponsored Course Advising	A	2.00	249	498	35	April, 2006	April, 2006
Summer Institute for Paraprofessionals	D	24.00	117	2,808	36	June, 2006	June, 2006
76			3,701	84,178			

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
PFP Orientation	D	15.00	72	1,080	6	Aug-05	Aug-05
Data Driven Decision Making-Hickory	A	6.50	36	234	21	Feb-06	Feb-06
Data Driven Decision Making-Chapel Hill	A	6.50	37	241	13	Mar-06	Mar-06
Data Driven Decision Making-Kinston	A	6.50	28	182	17	Mar-06	Mar-06
State Leadership Conference	B	15.00	22	330	5	Apr-06	Apr-06
NCASA Spring Conference	B	12.00	87	1,044	21	Apr-06	Apr-06
6			282	3,111			

UNC Center for School Leadership Development
Professional Development Report
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Pre-Service Professional Development Data

North Carolina Principal Fellows Program (NC PFP)

Category: University MSA Program Coursework

- Total Number of Participants – 145
- Total Number of Semester Hours Earned by All Participants – 6,240 total semester hours (120 individuals earning 42 semester hours each and 25 individuals earning 48 semester hours)

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
The Heart of Teaching	D	20.00	19	380	15	Jul-05	Jul-05
Waterfalls: The Beauty and Power of Flowing Water	D	30.00	23	690	13	Jul-05	Jul-05
Habitat for Humanity: Building and Sharing	D	30.00	21	630	13	Jul-05	Jul-05
Sr Teaching Fellows Conference-Survive and Thrive	D	12.00	30	360	21	Jul-05	Jul-05
I Love This Game! America's Passion for Sports	D	30.00	18	540	18	Jul-05	Jul-05
Made by Hand: Craft Traditions of North Carolina	D	30.00	21	630	21	Jul-05	Jul-05
Jr Teaching Fellows Conference-Exploring the Power of Diversity Through Conversation	D	30.00	25	750	16	Jul-05	Jul-05
Holistic Health	D	30.00	23	690	14	Jul-05	Jul-05
National Board Certification	D	30.00	20	600	17	Jul-05	Jul-05
Celebrating Diversity Through Children's Literature	D	30.00	19	570	12	Aug-05	Aug-05
Motown Music: A Rhythm for the Generations	D	30.00	22	660	16	Aug-05	Aug-05
On Broadway!	D	30.00	25	750	19	Aug-05	Aug-05
People, Places and Plots: Writing with a Purpose	D	30.00	17	510	13	Aug-05	Aug-05
The Chattooga River: Reality and Myth	D	30.00	21	630	13	Aug-05	Aug-05
Connections-Hoke County Session Mentor	A	6.00	27	162	1	Aug-05	Aug-05
Connections-Hoke County Session 1 Cohort 1 Middle and High School	A	6.00	20	120	1	Aug-05	Aug-05
Connections-Hoke County Session 1 Cohort 2 Elementary School	A	6.00	23	138	1	Aug-05	Aug-05
Connections-Hoke County Session 2 Cohort 1 Middle and High School	A	6.00	21	126	1	Aug-05	Aug-05
Connections-Hoke County Session 2 Cohort 2 Elementary School	A	6.00	22	132	2	Aug-05	Aug-05
Every Breath You Take: Globe II Atmosphere	A	6.00	24	144	0	Aug-05	Aug-05
Connections-Montgomery County Session 1 Wachovia Grant	A	6.00	33	198	1	Aug-05	Aug-05
Connections-Burke County Session 1 Wachovia Grant	A	6.00	21	126	1	Sep-05	Sep-05
Connections-Hoke County Session 3 Cohort 1 Middle and High School	A	6.00	22	132	1	Sep-05	Sep-05
Connections-Hoke County Session 3 Cohort 2 Middle and High School	A	6.00	24	144	1	Sep-05	Sep-05
Connections-Burke County Session 2 Wachovia Grant	A	6.00	21	126	1	Sep-05	Sep-05
Connections-Johnston County Session 1	A	6.00	23	138	1	Sep-05	Sep-05
Connections-Montgomery County Session 2 Wachovia Grant	A	6.00	23	138	1	Sep-05	Sep-05

Connections-Burke County Session Mentor Wachovia Grant	A	6.00	18	108	1	Sep-05	Sep-05
Connections-Duplin County Session 1 Wachovia Grant	A	6.00	19	114	1	Sep-05	Sep-05
National Board Certification	D	30.00	21	630	21	Sep-05	Sep-05
National Board Certification	D	30.00	23	690	17	Sep-05	Sep-05
Connections-Martin County Session 1 Wachovia Grant	A	6.00	25	150	1	Sep-05	Sep-05
Connections-Martin County Session Mentor Wachovia Grant	A	6.00	23	138	1	Sep-05	Sep-05
Connections-Johnston County Session Mentor	A	6.00	21	126	1	Sep-05	Sep-05
Nature's Watercolors	D	30.00	23	690	14	Sep-05	Sep-05
The Mountain	D	30.00	22	660	12	Sep-05	Sep-05
Connections-Edgecombe County Session 1 Wachovia Grant	A	6.00	22	132	1	Sep-05	Sep-05
Connections-Johnston County Session 2	A	6.00	23	138	1	Sep-05	Sep-05
Olympic High School Strategic Plan	B	14.00	160	2,240		Sep-05	Sep-05
Olympic High School Strategic Plan Continued	A	4.00	25	100		Sep-05	Sep-05
Cherokee Autumn: Tradition and Change	D	30.00	23	690	16	Oct-05	Oct-05
National Board Certification	D	30.00	24	720	20	Oct-05	Oct-05
Connections-Martin County Session 2 Wachovia Grant	A	6.00	25	150	1	Oct-05	Oct-05
Connections-Duplin County Session 2 Wachovia Grant	A	6.00	24	144	1	Oct-05	Oct-05
Connections-Johnston County Session 2004-2005 Participants Wachovia Grant	A	6.00	3	18	1	Oct-05	Oct-05
National Board Certification	D	30.00	24	720	21	Oct-05	Oct-05
Salty Dogs and the Life of the Sea	D	30.00	23	690	13	Oct-05	Oct-05
Stargazing: Majesty and Mystery of the Night Sky	D	30.00	23	690	17	Oct-05	Oct-05
Connections-Edgecombe County Session 2 Wachovia Grant	A	6.00	22	132	1	Oct-05	Oct-05
Connections-Montgomery County Session 3 Wachovia Grant	A	6.00	23	138	1	Oct-05	Oct-05
The Heart of Teaching	D	20.00	23	460	15	Oct-05	Oct-05
I Dream a World: Black Women in America	D	30.00	14	420	9	Oct-05	Oct-05
Including the Special-Needs Student: Teaching Every Child	D	30.00	22	660	12	Oct-05	Oct-05
The Graveyard of the Atlantic	D	30.00	23	690	15	Oct-05	Oct-05
Connections-Edgecombe County Session 3 Wachovia Grant	A	6.00	24	144	1	Oct-05	Oct-05
Connections-Johnston County Session 3	A	6.00	22	132	1	Oct-05	Oct-05
Connections-Montgomery County Session 2004-2005 Participants Wachovia Grant	A	6.00	19	114	1	Oct-05	Oct-05
Connections-Martin County Session 3 Wachovia Grant	A	6.00	25	150	1	Oct-05	Oct-05
Connections-Burke County Session 3 Wachovia Grant	A	6.00	22	132	1	Oct-05	Oct-05
Affirming Diversity through Art: Not for Art Teachers Only	D	30.00	23	690	14	Oct-05	Oct-05
An Apple for the Teacher	D	30.00	22	660	14	Oct-05	Oct-05

Connections-Edgecombe County Session 2004-2005 Participants Wachovia Grant	A	6.00	9	54	1	Oct-05	Oct-05
Connections-Martin County Session 2004-2005 Participants Wachovia Grant	A	6.00	11	66	1	Oct-05	Oct-05
Biltmore House: Its People and Impact	D	30.00	24	720	10	Oct-05	Oct-05
Mountain Ghosts and Other Curious Tales of Appalachia	D	30.00	23	690	11	Oct-05	Oct-05
Connections-Hoke County Session 4 Cohort 1 Middle and High School	A	6.00	19	114	1	Nov-05	Nov-05
Connections-Hoke County Session 4 Cohort 2 Elementary School	A	6.00	24	144	1	Nov-05	Nov-05
Teaching the Holocaust: Resources and Reflections	D	30.00	22	660	12	Nov-05	Nov-05
Achieving Against the Odds	D	30.00	18	540	14	Nov-05	Nov-05
National Board Certification	D	30.00	24	720	18	Nov-05	Nov-05
Connections-Duplin County Session 3 Wachovia Grant	A	6.00	24	144	1	Nov-05	Nov-05
Connections-Edgecombe County Session Mentor Wachovia Grant	A	6.00	19	114	1	Nov-05	Nov-05
Hurricanes: In the Eye of the Storm	D	30.00	22	660	10	Nov-05	Nov-05
National Board Certification	D	30.00	23	690	19	Nov-05	Nov-05
National Board Certification	D	30.00	23	690	18	Nov-05	Nov-05
Connections-Burke County Session 2004-2005 Participants Wachovia Grant	A	6.00	10	60	1	Nov-05	Nov-05
Connections-Johnston County Session 4	A	6.00	22	132	1	Nov-05	Nov-05
Connections-Martin County Session 4 Wachovia Grant	A	6.00	25	150	1	Nov-05	Nov-05
National Board Certification	D	30.00	18	540	17	Nov-05	Nov-05
National Board Certification	D	30.00	27	810	22	Nov-05	Nov-05
Connections-Montgomery County Session 4 Wachovia Grant	A	6.00	19	114	1	Nov-05	Nov-05
Critical Friends	D	16.00	6	96	1	Nov-05	Nov-05
Connections-Edgecombe County Session 4 Wachovia Grant	A	6.00	23	138	1	Nov-05	Nov-05
Beginning Teachers: connect to Your Future: Celebrating Success in the Classroom	D	30.00	24	720	12	Nov-05	Nov-05
Smoky Mountain Winter Traditions	D	30.00	21	630	11	Nov-05	Nov-05
Critical Friends	D	16.00	6	96	1	Dec-05	Dec-05
Best Practices for Motivating African American Students	D	30.00	19	570	7	Dec-05	Dec-05
Books: Bound to Be Read	D	30.00	24	720	14	Dec-05	Dec-05
Connections-Hoke County Session 2004/2005 Participants	A	6.00	38	228	1	Dec-05	Dec-05
National Board Certification	D	30.00	19	570	15	Dec-05	Dec-05
National Board Certification	D	30.00	27	810	18	Dec-05	Dec-05

Connections-Hoke County Session 6 and 7 Cohort 1 Middle High School and Cohort 2 Elementary	D	15.00	44	660	1	Jan-06	Jan-06
National Board Certification	D	30.00	23	690	19	Jan-06	Jan-06
Teacher Scholars in Residence	D	30.00	23	690	7	Jan-06	Jan-06
Step Right Up: The Great American Circus	D	12.00	130	1,560	32	Jan-06	Jan-06
The Heart of Teaching	D	20.00	23	460	16	Jan-06	Jan-06
National Board Certification	D	30.00	21	630	19	Jan-06	Jan-06
National Board Certification	D	30.00	25	750	21	Jan-06	Jan-06
Connections-Duplin County Session 2004-2005 Participants Wachovia Grant	A	6.00	12	72	1	Jan-06	Jan-06
Connections-Duplin County Session 4 Wachovia Grant	A	6.00	18	108	1	Jan-06	Jan-06
Connections-Duplin County Session 8 Wachovia Grant	A	6.00	21	126	1	Jan-06	Jan-06
Connections-Duplin County Session Mentor Wachovia Grant	A	6.00	8	48	1	Jan-06	Jan-06
NCCAT/WCU National Board Advanced Candidate Program	A	4.00	19	76	5	Jan-06	Jan-06
National Board Certification	D	30.00	23	690	20	Jan-06	Jan-06
National Board Certification	D	30.00	22	660	20	Jan-06	Jan-06
Connections-Hoke County Session 8 Cohort 1 Middle and High School	A	6.00	14	84	1	Jan-06	Jan-06
Connections-Hoke County Session 8 Cohort 2 Elementary School	A	6.00	24	144	1	Jan-06	Jan-06
Connections-Martin County Session 8 Wachovia Grant	A	6.00	22	132	1	Jan-06	Jan-06
Connections-Burke County Session 4 Wachovia Grant	A	6.00	19	114	1	Jan-06	Jan-06
Connections-Burke County Session 6 and 7 Wachovia Grant	D	15.00	19	285	1	Jan-06	Jan-06
Connections-Johnston County Session 6 and 7	D	15.00	17	255	1	Jan-06	Jan-06
The Visual Journal: Where the Image Meets the Word	D	30.00	24	720	21	Jan-06	Jan-06
Connections-Montgomery County Session 8 Wachovia Grant	A	6.00	22	132	1	Jan-06	Jan-06
Connections-Hoke County Session 9 Cohort 1 Middle and High School	A	6.00	16	96	1	Feb-06	Feb-06
Connections-Hoke County Session 9 Cohort 2 Elementary School	A	6.00	25	150	1	Feb-06	Feb-06
Connections-Edgecombe County Session 6 and 7 Wachovia Grant	D	15.00	21	315	1	Feb-06	Feb-06
Connections-Martin County Session 6 and 7 Wachovia Grant	D	15.00	18	270	1	Feb-06	Feb-06
Music, Media and Violence	D	30.00	23	690	13	Feb-06	Feb-06
New Neighbors: Latinos in North Carolina	D	30.00	18	540	10	Feb-06	Feb-06
Emotional Intelligence and Wellness in the Classroom	D	30.00	23	690	18	Feb-06	Feb-06
Left Behind: Poverty in America	D	30.00	26	780	13	Feb-06	Feb-06

Connections-Burke County Session 8 Wachovia Grant	A	6.00	21	126	1	Feb-06	Feb-06
National Board Certification	D	30.00	25	750	21	Feb-06	Feb-06
National Board Certification	D	30.00	22	660	20	Feb-06	Feb-06
Connections-Edgecombe County Session 8 Wachovia Grant	A	6.00	20	120	1	Feb-06	Feb-06
Connections-Johnston County Session 8	A	6.00	19	114	1	Feb-06	Feb-06
The Healing Power of Music, Song and Poetry	D	12.00	191	2,292	47	Feb-06	Feb-06
Harlem Renaissance	D	30.00	22	660	16	Feb-06	Feb-06
Gathering of Holocaust Educators	D	20.00	34	680	24	Mar-06	Mar-06
In Search of Self: A journey of introspection	D	30.00	22	660	13	Mar-06	Mar-06
Understanding Islam	D	30.00	10	300	7	Mar-06	Mar-06
Connections-Burke County Session 9 Wachovia Grant	A	6.00	22	132	1	Mar-06	Mar-06
Connections-Hoke County Session 10 Cohort 1 Middle and High School	A	6.00	18	108	1	Mar-06	Mar-06
Connections-Hoke County Session 10 Cohort 2 Elementary School	A	6.00	23	138	1	Mar-06	Mar-06
Connections-Duplin County Session 9 Wachovia Grant	A	6.00	16	96	1	Mar-06	Mar-06
Teaching Every Child: Inclusive Classrooms	D	30.00	22	660	11	Mar-06	Mar-06
Writing Poetry: Rhythms of the Heart	D	30.00	21	630	13	Mar-06	Mar-06
Connections-Johnston County Session 9	A	6.00	20	120	1	Mar-06	Mar-06
Connections-Montgomery County Session 9 Wachovia Grant	A	6.00	22	132	1	Mar-06	Mar-06
The Birth of Rock 'n' Roll	D	15.00	96	1,440	40	Mar-06	Mar-06
National Board Certification	D	30.00	24	720	18	Mar-06	Mar-06
Addiction in America	D	30.00	17	510	9	Mar-06	Mar-06
Let Freedom Ride! Traveling the Road to Civil Rights in America	D	30.00	22	660	12	Mar-06	Mar-06
Connections-Edgecombe County Session 9 Wachovia Grant	A	6.00	24	144	1	Mar-06	Mar-06
National Board Certification	D	30.00	26	780	18	Mar-06	Mar-06
Connections-Martin County Session 9 Wachovia Grant	A	6.00	24	144	1	Mar-06	Mar-06
Environmental Tipping Points: A New Direction for Environmental Education	D	30.00	13	390	11	Mar-06	Mar-06
Space Camp: Your Place in Space	D	30.00	24	720	17	Mar-06	Mar-06
Storytelling for Your Life and Classroom	D	30.00	24	720	18	Mar-06	Mar-06
Through Cherokee Eyes	D	30.00	23	690	16	Apr-06	Apr-06
You Are What You Eat: Food, Culture and Behavior	D	30.00	17	510	12	Apr-06	Apr-06
Connections-Burke County Session 10 Wachovia Grant	A	6.00	20	120	1	Apr-06	Apr-06
Connections-Johnston County Session 10	A	6.00	20	120	1	Apr-06	Apr-06
Olympic High School Team Building	B	8.00	9	72	1	Apr-06	Apr-06

Crime Scene Investigators: The New Sherlock Holmes	D	30.00	22	660	9	Apr-06	Apr-06
Young, Black and Male in America	D	30.00	18	540	13	Apr-06	Apr-06
Connections-Edgecombe County Session 10 Wachovia Grant	A	6.00	23	138	1	Apr-06	Apr-06
Connections-Duplin County Session 10 Wachovia Grant	A	6.00	24	144	1	Apr-06	Apr-06
Connections-Martin County Session 10 Wachovia Grant	A	6.00	23	138	1	Apr-06	Apr-06
Beginning Teachers: Connect to Your Future: Celebrating Success in the Classroom	D	30.00	18	540	8	Apr-06	Apr-06
Birds of the Blue Ridge	D	30.00	16	480	9	Apr-06	Apr-06
The Heart of Teaching	D	20.00	20	400	14	Apr-06	Apr-06
Appalachian Spring Wildflowers	D	30.00	24	720	16	Apr-06	Apr-06
Salty dogs and the Love of the Sea	D	30.00	23	690	14	Apr-06	Apr-06
The Write Start: Reading for Success	D	30.00	17	510	13	Apr-06	Apr-06
NCCAT/WCU National Board Pre-Candidacy Program	A	4.00	46	184	5	Apr-06	Apr-06
Cherokee Artistry: Drawing on Nature's Bounty	D	30.00	22	660	17	May-06	May-06
The Back of Beyond: Portals to Our Mountain Past	D	30.00	18	540	7	May-06	May-06
Gathering of Diversity Educators	D	20.00	28	560	20	May-06	May-06
Turners and Burners: Folk Potters of NC	D	30.00	24	720	13	May-06	May-06
You Are What You Eat: Food, Culture and Behavior	D	30.00	9	270	9	May-06	May-06
Connections-Montgomery County Session 10 Wachovia Grant	A	6.00	15	90	1	May-06	May-06
Connections-Duplin County Session 6 and 7 Wachovia Grant	D	15.00	20	300	1	May-06	May-06
Connections-Montgomery County Session 6 and 7 Wachovia Grant	D	15.00	16	240	1	Jun-06	Jun-06
Growing Healthy	D	30.00	21	630	13	Jun-06	Jun-06
Natural Rhythms of the River	D	30.00	18	540	15	Jun-06	Jun-06
Caught Up in the Current: Traveling with Lewis and Clark	D	30.00	25	750	18	Jun-06	Jun-06
Front Porch Swings and Onion Rings	D	30.00	23	690	14	Jun-06	Jun-06
Motown Music: A Rhythm for the Generations	D	30.00	23	690	11	Jun-06	Jun-06
If Quilts Could Speak: Storytelling with a Needle	D	30.00	23	690	15	Jun-06	Jun-06
Leadership, Creativity and Change	D	30.00	19	570	19	Jun-06	Jun-06
Perspectives in Time: A Photographic Journey	D	30.00	23	690	18	Jun-06	Jun-06
NB Facilitators Training 2005-2006	D	30.00	85	2,550	39	Jul-05	Jun-06
Literature Teachers Cur. Dev Conference	D	15.00	5	75	43	Jul-05	Jul-05
Quality Education Schools Conference	D	15.00	24	360	1	Jul-05	Jul-05
Pinewood Elementary Conference	D	15.00	13	195	1	Jul-05	Jul-05
NC Science Teachers Association Conference	D	12.00	22	264	1	Jul-05	Jul-05
Gear Up NC Conference	D	15.00	22	330	1	Aug-05	Aug-05
Corrier-Lipe Middle Conference	D	15.00	50	750	1	Aug-05	Aug-05

Latham Elementary Conference	D	15.00	37	555	1	Aug-05	Aug-05
New Century Charter HS Conference	D	20.00	17	340	1	Aug-05	Aug-05
Scott's Creek Sch Imp Tm Session	A	7.00	12	84	1	Aug-05	Aug-05
Cullowhee Valley School Session	A	7.00	80	560	1	Aug-05	Aug-05
WCU Executive Council Session	A	4.00	9	36	NA	Aug-05	Aug-05
The Downtown School Conference	D	12.00	45	540	1	Sep-05	Sep-05
Belmont Central Conference	D	12.00	29	348	1	Sep-05	Sep-05
SERVE TOYAC Conference	D	15.00	27	405	NA	Sep-05	Sep-05
Gaston County Elm Principals Conference	D	15.00	45	675	1	Sep-05	Sep-05
NC Delta Kappa Gamma Conference	D	15.00	25	375	1	Oct-05	Oct-05
Wake Forest Elementary Conference	D	12.00	32	384	1	Oct-05	Oct-05
Jr./Sr. Teaching Fellows Session	A	1.00	22	22	NA	Oct-05	Oct-05
Pinnacle Leaders X Conference	D	15.00	20	300	1	Nov-05	Nov-05
NC Health Occupations Teachers Conference	D	15.00	25	375	1	Nov-05	Nov-05
Teaching Fellows Orientation	A	1.00	25	25	NA	Dec-05	Dec-05
Jackson County Response to Intervention Training Conference	A	6.00	60	360	NA	Dec-05	Dec-05
Jackson County Craft Revival Project Conference	A	2.00	10	20	NA	Feb-06	Feb-06
WCU PE Student Teachers Session	A	2.00	10	20	NA	Feb-06	Feb-06
Macon County Board of Education Session	A	6.00	6	36	1	Feb-06	Feb-06
Macon County Board of Education Session	A	6.00	6	36	1	Feb-06	Feb-06
Jackson County Schools Child Nutrition Curriculum Workshop	A	4.00	39	156	1	Mar-06	Mar-06
Lowerance Middle School Conference	D	12.00	27	324	1	Mar-06	Mar-06
Southside-Ashpole Conference	D	12.00	22	264	1	Mar-06	Mar-06
Gaston County AIG Conference	D	12.00	25	300	1	Apr-06	Apr-06
WCU Development Session	A	5.00	5	25	NA	Apr-06	Apr-06
NC Art Education Association Reg 6	D	12.00	30	360	1	Apr-06	Apr-06
Teaching Fellows Presentation and Tour	A	15.00	500	7,500	NA	May-06	May-06
Scotland Neck Primary Conference	A	20.00	23	460	1	Jun-06	Jun-06
NC ECHO Digitization Institute Conference	A	30.00	19	570	1	Jun-06	Jun-06
NC Advancement Via Individual Determination Conference	D	15.00	32	480	1	Jun-06	Jun-06
Teacher Academy Presentation and Tour	A	1.00	45	45	1	Jun-06	Jun-06
Pinnacle Leaders XI Conference	D	15.00	23	345	1	Jun-06	Jun-06
Connection Facilitators Training	B	10.00	6	60	NA	Jul-05	Jul-05
Connection Facilitators Training	B	10.00	6	60	NA	Oct-05	Oct-05
Connection Facilitators Training	B	10.00	6	60	NA	May-06	May-06
224			5,947	100,402			

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Discrete Mathematics	B	30.00	14	420	8	Jul-05	Jul-05
MSEC and Science Methods, K-6	A	1.00	24	24	N/A	Jul-05	Jul-05
Technical Mathematics	D	30.00	10	300	9	Jul-05	Jul-05
History of Mathematics	D	30.00	11	330	8	Jul-05	Jul-05
T ³ Integrating Multiple Technologies	D	30.00	15	450	10	Jul-05	Jul-05
T ³ Geometry	D	30.00	16	480	12	Jun-05	Jul-05
Statistics	D	30.00	7	210	5	Jun-05	Jul-05
MSEC and Science Methods, 6-12	A	1.00	12	12	N/A	Aug-05	Aug-05
Saturday Chemistry Workshops	B	12.00	2	24	2	Sep-05	Sep-05
JASON Expedition: Mysteries of Earth and Mars	A	7.50	125	938	12	Sep-05	Sep-05
Science Seminars	B	16.00	17	272	7	Sep-05	Feb-06
Workshop on Inquiry, Science Process Skills, and Integration	B	5.00	9	45	1	Oct-05	Oct-05
Science Mobile	B	24.00	448	10,752	2	Oct-05	Oct-05
Geology Presentations	B	48.00	531	25,488	4	Oct-05	Apr-06
Workshop on Inquiry, Science Process Skills, Integration and the State Science Test	B	12.00	19	228	2	Nov-05	Nov-05
Science Activities Presented to Visiting Middle School Students	A	1.00	42	42	1	Nov-05	Nov-05
Workshop on Renewable Energy for a Sustainable World	B	6.00	10	60	5	Nov-05	Nov-05
DESTINY Science Bus	B	10.00	20	200	4	Jul-06	Jul-06
Appalachian's Visualization and Computing Teachers' Workshop	B	30.00	14	420	6	Jun-06	Jun-06
Becoming a More Powerful Teacher of K-8 Mathematics	B	10.00	3	30	3	Jan-06	Jan-06
The Power of Air, Building Machines that Move with the Wind	B	10.00	5	50	3	Mar-06	Mar-06
NC-MSEN K-8 Science Statewide Institute for Teaching Excellence (SITE), Grades 3-5	B	30.00	8	240	5	Jun-06	Jun-06
K-3 Inquiry Science Workshop	B	30.00	5	150	3	Jun-06	Jun-06
T ³ Algebra for Novice Users	D	30.00	11	330	7	Jun-06	Jun-06
T ³ AP Calculus	D	30.00	7	210	4	Jun-06	Jun-06
Advanced Functions and Modeling	D	30.00	7	210	5	Jun-06	Jun-06
Microbiology for Middle School Teachers	B	5.00	2	10	1	Apr-06	Apr-06
Hands-on Measurement and Geometry Workshop, Grades 3-8	B	30.00	9	270	6	Jun-06	Jun-06
Catawba County Science Workshop, Staff Development Day	A	6.00	7	42	1	Jun-06	Jun-06

Statistics	D	30.00	12	360	6	Jun-06	Jun-06
Eighth-Grade Health Day, Surry County	A	6.00	208	1,248	1	May-06	May-06
Understanding Properties of Matter	A	6.00	12	72	1	Sep-05	Sep-05
Properties of Matter	A	48.00	31	1,488	1	Oct-05	Oct-05
Integration of Technology Across the Curriculum	A	6.00	31	186	1	Oct-05	Nov-05
Pebbles, Sand, and Silt	A	6.00	10	60	1	Nov-05	Nov-05
North Carolina's Outer Banks: Coastal Processes and Conflicts	A	6.00	30	180	13	Nov-05	Nov-05
AP Spanish Language	B	12.00	16	192	6	Jun-06	Jun-06
AP English Literature	B	18.00	28	504	10	Jun-06	Jun-06
AP Physics	B	18.00	17	306	11	Jun-06	Jun-06
NC-PIMS: MATE 6361 Sect. 601 (Geometry 6-12)	B	45.00	13	585	5	Jul-05	Dec-05
NC-PIMS: MATE 6361 Sect. 602 (Geometry 6-12)	B	45.00	18	810	5	Jul-05	Dec-05
NC-PIMS: MATE 6361 Sect. 603 (Geometry 6-12)	B	45.00	9	405	5	Jul-05	Dec-05
NC-PIMS: MATE 6223 Sect. 601 (Alg. Reasoning K-5)	B	45.00	20	900	5	Jul-05	Dec-05
NC-PIMS: MATE 6223 Sect. 602 (Alg. Reasoning K-5)	B	45.00	30	1,350	5	Jul-05	Dec-05
NC-PIMS: MATE 6223 Sect. 603 (Alg. Reasoning K-5)	B	45.00	17	765	5	Jul-05	Dec-05
NC-PIMS: MATE 6223 Sect. 604 (Alg. Reasoning K-5)	B	45.00	18	810	5	Jul-05	Dec-05
NC-PIMS: SCIE 6500 Sect. 602 (Understanding and Engaging in Educational Research)	B	45.00	23	1,035	5	Jan-06	May-06
NC-PIMS: MATE 6211 Sect. 601 (Research in Mathematics Education)	B	45.00	25	1,125	5	Jan-06	May-06
Advanced Studies in Teaching Mathematics	B	45.00	20	900	2	Jun-05	Jul-05
A Pre-Service Professional Development Model for Partnership and Change	D	30.00	17	510	15	Jun-05	Jul-05
Topics in Mathematics for Teachers (Geometry)	B	45.00	63	2,835	2	Jul-05	Aug-05
Advanced Studies in Teaching Mathematics	B	45.00	20	900	2	Sep-05	Oct-05
Topics in Mathematics for Teachers (Algebraic Reasoning)	B	45.00	63	2,835	4	Sep-05	Oct-05
Advanced Studies in Teaching Mathematics	B	45.00	8	360	4	Sep-05	Nov-05
Current Trends in Mathematics Education	B	45.00	8	360	1	Jan-06	May-06
AP Biology	D	30.00	22	660	11	Jun-05	Jul-05
AP Calculus AB	D	30.00	22	660	16	Jun-05	Jul-05
AP Chemistry	D	30.00	23	690	19	Jun-05	Jul-05
AP Psychology	D	30.00	24	720	15	Jun-05	Jul-05
AP Statistics	D	30.00	24	720	13	Jun-05	Jul-05
AP US Government	D	30.00	25	750	22	Jun-05	Jul-05
AP US History	D	30.00	24	720	13	Jun-05	Jul-05
AP World History	D	30.00	16	480	12	Jun-05	Jul-05

SWIM: Math for the Real World	B	60.00	17	1,020	3	Jun-05	Jul-05
SWIM: Geometry and Measurement	B	60.00	16	960	4	Jun-05	Jul-05
SWIM: Discrete Mathematics	B	60.00	7	420	5	Jun-05	Jul-05
Hydrology and Ground Water	B	60.00	9	540	5	Jul-05	Jul-05
CSI: Classroom Science Investigations	B	18.00	6	108	3	Jul-05	Jul-05
AP English Literature and Composition Weekender	D	10.00	15	150	13	Jul-05	Jul-05
AP Chemistry	D	30.00	15	450	12	Jul-05	Jul-05
AP Computer Science	D	30.00	22	660	14	Jul-05	Jul-05
AP English Language and Composition	D	30.00	25	750	15	Jul-05	Jul-05
Leopold Education Project	A	10.00	15	150	6	Jul-05	Jul-05
Modeling Physics	B	84.00	11	924	3	Jul-05	Jul-05
AP Environmental Science	D	60.00	23	1,380	15	Jul-05	Jul-05
AP Computer Science Case Studies Weekender	D	10.00	10	100	8	Jul-05	Jul-05
AP English Literature and Composition	D	30.00	25	750	21	Jul-05	Jul-05
SWIM: Data Analysis and Probability	B	60.00	9	540	4	Aug-05	Aug-05
SWIM: Reasoning with Numbers and Algebra	B	60.00	24	1,440	4	Aug-05	Aug-05
SWIM: Calculus for Middle School Teachers	B	60.00	12	720	3	Aug-05	Aug-05
Leopold Education Project	B	10.00	9	90	5	Aug-05	Aug-05
Middle School Science Alliance Meetings	A	4.00	11	44	1	Sep-05	Sep-05
Env. Educ. Series: Its Our Water, Leopold Ed. Project, & Adv. Proj. Wild-Bears	B	30.00	28	840	7	Sep-05	Jan-06
AP Math and AP Science Alliance Meetings	B	12.00	40	480	4	Sep-05	Nov-05
Middle School Science Alliance Meetings	A	4.00	9	36	1	Oct-05	Oct-05
AP Math Alliance Meetings	A	4.00	21	84	4	Oct-05	Oct-05
GIS Workshop for Cochrane Middle School Teachers	B	24.00	7	168	1	Oct-05	Nov-05
GLOBE Workshop (Soil, Atmosphere, & Hydrology) for Lincoln County Teachers	B	32.00	48	1,536	2	Dec-05	Feb-06
NC ISE Science Notebook 101, 102, 103	B	18.00	100	1,800	7	Jan-06	Mar-06
GLOBE Workshop for Randolph Middle School Teachers	B	12.00	15	180	1	Feb-06	Apr-06
City Green	A	6.00	25	150	7	Mar-06	Mar-06
Environmental Education Series: Neotrop Migratory Birds, PLT, Project WET	B	30.00	43	1,290	7	Apr-06	May-06
CSI: Classroom Science Investigations	B	18.00	6	108	3	Jun-06	Jun-06
NC-MSEN K-8 Science Statewide Institute for Teaching Excellence (SITE), Grades 3-5	B	60.00	14	840	4	Jun-06	Jun-06
SWIM: Math for the Real World	B	60.00	14	840	3	Jun-06	Jun-06
SWIM: Geometry and Measurement	B	60.00	24	1,440	5	Jun-06	Jun-06

SWIM: Discrete Mathematics	B	60.00	17	1,020	3	Jun-06	Jun-06
Field Botany	B	60.00	6	360	3	Jun-06	Jun-06
Geometry for Middle School Teachers	B	45.00	13	585	11	Sep-05	Dec-05
Life Science for Middle School Teachers	B	60.00	13	780	1	Sep-05	Dec-05
NCSELA Science Leadership Fellows Program	B	60.00	18	1,080	8	Sep-05	Nov-05
NC-MSEN Pre-College Program In-Service Development	B	18.00	18	324	3	Sep-05	Nov-05
Effective Teaching: First Steps (online course)	B	30.00	7	210	4	Oct-05	Dec-05
Mathematics Teaching (online course)	B	30.00	5	150	2	Oct-05	Dec-05
Science Teaching (online course)	B	30.00	2	60	2	Oct-05	Dec-05
Constructive Coaching I (online course)	B	30.00	7	210	4	Oct-05	Dec-05
Science Olympiad Coaches Workshop	B	12.00	220	2,640	50	Oct-05	Oct-05
NC Middle Mathematics Project Professional Development	D	10.00	98	980	80	Nov-05	Nov-05
Revisiting Real Numbers	B	45.00	14	630	2	Aug-05	Dec-05
NC Middle Mathematics Workshop	D	15.00	29	435	6	Mar-06	Mar-06
Science Olympiad State Tournament	D	12.00	310	3,720	39	Apr-06	Apr-06
Earth Science for Middle School Teachers	B	60.00	18	1,080	1	Jan-06	Jun-06
NC-MSEN K-8 Science Statewide Institute for Teaching Excellence (SITE), Grades 3-5	B	60.00	7	420	3	Jun-06	Jun-06
NC Middle Mathematics Summer Institutes	B	12.00	450	5,400	8	Jun-06	Jun-06
Science Olympiad New Team Institutes	B	12.00	18	216	4	Jun-06	Jun-06
Great Exploration in Math and Science (GEMS)	A	6.00	5	30	1	Jul-06	Jul-06
Project Based Learning	A	6.00	20	120	1	Mar-06	Mar-06
Advanced Functions and Modeling	B	30.00	53	1,590	29	Jul-05	Jul-05
Coastal Ocean Research and Monitoring Program Option 1	B	30.00	12	360	5	Jul-05	Aug-05
Coastal Ocean Research and Monitoring Program Option 3	B	62.00	1	62	1	Jul-05	Dec-05
Global Learning and Observations to Benefit the Environment	B	10.00	18	180	1	Aug-05	Aug-05
Middle School Math Workshop	B	21.00	12	252	7	Aug-05	Aug-05
NSF GK-12 Year 4	B	10.00	3	30	1	Aug-05	Dec-05
Global Learning and Observations to Benefit the Environment	B	8.00	10	80	1	Sep-05	Sep-05
EDN 338: The Teaching of Science (Pres to Pre-service)	A	1.00	16	16	NA	Oct-05	Oct-05
Science Fair Planning Meeting	A	2.00	11	22	11	Oct-05	Oct-05
NCSTA: Chemically Active: Goal 4 of the New 8th Grade Science Curriculum	A	2.00	24	48	15	Nov-05	Nov-05
NCSTA: Insights on the Revised SCOS for Earth/Environmental Science	A	1.00	30	30	11	Nov-05	Nov-05
NCSTA: Science by the Book	A	1.00	23	23	13	Nov-05	Nov-05

SVSM Presentation at Pender HS	A	1.00	9	9	1	Nov-05	Nov-05
SVSM Presentation at Heide Trask	A	1.00	36	36	1	Dec-05	Dec-05
SVSM Presentation at Laney	A	1.00	27	27	1	Dec-05	Dec-05
SVSM Presentation at Lumberton	A	1.00	31	31	1	Dec-05	Dec-05
T3: Teachers Teaching with Technology	B	8.00	165	1,320	19	Mar-06	Apr-06
NOAA: Learning Ocean Science	B	12.00	18	216	7	Apr-06	May-06
AP Calculus and Statistics Review	A	4.00	112	448	3	Apr-06	Apr-06
Landform & Geological Time Scale	B	10.00	13	130	3	Jun-06	Jun-06
Middle Math Summer Institutes	B	12.00	30	360	10	Jun-06	Jun-06
Stress the Strands in Mathematics	B	12.00	72	864	5	Jun-06	Jun-06
SVSM 2005 Summer Ventures in Science & Mathematics	D	120.00	52	6,240	31	Jun-05	Jul-05
Probability, Algebraic Thinking, and Measurement for Elementary and Middle School Math Classroom	B	30.00	13	390	1	Jun-06	Jun-06
5th Grade Science Now 2005	D	30.00	23	690	13	Jun-05	Jul-05
8th Grade Science Now 2005	D	30.00	25	750	17	Jun-05	Jul-05
Learn More, Teach More 2005	D	30.00	15	450	9	Jul-05	Jul-05
2005 Summer Science Leadership Institute	D	22.50	125	2,813	all	Jul-05	Jul-05
Teaching 5th Grade Science with Literature	B	6.75	81	547	4	Aug-05	Oct-05
Flying Through Functions Workshop	B	5.00	10	50	5	Oct-05	Oct-05
Science Safety	A	1.00	6	6	2	Oct-05	Oct-05
Algebraic Thinking for Middle Grade Teachers	B	10.50	29	305	1	Sep-05	Mar-06
Science Now Follow Up	B	2.50	6	15	1	Oct-05	Nov-05
Inquiry Based Science	A	1.00	3	3	1	Nov-05	Nov-05
Teaching Contemporary Mathematics Conference	B	10.00	150	1,500	statewide	Jan-06	Jan-06
Interactive Video Conferencing (IVC): Experiencing the Possibilities	B	10.00	85	850	statewide	Jun-06	Jun-06
Inquiry Based Science	D	30.00	15	450	8	Jun-06	Jun-06
Learn More, Teach More 1- 2006	D	30.00	45	1,350	23	Jun-06	Jun-06
8th Grade Science Now - 2006	D	30.00	13	390	11	Jun-06	Jun-06
NC-PIMS: K-5 Lead Teacher Summer Courses-Algebraic Reasoning	B	42.00	203	8,526	12	Jul-05	Nov-05
NC-PIMS: 6-12 Lead Teacher Summer Courses-Data/Masurement	B	42.00	104	4,368	12	Jun-05	Nov-05
NC-PIMS: Lead Teacher Leadership Training, K-12	B	30.00	507	15,210	12	Jul-05	Jun-06
NC-PIMS: Classroom Teacher Professional Development, K-12	B	12.00	5768	69,216	12	Jul-05	Jun-06

NC-PIMS: K-8 Principals' Professional Development, Lenses on Learning	B	33.00	53	1,749	9	Sep-05	May-06
NC-PIMS: Facilitator Data/Measurement Course	D	30.00	9	270	12	May-06	May-06
NC-PIMS: Facilitator Professional Development	D	30.00	12	360	12	Apr-06	Apr-06
NC-PIMS: Facilitator EDC/PBS Course	B	42.00	12	504	12	Jul-05	Dec-05
NC-PIMS: Value-Added AP Statistics	B	12.00	30	360	3	Sep-05	Jan-06
NC-PIMS: Value-Added Geometer's Sketchpad	B	12.00	106	1,272	9	Jan-06	Jun-06
NC-PIMS: P.U.S.H. Training-Summer/After-School Providers	B	10.00	239	2,390	12	Jul-05	Sep-05
NC-PIMS: P.U.S.H. Training-Community Leaders/School Personnel	B	6.00	275	1,650	12	Jul-05	Sep-05
NC-PIMS: P.U.S.H. Workshops	A	1.50	3000	4,500	12	Jul-05	Sep-05
NC-MSEN Pre-College Program Teachers for DragonflyTV SciGirls (NSF/UNCTV/NC-MSEN PCP)	A	6.00	35	210	7	Mar-06	Mar-06
NC-MSEN Pre-College Program Teachers Professional Development	A	72.00	84	6,048	30	Jul-05	Jun-06
		171		16,186	249,720		

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Comprehensive School Reform Foundation Training	B	34.00	82	2,788	16	Aug-05	Oct-05
Cabarrus County Foundation Training A	B	30.00	23	690	1	Jan-06	Apr-06
Cabarrus County Foundation Training B	B	30.00	24	720	1	Jan-06	Apr-06
Cabarrus County Foundation Training C	B	30.00	22	660	1	Feb-06	Apr-06
Cabarrus County Foundation Training D	B	30.00	25	750	1	Feb-06	May-06
Cabarrus County Foundation Training E	B	30.00	23	690	1	Feb-06	May-06
Cabarrus County Foundation Training F	B	30.00	24	720	1	Feb-06	May-06
Caldwell County Foundation Training	B	30.00	4	120	1	Jan-06	May-06
Cleveland County Foundation Training	B	30.00	25	750	1	Nov-05	Apr-06
Gaston Foundation Training	B	30.00	20	600	1	Jan-06	Mar-06
Haywood County Foundation Training	B	34.00	22	748	5	Jan-06	May-06
Henderson Foundation Training	B	30.00	16	480	1	Jan-06	May-06
Lincoln County Foundation Training	B	30.00	26	780	1	Nov-05	Feb-06
Macon County Foundation Training A	B	30.00	12	360	1	Nov-05	Apr-06
Macon County Foundation Training B	B	30.00	11	330	1	Nov-05	Apr-06
Mitchell County Foundation Training	B	30.00	34	1,020	1	Jan-06	Mar-06
Haywood County Foundation Training B	B	34.00	22	748	5	Oct-05	Mar-06
Haywood County Foundation Training C	B	34.00	22	748	5	Nov-05	Apr-06
Pender County Foundation Training A	B	30.00	25	750	1	Jul-05	Jan-06
Pender County Foundation Training B	B	30.00	25	750	1	1-206	Jun-74
Scotland Foundation Training	B	34.00	23	782	4	Feb-06	Apr-06
Wake County Foundation Training	B	35.00	37	1,295	5	Nov-05	Mar-06
Watauga Foundation Training A	B	30.00	27	810	5	Jan-06	Apr-06
Watauga Foundation Training B	B	30.00	20	600	1	Jan-06	Apr-06
Wilson Foundation Training	B	30.00	24	720	2	Feb-06	Apr-06
Winston-Salem Forsyth Foundation Training	B	30.00	20	600	1	Jan-06	May-06
Yancey County Foundation Training	B	30.00	4	120	1	Feb-06	May-06
Asheboro City Foundation Training	B	30.00	11	330	1	Jul-05	Nov-05
Yadkin County Foundation Training	B	30.00	14	420		Jul-05	Nov-05
Spring Network Conference	B	12.00	150	1,800	44	Mar-06	Mar-06
Writing Instruction Training - SIP 2006 Spring Meeting	A	4.00	150	600	43	Mar-06	Mar-06
Training of Trainers Meeting - SIP 2006 Spring Meeting	A	4.00	65	260	15	Mar-06	Mar-06
Developmental Review - Duplin	A	4.00	3	12	1	Feb-06	Feb-06

Developmental Review - Harnett	A	4.00	3	12	1	Feb-06	Feb-06
Developmental Review -Asheboro City	A	4.00	3	12	1	Feb-06	Feb-06
Developmental Review - Edgecombe	A	4.00	3	12	1	Mar-06	Mar-06
Developmental Review - Lee	A	4.00	3	12	1	Apr-06	Apr-06
Developmental Review - Buncombe	A	4.00	3	12	1	Apr-06	Apr-06
Developmental Review - Surry	A	4.00	6	24	1	Mar-06	Mar-06
Developmental Review - Pender	A	4.00	2	8	1	Feb-06	Feb-06
Developmental Review - Brunswick	A	4.00	2	8	1	Apr-06	Apr-06
Developmental Review - Orange	A	4.00	3	12	1	Apr-06	Apr-06
Developmental Review - Yadkin	A	4.00	2	8	1	Apr-06	Apr-06
Developmental Review - NCS D	A	4.00	2	8	1	May-06	May-06
Developmental Review - ENCSD	A	4.00	6	24	1	Apr-06	Apr-06
Developmental Review - Johnston	A	4.00	6	24	1	Apr-06	Apr-06
Developmental Review - Montgomery	A	4.00	7	28	1	Apr-06	Apr-06
Developmental Review - Avery	A	4.00	4	16	1	May-06	May-06
Developmental Review - Anson	A	4.00	3	12	1	Apr-06	Apr-06
Developmental Review - Caswell	A	4.00	5	20	1	May-06	May-06
Developmental Review - Rockingham	A	4.00	4	16	1	May-06	May-06
Developmental Review - Edenton-Chowan	A	4.00	6	24	1	May-06	May-06
Developmental Review - Charter Schools	A	4.00	3	12	1	Apr-06	Apr-06
CPC Fall 2005 Meeting	B	12.00	29	348	0	Nov-05	Nov-05
UNC TARS Planning - Mars Hills	A	8.00	5	40	0	Jan-06	Jan-06
Fidelity Observation - Cabarrus Teachers	B	3.00	4	12	1	Jul-05	Jun-06
Fidelity Observation - Caldwell Teachers	B	3.00	8	24	1	Jul-05	Jun-06
Fidelity Observation - ClevelandTeachers	B	3.00	8	24	1	Jul-05	Jun-06
Fidelity Observation - Duplin Teachers	B	3.00	5	15	1	Jul-05	Jun-06
Fidelity Observation - Gaston Teachers	B	3.00	4	12	1	Jul-05	Jun-06
Fidelity Observation - Haywood Teachers	B	3.00	11	33	1	Jul-05	Jun-06
Fidelity Observation - Henderson Teachers	B	3.00	4	12	1	Jul-05	Jun-06
Fidelity Observation - Iredell-Statesville Teachers	B	3.00	6	18	1	Jul-05	Jun-06
Fidelity Observation - Macon Teachers	B	3.00	9	27	1	Jul-05	Jun-06
Fidelity Observation - Martin Teachers	B	3.00	2	6	1	Jul-05	Jun-06
Fidelity Observation - McDowell Teachers	B	3.00	10	30	1	Jul-05	Jun-06
Fidelity Observation - Orange Teachers	B	3.00	5	15	1	Jul-05	Jun-06
Fidelity Observation - Swain Teachers	B	3.00	6	18	1	Jul-05	Jun-06
Fidelity Observation - Wake Teachers	B	3.00	6	18	1	Jul-05	Jun-06
Fidelity Observation - Watauga Teachers	B	3.00	4	12	1	Jul-05	Jun-06

Fidelity Observation - Wilson Teachers	B	3.00	2	6	1	Jul-05	Jun-06
Fidelity Observation - WSFC Teachers	B	3.00	3	9	1	Jul-05	Jun-06
Fidelity Observation - Yancey	B	3.00	2	6	1	Jul-05	Jun-06
CPC Spring 2006 Meeting	B	12.00	13	156	0	Mar-06	Mar-06
UNC TARS Planning - FSU	A	8.00	5	40	0	Feb-06	Feb-06
75			1,262	24,736			

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Leadership Program for Assistant Principals 42 (LPAP)	D	120.00	32	3,840	20	Aug. 2005	Dec. 2005
Leadership Program for Assistant Principals 43 (LPAP)	D	120.00	34	4,080	21	Jan. 2006	Apr. 2006
Leadership Program for Experienced Principals 01 (LPXP)	D	120.00	48	5,760	35	Jan. 2006	May. 2006
Leadership Program for New Principals 08 (LPNP)	D	120.00	52	6,240	23	Sept. 2005	Dec. 2005
Leadership Program for Future Superintendents 01 (LPFS)	D	108.00	22	2,376	18	Sept. 2005	June. 2006
Teacher Retention Conference	D	10.00	192	1,920	72	Mar. 2006	Mar. 2006
Classroom Instruction that Works (CIW) 01	D	24.00	76	1,824	14	Oct. 2006	Nov. 2006
Superintendent's Executive Academy	D	145.00	22	3,190	22	July. 2006	May. 2006
Leadership Conference for School Administrators 01	B	11.00	311	3,421	97	Nov. 2005	Nov. 2005
2005 Fall Law Update	B	3.50	92	322	43	Nov. 2005	Nov. 2005
Children With Disabilities - Special Education Conference	A	5.00	88	440	42	Sept. 2005	Sept. 2005
Class Room Walk-Through 04	D	20.00	31	620	13	Sept. 2005	Oct. 2005
Class Room Walk-Through 05	D	20.00	31	620	14	Sept. 2005	Oct. 2005
Class Room Walk-Through 06	D	20.00	25	500	1	Sept. 2005	Oct. 2005
Class Room Walk Through Training 2006	D	20.00	50	1,000	16	Sept. 2005	Sept. 2005
Developing Future Leaders	D	70.00	15	1,050	5	Dec. 2006	May. 2006
School Administrators as Instructional Leaders 01	A	40.00	27	1,080	17	Sept. 2005	Nov. 2005
School Administrators as Instructional Leaders 02	D	40.00	30	1,200	21	Sept. 2005	Nov. 2005
School Administrators as Instructional Leaders 03	D	40.00	29	1,160	21	Jan. 2006	Mar. 2006
School Administrators as Instructional Leaders 04	D	40.00	31	1,240	17	Jan. 2006	Mar. 2006
School Administrators as Instructional Leaders 05	D	40.00	30	1,200	21	Mar. 2006	May. 2006
School Administrators as Instructional Leaders 06	D	40.00	29	1,160	19	Mar. 2006	May. 2006
Western RESA Partnership Seminars	D	48.00	125	6,000	9	Nov. 2005	Apr. 2006
SouthEast Education Alliance Partnership Seminars	A	48.00	95	4,560	6	Dec. 2005	Apr. 2006
Standards in Practice SIP 01	A	12.00	40	480	10	Sept. 2005	Oct. 2005
25			1,557	55,283			

Appendix A

Response of the State Board of Education (May 2006) To the 2004-2005 UNC CSLD Professional Development Report

“The State Board of Education appreciates the work of the programs within the Center for School Leadership Development. As the report from the Center indicates, “During the period September 2004 through August 2005, the eight programs comprising the UNC Center for School Leadership Development provided professional development activities to more than 39,000 participants. These participants included current employees from all 115 local school systems throughout North Carolina and a majority of the 97 charter schools in North Carolina.” In addition, the report reflects, “While these professional development activities address all five of the State Board of Education’s Strategic Priorities, the two priorities receiving the most attention are Priority 1: High Student Performance and Priority 3: Quality Teachers, Administrators and Staff.” The State Board of Education also appreciates the uniqueness of the focus and mission of each of the programs and understands that each program operates under a prescribed governance structure.

The State Board of Education is committed to continuing efforts to decrease the gaps in achievement among groups of students based on race, gender, ethnicity, and socioeconomic status while raising the achievement levels of all students. The state continues to need professional development programs and opportunities focused on the knowledge, skills, and dispositions needed to ensure that the needs of all students are being met. Requested professional development programs and opportunities fall both in support for state initiatives and in more specific topical listings. These include:

- I. Support for state initiatives:
 - High School reform efforts (i.e. Learn and Earn, High School redesign, leadership for New Schools, leadership for Turnaround schools)
 - 21st Century Skills (i.e. International studies, Information and communication technologies, financial literacy, second language acquisition, civic literacy)
 - Teacher Support (i.e. use of Teacher Working Conditions Survey data, for teachers in hard to staff schools, new teachers, National Board Certification candidates, and lateral entry teachers – specifically in middle grades, math, science, English as a second language and exceptional children’s teachers)

- II. Topics:
 - Reading (i.e. reading foundations, teaching reading to struggling readers in upper elementary grades, reading and writing in content areas, adolescent literacy)
 - Mathematics (i.e. research-based math strategies, math content for elementary teachers)
 - Science (i.e. inquiry-based science instruction, science content for elementary teachers)

- Instructional interventions (i.e. models such as RTI or Instructional Consultation)
- Implementing the Balanced Curriculum
- Curriculum development (i.e. differentiated curriculum, project-based curriculum, interdisciplinary curricula)
- Behavior training (system-wide/school-wide)
- Classroom Based Assessment and Progress Monitoring

In line with the requirements of No Child Left Behind and accepted best practices, the professional development activities should be:

- Grounded in scientifically based research and focused on improving student academic achievement.
- Not one-day or short-term meetings and conferences – but rather built upon activities that are high-quality, sustained, intensive, and classroom-focused.
- Regularly evaluated for their impact on increased teacher effectiveness and improved student achievement.
- Collaborative in nature between teachers and administrators.
- Aligned and directly related to the State academic content standards, (North Carolina Standard Course of Study), achievement standards and assessments
- Aligned with the North Carolina Standards for Professional Development based on the research and guidelines provided by the National Staff Development Council

Given the legislative responsibilities of the State Board of Education and the UNC Board of Governors as redefined in the modifications be made GS 115C-12(26) and GS 116-11(12a), the State Board of Education appreciates the collaborative relationship between the State Board of Education and the Center for School Leadership Development for professional development and looks forward to continued partnerships in meeting the professional development needs for the educational professionals in North Carolina.”

**UNC Center for School Leadership Development
Professional Development Report
2005-2006**

Appendix B

School Systems Served by Center Programs in 2005-2006

	NC TEACH	NC MTEC	NC PFP	NCCAT	NC- MSEN	NC SIP	NC PEP
Alamance-	X	X		X	X	X	X
Burlington							
Alexander	X			X	X		X
Alleghany	X				X	X	X
Anson	X			X	X	X	X
Ashe				X	X	X	X
Avery	X		X	X	X	X	X
Beaufort	X	X	X	X	X	X	X
Bertie	X	X		X	X	X	X
Bladen	X	X		X	X	X	X
Brunswick	X	X	X	X	X	X	X
Buncombe	X		X	X	X	X	X
Asheville	X			X	X	X	X
Burke	X		X	X	X	X	X
Cabarrus	X		X	X	X	X	X
Kannapolis			X	X	X	X	X
Caldwell	X			X	X	X	X
Camden		X		X		X	
Carteret	X		X	X	X	X	X
Caswell			X	X	X	X	
Catawba	X		X	X	X	X	X
Hickory	X		X	X	X	X	X
Newton-	X		X	X	X	X	X
Conover							
Chatham	X		X	X	X		X
Cherokee				X	X		X
Edenton-		X		X	X	X	X
Chowan							
Clay	X		X	X	X		
Cleveland	X		X	X	X	X	X
Columbus	X	X	X	X	X		X
Whiteville	X	X	X	X	X		X
Craven	X		X	X	X		X
Cumberland	X		X	X	X	X	X
Currituck			X	X			X
Dare				X	X		X
Davidson	X		X	X	X		X
Lexington	X			X	X	X	X

Thomasville	X				X		X
Davie	X			X			X
Duplin	X	X		X	X	X	X
Durham	X		X	X	X	X	X
Edgecombe	X	X		X	X	X	X
Forsyth	X		X	X	X	X	X
Franklin	X	X	X	X	X		X
Gaston	X			X	X	X	X
Gates		X	X	X	X		X
Graham	X		X	X	X	X	X
Granville	X	X	X	X	X		X
Greene		X	X	X	X		X
Guilford	X		X	X	X	X	X
Halifax		X	X	X	X		X
Roanoke	X	X		X	X		X
Rapids							
Weldon	X	X		X	X		X
Harnett	X	X	X	X	X	X	X
Haywood	X		X	X	X	X	X
Henderson	X		X	X	X	X	X
Hertford		X		X	X		
Hoke	X		X	X	X		X
Hyde	X	X	X	X	X		X
Iredell-	X		X	X	X	X	X
Statesville							
Mooreville				X	X		X
Jackson	X			X	X		X
Johnston	X	X	X	X	X	X	X
Jones	X	X		X	X		
Lee	X		X	X	X	X	X
Lenoir		X	X	X	X		X
Lincoln	X		X	X	X	X	X
Macon	X			X	X	X	X
Madison	X		X	X		X	X
Martin	X	X		X	X	X	X
McDowell	X		X	X	X	X	X
Mecklenburg	X		X	X	X	X	X
Mitchell	X		X	X	X	X	X
Montgomery	X			X		X	X
Moore	X			X	X	X	X
Nash-	X	X		X	X	X	X
RockyMount							
New	X		X	X	X		X
Hanover							
Northampton		X			X	X	X
Onslow	X	X	X	X	X	X	X
Orange	X		X	X	X	X	X
Chapel Hill-	X		X	X	X		X

Carrboro							
Pamlico		X	X	X	X		X
Pasquotank		X	X	X			X
Pender	X		X	X	X	X	X
Perquimans		X		X			X
Person	X	X		X	X		X
Pitt	X		X	X	X		X
Polk	X		X	X	X		X
Randolph	X		X	X	X		X
Asheboro			X	X	X	X	X
Richmond		X	X	X			X
Robeson		X	X	X		X	X
Rockingham	X		X	X	X	X	X
Rowan-	X		X	X	X		X
Salisbury							
Rutherford	X			X	X		X
Sampson	X	X	X	X	X	X	X
Clinton	X	X	X	X	X		X
Scotland			X	X	X	X	X
Stanly	X			X	X		X
Stokes	X		X	X	X	X	X
Surry	X			X	X	X	X
Elkin	X			X	X		X
Mt. Airy	X		X	X			X
Swain	X			X	X	X	X
Transylvania	X		X	X	X		X
Tyrrell		X	X	X	X		X
Union	X		X	X	X		X
Vance	X	X		X	X		X
Wake	X		X	X	X	X	X
Warren	X	X		X			X
Washington		X		X	X	X	X
Watauga			X	X	X	X	X
Wayne	X	X	X	X	X	X	X
Wilkes			X	X	X		X
Wilson	X	X		X	X	X	X
Yadkin			X	X	X	X	X
Yancey	X		X	X	X	X	X