

EXECUTIVE SUMMARY

Title: Response to the Report on Professional Development from the Center for School Leadership Development

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-12(26) and GS 116-11(12a)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Session Law 2005-276 Section 9.34 (a) and (b)

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst)

Description:

The General Statutes require the State Board of Education, in collaboration with the UNC Board of Governors, to identify and make recommendations regarding meaningful professional development programs for professional public school employees. The General Statutes also require the UNC Board of Governors to submit to the State Board an annual report evaluating the professional development programs administered by the Board of Governors. The report from the Center for School Leadership Development on the professional development programs administered by the UNC Board of Governors was presented to the Board for information in February. Representatives from the Center met with the Board’s TCP Committee in April. The attached report is presented for discussion this month and will be presented for approval next month.

Resources:

NA

Input Process:

The attached report reflects professional development needs identified by DPI staff and information presented by representatives of the Center for School Leadership Development meeting with the TCP Committee of the SBE on April 4, 2007.

Stakeholders:

The UNC Center for School Leadership Development, LEAs

Timeline For Action:

The report is presented for discussion this month. It will be presented for approval next month.

Recommendations:

That the Response to the Report on Professional Development from the Center for School Leadership Development 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, 807-4007

PROFESSIONAL DEVELOPMENT NEEDS OF PUBLIC SCHOOL EMPLOYEES

**Response to the Report on Professional Development
From the Center for School Leadership Development**

Prepared by

Public Schools of North Carolina
Department of Public Instruction
June, 2007

PROFESSIONAL DEVELOPMENT NEEDS OF PUBLIC SCHOOL EMPLOYEES

Response to the Report on Professional Development From the Center for School Leadership Development

Background

In the 2001 Session, the General Assembly revised the responsibilities of the State Board of Education relative to professional development programs. Specifically, Section 31.4.(a) of G.S. 115C-12(26) was rewritten as follows:

The State Board of Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall evaluate the reports submitted by the Board of Governors under G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

In 2001 representatives of the Department of Public Instruction, the Center for School Leadership Development (CSLD), the North Carolina Professional Teaching Standards Commission, and the North Carolina Association of Educators were involved in the development of the initial report. Input was also solicited from legislative staff members. While many professional development needs were identified in the process of developing the initial report, it was, by design, focused on the need to address a major issue facing North Carolina's public schools--closing the academic achievement gap among students while increasing the academic achievement of all students. The initial report was approved by the State Board of Education in January 2002. In October 2002 the Center provided the State Board of Education with the first report on the professional development programs implemented by the Center focused on the needs identified by the State Board. Since that time, the Center for School Leadership Development has provided an annual report to the State Board of Education. The State Board of Education has, on an annual basis, identified the professional development needs of public school employees.

In the 2005 Session, the General Assembly revised the responsibilities of the State Board of Education relative to the evaluation of reports submitted by the Board of Governors under G.S. 116-11(12a). Section 31.4.(a) of G.S. 115C-12(26) was rewritten as follows:

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).

In the 2005 Session the responsibilities of the Board of Governors of The University of North Carolina for professional development for public school employees [G.S. 116-11(12a)] were rewritten as follows:

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.

Initial Request to the Center for School Leadership Development (January 2002)

The Center for School Leadership Development was asked to marshal its resources to assist the State Board of Education and the Department of Public Instruction in their 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 in two distinct, but complementary ways. Specifically, the Center for School Leadership Development was asked:

1. to develop and implement a comprehensive school-level program designed to close the achievement gap while raising the achievement of all students, and
2. to work with DPI and other appropriate partners to design and develop a series of instructional modules for teachers, administrators, and instructional support staff focused on the knowledge, skills, and dispositions essential to closing the achievement gap while raising the achievement of all students.

School-Level Program

The Center was asked to develop and implement a comprehensive school-level program designed to close the achievement gap while raising the achievement of all students. The Department of Public Instruction was to identify 15-20 schools to participate in the program. The identification was to be based on a number of factors including the analysis of the achievement gap data which has been completed by the DPI Closing the Gap Section, the demographics of the school, and a commitment on the part of the school to eliminate the achievement gap. Cognizant that what happens at one level of the K-12 system (e.g., the elementary school) influences what happens at other levels of the system (e.g., the middle school and high school levels), to the extent possible, a "feeder-school" model was to be utilized (i.e., 3-5 high schools and the middle schools and elementary schools which "feed" into the high schools were to be identified). Eighteen schools in four LEAs were identified to participate in the program.

As reflected in the initial report, it was the expectation of the Board that the **school-level program**:

- a. be a coordinated and collaborative effort across the Center for School Leadership Development Programs, and not simply current CSLD Programs delivered at the school level;
- b. be based on a comprehensive needs assessment that involves administrators, teachers, instructional support staff, and others involved in support of instruction in the identification of needs;
- c. include not only teachers, but administrators, instructional support staff, and others involved in support of instruction;
- d. be sufficiently flexible to allow for the identification and addressing of local issues contributing to the continuation of the achievement gap;

- e. be replicable on a statewide basis;
- f. occur over an extended period of time and include provisions for participants to try out new skills and techniques and analyze the impact of new strategies and approaches on student learning;
- g. provide participants with on-the-job coaching and feedback;
- h. be predicated on the characteristics of effective professional development; and
- i. utilize research-based techniques.

Instructional Modules

To begin creating a “library” of high quality professional development activities that can be used to address the needs of individual teachers, administrators, and instructional support staff, the Center was asked to work with DPI and other appropriate partners to design and develop a series of instructional modules focused on the knowledge, skills, and dispositions essential to closing the achievement gap while raising the achievement of all students. These modules were to be designed for use by teachers, administrators, and instructional support staff, on an individual or small group basis, based on identified need. The modules were to be made available to all school systems in the state, and not limited to those schools participating in the school-level program. The modules were to be accessible on-line or through other distance learning technologies.

As reflected in the initial report, it was the expectation of the Board that the **instructional modules**:

- a. be designed for independent use by teachers, administrators, and instructional support staff (i.e., they should allow for self-directed, self-paced learning);
- b. be focused on the knowledge and skills inherent in the Core Standards for Teachers articulated by the North Carolina Professional Teaching Standards Commission and adopted by the State Board of Education; and
- c. include an assessment component that requires the individual to demonstrate application of the skills in the classroom and/or school setting.

Based on the experiences of the assistance teams and the July 2000 report by the Evaluation Section of the Division of Accountability Services entitled, *Closing the Achievement Gap: Views from Nine Schools*, the first series of modules were to address the following: the impact of diversity on learning; differentiated instruction; grouping strategies; assessing student progress; data analysis as a basis for planning instruction; developing higher order thinking skills; teaching basic reading and writing skills; integrating reading and writing across the curriculum; and content/subject matter updates.

Assessing the Impact of the Professional Development Activities

As reflected in the initial report, the objective of the professional development activities was to be to decrease the gaps in achievement among diverse groups of students while raising the achievement levels of all students. The effectiveness of the activities in achieving this objective was to be primarily assessed by measuring student achievement on End of Grade and End of Course tests and on the size of the achievement gap across time in participating schools. The ABCs results for prior years and the historic analysis of the achievement gap data completed by the DPI Closing the Gap Section was to provide the baseline data for measuring progress across time. This school level data is to be provided to the Center for School Leadership Development on an annual basis by the Department of Public Instruction and included in the CSLD Annual Report.

A secondary means of assessing the impact of the professional development activities developed by the Center for School Leadership Development in response to this request was to examine indicators of

school success among different racial and ethnic groups in the school. These include numbers of students who:

- a. dropout
- b. are suspended or expelled
- c. participate in academic clubs and academic extracurricular activities
- d. participate in accelerated or advanced courses
- e. enroll in AP/Honors courses
- f. achieve honor roll or other academic recognition
- g. enroll in and successfully completing continuing education (college/technical school)

Baseline data on these measures is available from the Department and on the Department website. Changes in the above indicators across time will measure progress toward the ultimate aim of reaching the point where there is no longer an ethnic, racial, gender, or socioeconomic indicator of school success.

Formative assessment was also to occur as the programs were implemented. This was to include assessment of participants' valuing of the activities, their understanding of the activities, their use of the knowledge and skills acquired through the activities, and the administrative and community support for their implementation of suggested strategies. Student work products were to be analyzed for evidence of participants' understanding and use of suggested strategies. The data gathered in the initial needs assessment is to be periodically reviewed and updated.

Response from the Center for School Leadership Development (October 2002)

In response to the initial report, the Center for School Leadership Development began working with schools in Duplin County, Lexington City, Montgomery County, and Swain County on an initiative entitled ASSET (All Students Succeed through Excellent Teaching). In October 2002, the State Board of Education received the first report from the Center for School Leadership Development on the status of requested professional development activities. The report indicated that the CSLD's first goals were to gain a general familiarity with the districts and the schools and to determine the schools' and districts' specific needs with regard to closing the achievement gap. CSLD personnel established communications with administrators and teachers at the sites, gathered critical data (EOC and EOG test scores, etc.), noted conditions and circumstances unique to each site, and completed initial site-assessments. CSLD personnel reviewed and consolidated the initial assessments and began delivering services in June 2002.

The report from the Center identified specific activities that had been conducted with and services that had been provided to the schools and LEAs participating in the program.

The report indicated that the CSLD was in the process of:

1. scheduling as many workshops, seminars, etc. as possible into ASSET schools' existing professional development plans;
2. strengthening the partnerships between CSLD and the ASSET schools and refining the roles and responsibilities of the partners;
3. establishing communication networks with the new principals of ASSET schools;
4. analyzing student achievement data, especially 2001-2002 ABC results;
5. securing appropriate technical assistance from other education providers (e.g., universities) when ASSET schools demonstrate the need for expertise not available within CSLD;
6. developing means to warehouse data gathered by CSLD, the ASSET schools, the Department of Public Instruction, etc., in order to establish "baseline" information from which to determine ASSET project progress;

7. creating partnerships - both within CSLD and between CSLD and other agencies – to design and deliver the varieties of content-specific professional development that will be required to close the achievement gap;
8. developing the customized instructional modules “that may be delivered in a variety of ways, including electronically, to other schools with similar needs across the state” that are mandated by the DPI’s January 7, 2002, report titled “Professional Development Needs of Public School Employees.” Sample modules are:
 - Differentiated Instruction – Principals’ Executive Program and NC Teacher Academy
 - Improving Supervision of Instruction in Mathematics – Principals’ Executive Program and NC Mathematics and Science Network
 - Improving Instructional Decisions through Effective Use of Data – Principals’ Executive Program and NC Teacher Academy

These and other modules will incorporate and refine elements of existing CSLD instructional units, including:

- a. teacher preparation units created by NC TEACH:
 - ❖ The Professional Role of the Teacher
 - ❖ Learning Theory and Cognitive Development in Students
 - ❖ Diversity
 - ❖ Special Education;
- b. school leadership training units created by the Principals’ Executive Program:
 - ❖ Principals as Technology Leaders
 - ❖ The Assistant Principals Leadership Program
 - ❖ The Leadership Program for New Principals
 - ❖ The Higher School Performance Program
 - ❖ Improving NC High Schools;
- c. teacher training units created by the NC Teacher Academy:
 - ❖ Meeting the Needs of English Language Learners in the Mainstream Classroom
 - ❖ Site-based Management and Continual School Improvement
 - ❖ Literacy
 - ❖ Motivating Nontraditional Students;
- d. mathematics- and science-specific units created by the NC Mathematics and Science Education Network:
 - ❖ Inquiry-based Science
 - ❖ Incorporating Technology into Mathematics and Science Instruction
 - ❖ Science and Mathematics in a Multicultural Environment
 - ❖ Numbers and Algebra, Statistics and Data Analysis, and Geometry and Measurement - three courses for middle school teachers originally developed by the National Science Foundation’s Middle Math Project;
- e. classroom-based units created by the NC Center for the Advancement of Teaching:
 - ❖ Beginning Teacher-Mentor Training
 - ❖ Program on Inclusive Classrooms
 - ❖ Our New Neighbors (addressing issues related to the Latino population)
 - ❖ Young, Black, and Male.

Response from the State Board of Education to the Initial Report from the Center (January 2003)

The State Board of Education appreciates the collaborative manner in which the Center for School Leadership Development has responded to the professional development needs outlined in the initial report and looks forward to subsequent reports from the CSLD that include data on the impact of the

school programs and instructional modules. The data should include student achievement on End of Grade and End of Course tests, as well as other indicators of student success including the number of students who:

- a. dropout
- b. are suspended or expelled
- c. participate in academic clubs and academic extracurricular activities
- d. participate in accelerated or advanced courses
- e. enroll in AP/Honors courses
- f. achieve honor roll or other academic recognition
- g. enroll in and successfully completing postsecondary education (college/technical school).

The Center should continue implementation of the ASSET initiative and development of the instructional modules detailed in the initial report. In addition, in light of the legislative mandate that teachers of kindergarten through eighth grade complete three renewal hours of reading methods courses during each five-year renewal cycle, Center programs should provide professional development focused on reading methods. It is the expectation of the State Board of Education that the professional development activities focused on reading methods:

- a. occur over an extended period of time and include provisions for participants to try out new skills and techniques and analyze the impact of new strategies and approaches on student learning;
- b. provide participants with on-the-job coaching and feedback;
- c. be predicated on the characteristics of effective professional development; and
- d. utilize research-based techniques for improving reading instruction.

Response from the Center for School Leadership Development (November 2003)

Throughout the 2002-03 school year the Center for School Leadership Development continued work on the ASSET (All Students Succeed through Excellent Teaching) initiative in the Duplin County, Lexington City, Montgomery County, and Swain County Schools. The report from the Center to the State Board of Education in November 2003 indicated that a tailored professional development plan was designed for each of the four systems based on needs assessments. The needs assessments involved not only student test scores, but demographic data, socio-economic data, and input from faculty and administrators. The Center report indicated that professional development and support was provided to all four districts based on their needs and the availability of staff to participate.

The report provided detailed information about the activities that had been conducted with and services that had been provided to the LEAs involved in the ASSET project. The report from the Center indicated that concurrent with the on-going work in the districts, selected members of the ASSET team began the design of a professional development module focused on working with students in poverty because the issue of poverty was identified in all four districts as impacting student achievement and a need was seen for working with teachers on this topic. "Maximizing Student Potential" offers training to teachers and assistants in the areas of poverty awareness, classroom management/climate, instructional strategies, and working with parents from backgrounds of poverty. The Teacher Academy, the Principals' Executive Program, the North Carolina Center for the Advancement of Teaching, and the NC Math-Science Education Network designed and continue to deliver the various components of the module. The module is in the process of being piloted in Lexington City Schools and will be evaluated and fine-tuned for future presentations.

Additionally, the Department of Public Instruction provided the Center with funding to develop professional development modules in the areas of data-driven decision-making, instructional leadership, reading, math, classroom management, and teacher induction. Various programs in the Center developed the content for the modules and LEARN NC provided technical expertise to produce the

modules in both CD and web-based formats. The modules have been completed and recently delivered to the Department.

In the summer of 2003, the four ASSET districts began participation in a project funded by the Department of Public Instruction with SAS Institute Inc. to be trained to use SAS software to analyze student achievement data. The project will allow the districts to longitudinally look at test scores and project potential achievement student by student. The information gleaned from such analysis will inform curriculum and instruction decisions at all levels of the districts for continuous school improvement and student achievement.

Response of the State Board of Education (January 2004)

The State Board of Education appreciates the efforts of the Center for School Leadership Development to work collaboratively with the Department of Public Instruction and other stakeholders to design and implement professional development programs to decrease the achievement gap while increasing the achievement of all students. The Board requests that the Center continue work on the ASSET (All Students Succeeding through Excellent Teaching) initiative. This should include both the school-based programs and the instructional modules.

As indicated in the response to the first report, the Board requests that subsequent reports contain data on the impact of the school programs and instructional materials. The data should include student achievement on End of Grade and End of Course tests, as well as other indicators of student success including the number of students who:

- a. dropout
- b. are suspended or expelled
- c. participate in academic clubs and academic extracurricular activities
- d. participate in accelerated or advanced courses
- e. enroll in AP/Honors courses
- f. achieve honor roll or other academic recognition
- g. enroll in and successfully complete postsecondary education (college/technical school).

Rather than simply reporting data, the next report from the Center should include an analysis of the data, an evaluation of the impact of the ASSET program on student learning, and recommendations for next steps based on the evaluation of the impact of the program.

The Board requests that the instructional modules developed this year by the Center focus on learning styles, meeting the needs of Limited English Proficiency (LEP) students, and strategies effective in helping students successfully transition from middle school to high school.

In addition, as reflected in the January 2003 response, the State Board requests that in light of the legislative mandate that teachers of kindergarten through eighth grade complete three renewal hours of reading methods courses during each five-year renewal cycle, Center programs should provide professional development focused on reading methods. It is the expectation of the State Board of Education that the professional development activities focused on reading methods:

- a. occur over an extended period of time and include provisions for participants to try out new skills and techniques and analyze the impact of new strategies and approaches on student learning;
- b. provide participants with on-the-job coaching and feedback;
- c. be predicated on the characteristics of effective professional development; and
- d. utilize research-based techniques for improving reading instruction.

The next report should include information on the reading methods addressed in these activities, as well as the number of teachers served, and a measure of the impact of the training on the achievement of students taught by participants in the activities.

Response from the Center for School Leadership Development (October 2004)

In October 2004 the Center for School Leadership Development issued the third annual report required under the 2001 legislation. The report detailed the professional development provided statewide by the eight programs comprising the Center for School Leadership Development. It included a brief description of each activity, the intended audience, the number of participants, the LEAs served, follow-up, implementation of the training by the participants and how the activity was evaluated by the participants. The report indicated that the ASSET project had concluded in January 2004 and provided an updated summary of activities that had been completed and services that had been provided to the LEAs participating in the ASSET program.

The report noted that the professional development modules developed by the Center under a contract with the Department had been distributed to the LEAs. The modules were produced in both CD and web-based formats. They can be used for license renewal and to meet the 10 day training requirement for lateral entry teachers.

Response of the State Board of Education (January 2005)

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, "the offerings of all of the programs address identified needs throughout the state and are aligned with the NC State Board of Education's strategic priorities." 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. Specific topics should include:

- the impact of diversity on learning;
- differentiated instruction;
- grouping strategies;
- assessing student progress;
- data analysis as a basis for planning instruction;
- developing higher order thinking skills;
- teaching basic reading and writing skills;
- integrating reading and writing across the curriculum;
- learning styles;
- meeting the needs of Limited English Proficiency (LEP) students;
- strategies effective in helping students successfully transition from middle school to high school; and
- content/subject matter updates.

In line with the requirements of No Child Left Behind, 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 activities that are high-quality, sustained, intensive, and classroom-focused.
- Regularly evaluated for their impact on increased teacher effectiveness and improved student achievement.
- Involve collaboration between teachers and administrators.
- Aligned and directly related to the State academic content standards, (North Carolina Standard Course of Study), achievement standards and assessments.

Given the legislative responsibilities of the State Board of Education and the UNC Board of Governors, it is recommended that modifications be made to GS 115C-12(26) and GS 116-11(12a) to return the relationship between the State Board of Education and the Center for School Leadership Development for professional development to one of collaboration from one of oversight and reporting.

Response from the Center for School Leadership Development (March 2006)

In March 2006 the fourth annual report on professional development from the Center for School Leadership Development was presented to the State Board of Education. The report detailed the professional development activities provided statewide by NC QUEST (NC Quality Educators through Staff Development and Training, a federally funded program under No Child Left Behind) and the eight programs comprising the UNC-CSLD. It included a brief description of each activity, the intended audience, the number of participants, the LEAs served, the link between the activity and the SBE's priorities and strategic goals, and overall participant rating of the activity.

Response of the State Board of Education (May 2006)

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 made to 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.

Response from the Center for School Leadership Development (February 2007)

In February 2007 the fifth annual report on professional development from the Center for School Leadership Development was presented to the State Board of Education. Seven of the eight programs comprising the Center for School Leadership Development were included in the report. The following information was provided for each of the programs included in the report:

Quantitative Information

1. name/title of each activity
2. the type of activity by code (non-residential, one-day activity; non-residential, multiple-day activity; residential, one-day activity; residential, multiple-day activity)
3. number of contact hours involved in each activity
4. number of participants
5. total number of contact hours
6. number of LEAs served
7. beginning and ending dates of the activity.

Qualitative Information

1. What the program considered to be its major success in 2005-06
2. What the program considered its least effective aspects
3. What was given highest priority by the program
4. A summary of the impact of the program
5. Major issues confronted by the program in the course of the year
6. The total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections
7. Adjustments that will be made in 2006-07 to target new areas and/or increase the effectiveness of the program
8. LEAs not served by the program in 2005-06

Response of the State Board of Education (June 2007)

It is clear that the UNC Center for School Leadership has continued its history of broad outreach to school districts, schools, and charter schools throughout the state. Of the seven programs included in the Center's report on 2005-06 activity, nearly 45,000 participants reaped the benefits of those efforts based on over 690,000 actual contact hours. All 115 school districts and 97 charter schools had participants at some level in the programs offered. Of special interest is the professional development model for improving math instruction through the NCPIMS project and the Lens of Learning professional development for principals. The State Board of Education appreciates the inclusiveness of the Center's efforts and the hard work it represents.

It is equally clear that the State Board of Education is committed to ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. This will require extensive professional development delivered in a systemic and comprehensive manner.

Professional development needs include the following:

1. Areas needing continued/on-going professional development

- Reading (i.e. reading foundations, teaching reading to struggling readers in upper elementary grades, reading and writing in content areas)
- 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
- Data-driven decision making
- Professional Learning Communities

2. Areas needing specific support (based on increased graduation requirements)

- Biology
- US History
- Civics/Economics
- All mathematics courses (specifically, teaching higher mathematics to all students)
- Second language study
- Middle and high school reading (Adolescent Literacy)
- Strengthening instruction for the most academically advanced students

3. 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 and Turnaround schools, beginning 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)
- Leadership development based on the new administrator standards
- 21st Century pedagogy – project-based learning, collaboration, blended curricula, focus on relevance and student engagement, innovation
- 21st Century assessments – creating and using technology-enhanced formative assessments to inform instructional practice

Meeting with the SBE’s Twenty-First Century Professional Committee in April, representatives of the Center for School Leadership Development described the revisioning and reorganizing that is in process. The resulting restructuring, which is part of an on-going effort of the University to maximize the services it provides to the citizens and public institutions and organizations across North Carolina, should enable the Center to identify and deliver new services in response to the rapidly changing needs of the public schools. The Center will seek to embed assessment, research, and evaluation into all it does. Specifically, the Center will seek to “assess situations, identify and diagnose problems, and develop clear goals; utilize research to select strategies designed to solve problems and reach goals; and evaluate activities based upon the achievement of pre-determined goals.”

In line with the Center’s focus on assessment, research, and evaluation, the State Board asks that by September 1, 2007 the Center:

1. identify specific professional development needs from the topics/lists provided above that it can assist in addressing in the 2007-08 school year;
2. identify specific strategies/activities that will be used to address the identified needs in the 2007-08 school year; and
3. identify the measures that will be utilized to evaluate the impact of the strategies/activities for the 2007-08 school year.

The Board further requests that the report on professional development on the 2007-08 school year from the Center focus on the specific needs, strategies, and measures identified by the Center in response to this request (1,2, and 3 above).

Given the legislative responsibilities of the State Board of Education and the UNC Board of Governors as redefined in the modifications made to GS 115C-12(26) and GS 116-11(12a), the State Board of Education appreciates the collaborative relationship with the Center for School Leadership Development. The State Board looks forward to continued partnerships in meeting the professional development needs for the educational professionals in North Carolina as we collectively work to prepare all students to graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.