



Career- and College-Readiness  
for All Students:

**North Carolina's Transition to the New  
NC Standard Course of Study, 2010-2014**



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction  
Academic Services and Instructional Support

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## **Introduction**

North Carolina's plan for improving outcomes for students centers on the word depicted on the cover of this report: READY. READY is not an acronym; rather, it represents, in one word, the desired outcome for each of the 1.5 million students who attend public school in North Carolina. Third graders should be READY to advance to the fourth-grade and continue to improve their reading, writing, listening, and speaking skills, as well as increase their knowledge of other content areas. Eighth-graders should be READY to transition to high school and begin preparing for the world after graduation. Finally, graduates of the K-12 education system in North Carolina should be READY to set their goals high and be prepared to achieve them, whether they are planning to enter the workforce, join the military, or attend a technical training program, a community college, a four-year college or a university.

To ensure that students are READY, North Carolina established a system of rigorous academic content standards that push students to master the skills and knowledge that they will need to be successful in our 21<sup>st</sup> century world. For more than eighty years, statewide content standards in English Language Arts, Mathematics, Science, and Social Studies have driven instruction in the State's schools. In the past, the State Board of Education has updated content standards every five years to ensure that student learning keeps pace with rapid change in the state and nation, as well as new information gleaned in the sciences and other content areas.

In 2008, under the direction of the State Board of Education and with recommendations from the Blue Ribbon Commission on Testing and Accountability, the Department of Public Instruction launched the Accountability and Curriculum Reform Effort (ACRE). Under ACRE, the State began the development of new, more rigorous content standards in English Language Arts, Mathematics, Science, and Social Studies, as well as other content areas, including the Arts, Healthful Living, and World Languages.

As North Carolina stakeholders began work on the State's new content standards in English Language Arts and Mathematics, the National Governors Association and Council of Chief State School Officers brought together teachers and experts from across the country to develop shared content standards for the same content areas. After reviewing drafts of the standards being developed at the national level, North Carolina's stakeholders realized two critical facts: first, the standards closely resembled those under development already in the State. Second, there were considerable advantages to the adoption of the standards that came to be known as the Common Core State Standards, including the ability to share resources with other states, use common assessments to measure student achievement, and provide continuity for students moving from one state to another.

In 2010, the State adopted the Common Core State Standards and shifted efforts to the development of resources and training for teachers on the new content standards in English Language Arts and Mathematics. In all other content areas, the State completed development of the North Carolina Essential Standards, which were also adopted in 2010. Together, the Common Core State Standards and the North Carolina Essential Standards constitute the new North Carolina Standard Course of Study, which was implemented in North Carolina schools in 2012-13. The two years between adoption and implementation allowed for the development of new resources and intensive training for educators.

North Carolina has never required a defined curriculum for implementation of the Standards. The NC Standard Course of Study sets out what students should know and be able to do at the end of

a grade or course. The State Board of Education and Department of Public Instruction do not require the use of certain literary works, textbooks, worksheets, activities, teaching methods, or classroom assessment; these items constitute a curriculum. Teachers use their knowledge and expertise to determine the best way to move students toward mastery of the content standards.

To this end, the Department of Public Instruction spent the 2010-11 and 2011-12 school years in intense preparation for the implementation of the new NC Standard Course of Study. The Department created new resources to assist districts, schools, and teachers with the design of individual curricula aligned to the new standards. The State used funding from the State's Race to the Top grant to bring additional face-to-face training to district leaders, principals, and teachers, as well as to develop new online resources available freely to all educators. With the 2012-13 school year completed, the State continues to support educators on the implementation of the new Standard Course of Study. This support is ongoing as both new and seasoned educators are always seeking to improve their understanding of the NC Standard Course of Study and how learn additional instructional strategies to teach it to their students.

A critical piece of the State's support for districts and schools is Home Base, North Carolina's digital tool for teaching and learning. Home Base is a statewide, instructional improvement and student information system for teachers, students, parents, and administrators. Teachers will be able to use Home Base to access student data and teaching and learning resources. Students will be able to access their schoolwork, grades, and learning activities. Parents will be able to view their child's attendance and progress, and administrators can monitor data on students, teachers and schools. Not only does Home Base put data and resources at the users' fingertips, it does so with single sign-on access to the integrated system.

New content standards also signify a transition to new assessments of student learning. During this transition to the new NC Standard Course of Study, North Carolina is not only moving to assessments aligned with the new standards, but also to online assessments that provide students with opportunities to demonstrate their knowledge and skills through innovative, technology-advanced items. In the future, computer-adaptive testing will make in-the-moment adjustments to the rigor of a student's assessment and provide better information on results with a shorter testing window. To share on costs and take advantage of cross-state collaboration, North Carolina is a governing member of the Smarter Balanced Assessment Consortium. The Consortium is a network of twenty-five states that are collaborating to build assessments based on the Common Core State Standards in English Language Arts and Mathematics. While North Carolina is not committed to administer the assessments designed by the Consortium, the State has a seat at the design table as the work is progressing.

Under the new NC Standard Course of Study, students are challenged to think like scientists, read critically, use mathematics to solve real-life problems, and understand how the nation's history has shaped who we are as Americans. The new standards are more rigorous than North Carolina's previous Standard Course of Study, and require a significant adjustment for students, teachers, parents, school administrators, district leaders, local boards of education, state-level agencies, and other stakeholders. However, this period of adjustment is in service of the most important of goals: the preparation of students who are READY for the next steps in their lives.

## **Transition to the New NC Standard Course of Study**

Since the State Board of Education’s adoption of the new NC Standard Course of Study, the Department of Public Instruction has been engaged in the development of resources and other support structures to help school districts<sup>1</sup>, schools, and teachers transition to the new content standards. The Department’s activities have taken place in four phases:

1. Transforming Professional Development for the Common Core and Essential Standards, 2010-11 School Year
2. Addressing Student Needs in an Era of New Content Standards, 2011-12 School Year
3. Changing Teacher Practice. Change Student Outcomes, 2012-13 School Year
4. Sustaining Success...Building on Achievement, 2013-14 School Year

Additionally, during these four phases, the Department has provided support specifically around instruction for Academically and/or Intellectually Gifted students, Exceptional Children, English Language Learners, students in low-achieving schools, and children in preschool programs.

### **Transforming Professional Development for the Common Core and Essential Standards, 2010-11 School Year**

During the 2010-11 school year, the Department of Public Instruction focused on preparing educators for the transition from the previous Standard Course of Study to the new content standards. Staff members at the Department prepared a series of resources to assist with the transition.

RESOURCE	PURPOSE
Crosswalk Documents and Resource Transition Guides	Compares 2003 and new standards in side-by-side fashion to help teachers plan transition. Allows districts to determine how to leverage existing instructional and curricular materials toward achieving new standards and identifying any gaps in resources.
Glossary of Terms	Defines terms used in the new standards that need specification and elaboration.
Unpacked Content	Clarifies and breaks standards into sub-objectives and illustrates key, specific components of what standards mean a student will know and be able to do.

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<sup>1</sup> Please note that, for this report, the term “district” refers to both charter schools and the State’s 115 local education agencies.

Examples of Assessment Tasks and Items	Makes standards tangible and measurable. Links to formative assessment strategies and practices used during instruction and interim assessment tools. An extensive set of items requiring authentic, complex performances aligned to new standards reinforces teaching the standards to their intended level of deep mastery and moves teachers away from teaching to a particular test or item-type.
Graphic Organizer	Visually represents “big picture” of how grade-level or course knowledge fits together, including zooming out to see the “map” of standards and making clear the vertical articulation of new standards.
Classroom Examples/ Video Vignettes	Teachers visualize classroom practices that would support students in learning new standards.
Learning Experiences/ Lesson Plans	Provides a set of high-quality instructional resource materials for use in teaching the new standards. Requires coordination across states and over time, linking NC teachers to the resources of many other states.
Student Progress Monitoring and Analysis Tools	Provides teachers with tools to gather student achievement results from formative assessment during instruction and interim assessments to develop an increasingly reliable, actionable picture of student progress over time.
Pacing Guide Exemplars	Provides peer-reviewed pacing guide examples for new standards.
Curricular Tools and Resources	Tools to connect teachers to effective standards-aligned curricula and adapt specific curricula to assure student achievement of new standards.

The resources in Table One provide each teacher with a basic “toolkit” of materials needed to prepare for the transition to the new NC Standard Course of Study. In addition to the resources prepared above for all content areas in the NC Standard Course of Study, Department of Public Instruction staff members also developed resources specific to certain content areas. Examples of these resources can be found in Table Two.

<b>TABLE TWO: Content-Specific Instructional Resources for the New NC Standard Course of Study, Developed during 2010-11 School Year</b>	
CONTENT AREA	RESOURCE AND PURPOSE
English Language Arts	Text Exemplars Examples of texts that can be used to develop student mastery of the Common Core State Standards in English Language Arts.

Mathematics	K-5 Units A collection of classroom lessons aligning to the Common Core State Standards in Mathematics that can be implemented in grades K-5.
Science	Formative Assessment Alignment Guides Examples of items that can be used as part of the formative assessment process to collect evidence of student learning and provide feedback during instruction to determine student progress toward identified learning goals.
Social Studies	Intel Online Online collaborative site for social studies educators to pose questions and post resources.

Throughout the transition to the new NC Standard Course of Study, the Department of Public Instruction staff members have prioritized direct and open communication with teachers, principals, and central office staff members so that they can answer questions not addressed in resources. During the 2010-11 school year, staff members in K-12 Mathematics held sixteen in-person professional development sessions, while staff members in K-12 Social Studies held twenty-four in-person sessions.

While in-person trainings have an important place in the Department of Public Instruction’s support for the new NC Standard Course of Study, the most effective way to expand the reach of staff members is to host professional development in online environments that allow teachers to have access to training twenty-four hours a day, seven days a week, and 365 days a year. During the 2010-11 school year, the Department of Public Instruction released four online modules that allow teachers, school administrators, and district leaders to explore the rationale for the shift to the new NC Standard Course of Study, the Common Core State Standards and North Carolina Essential Standards, revised Bloom’s Taxonomy (the verbs that demand more rigorous cognitive tasks from students), and the design of curricula that align with the new NC Standard Course of Study. A description of each module can be found in Appendix A; Appendix B provides data on the number of educators who have completed each of the online modules created by the Department of Public Instruction.

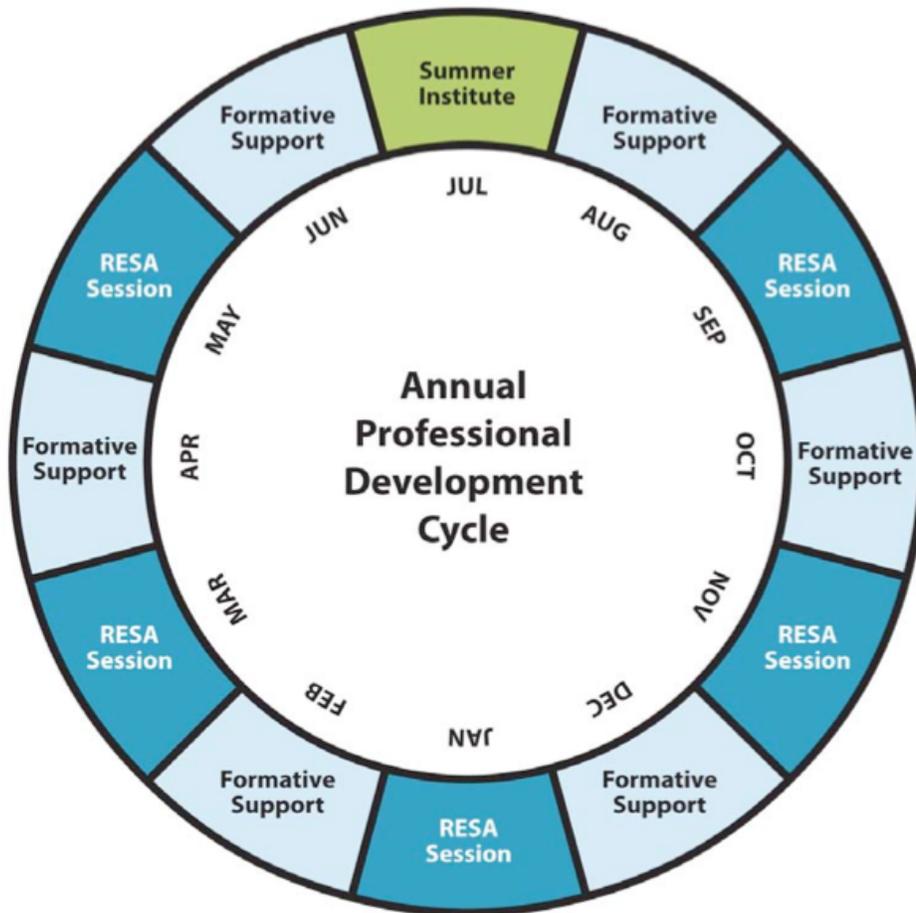
The 2010-11 school year culminated with an unprecedented level of outreach to teachers, school administrators, and district leadership. Funded by Race to the Top, Summer Institute 2011 brought together 2,212 educators to two-day regional trainings to dive deeply into the new NC Standard Course of Study and work together in district-specific teams to lay the groundwork for strong implementation of the standards during the 2012-13 school year. The Department of Public Instruction invited each district to bring a team of staff members, including teachers, who would lead the rest of the district in professional development on the new NC Standard Course of Study.

The agendas for the Department of Public Instruction’s 2011, 2012, and 2013 Summer Institutes can be found in Appendix C. A key outcome of Summer Institute 2011 was each district’s development of a local plan to guide implementation of the new NC Standard Course of Study. The Department provided a sample set of activities that each district should include in a plan in order to be prepared for the implementation of the new NC Standard Course of Study. The resource provided to districts can be found in Appendix D.

## Addressing Student Needs in an Era of New Content Standards, 2011-12 School Year

The 2011-12 school year represented the first complete school year in which the Department of Public Instruction's full complement of staff funded by Race to the Top was in place to support school districts with their implementation of the new NC Standard Course of Study. Summer Institute 2011 launched a yearlong professional development cycle designed to assist districts in a structured manner, meet their immediate needs for resources and professional development, provide spaces for district collaboration, and, ultimately, ready educators for the implementation of the new Standard Course of Study in the 2012-13 school year. Diagram One shows the yearly professional development cycle that begins with each summer institute.

DIAGRAM ONE: Yearly Professional Development Cycle by the North Carolina Department of Public Instruction



After the initial development of the instructional tools for the new NC Standard Course of Study, Department staff members focused their formative support on the design of content-specific resources requested by educators. Examples of these resources can be found in Table Three.

<b>TABLE THREE: Content-Specific Instructional Resources for the New NC Standard Course of Study, Developed during 2011-12 School Year</b>	
CONTENT AREA	RESOURCE AND PURPOSE
English Language Arts	LiveBinder An online “binder” to house all resources related to the implementation of the Common Core State Standards in English Language Arts.
Mathematics	K-12 Major Work of the Grade/Course A document identifying the content that should be the major focus of the Common Core State Standards in Mathematics for each grade or course.
Science	Essential Standards Strand Maps Demonstrate how the North Carolina Science Essential Standards guide students’ thinking about core concepts, showing how their ideas may become more sophisticated over time.
Social Studies	Sample Concept-Based Units Sample units that link together historical information from different time periods to develop student understanding of key concepts in social studies.

In addition to State-developed resources, the Department of Public Instruction was one of the first states in the country to align its textbook adoption process with the Common Core State Standards for English Language Arts. Per General Statutes, the North Carolina Textbook Commission provides districts with a list of textbooks that members have reviewed and approved as aligned to the content standards. Districts are free to select textbooks and instructional resources that do not appear on the Commission-approved list, but choosing textbooks from the list allows districts to purchase the resources for lower prices. In 2010, the Commission reviewed and selected textbooks aligned with the Common Core State Standards for English Language Arts for the adoption list. In the future, the Commission will complete textbook adoption for Mathematics, Science, and Social Studies.

Formative support provided in 2011-12 beyond materials included content-specific webinar series to share updates and new resources with teachers, school administrators, and central office leaders, as well as answer questions during live online chats. During the 2011-12 school year, staff members with K-12 English Language Arts offered four webinars; staff members with K-12 Mathematics offered five webinars; staff members with K-12 Science offered two webinars; and staff members with K-12 Social Studies offered four webinars.

The Department of Public Instruction has long benefitted from a strong partnership with the eight Regional Education Service Alliances (RESAs). The RESAs provided space and time for district teams comprised of teachers, school administrators, and central office leaders to engage with Department of Public Instruction staff members in sessions on various topics. Diagram One shows the role of “RESA Sessions” in the comprehensive professional development cycle. Appendix E lists and describes the RESA sessions offered during the 2011-12, 2012-13, and 2013-14 professional development cycles<sup>2</sup>.

While RESA sessions focused on a myriad of topics related to teaching and learning, direct support on the new NC Standard Course of Study remained an important focus. During the 2011-12 school year, staff members in K-12 English Language Arts held 24 RESA sessions; staff members in K-12 Mathematics held 24 RESA sessions; staff members in K-12 Science held 32 RESA sessions; and staff members in K-12 Social Studies held eight sessions.

Principals and assistant principals were another key target of the Department of Public Instruction’s professional development on the new NC Standard Course of Study. As instructional leaders in their buildings, principals and assistant principals have the critical job of coaching new and veteran teachers on how to shape their instruction to the new, more rigorous standards. A specific type of RESA session, district fidelity support sessions, provided district professional development teams with the opportunity to meet with staff members of the Department of Public Instruction to discuss progress on local implementation plans and areas for additional support.

As during the 2011-12 school year, the Department of Public Instruction launched new online modules to provide educators with instant access to professional development on key topics. Online modules released include: how to incorporate 21<sup>st</sup> century skills into classrooms, building students’ digital literacies and incorporating literacy instruction into Mathematics, Science, Social Studies, and technical subjects. A description of these new modules can be found in Appendix A, and data on participation in the modules can be found in Appendix B.

The 2011-12 professional development cycle came to an end with Summer Institute 2012. Districts again brought their teams (2,692 educators) together to two-day regional sessions to focus on sharing instructional strategies for the new NC Standard Course of Study, using the formative assessment process so that teachers can determine where students are in their learning, designing interventions to support struggling students, and creating activities to challenge students who have already mastered specific standards. Appendix C includes the agenda for the 2012 Summer Institute.

Through the professional development cycle, the Department of Public Instruction built the capacity of many teachers, school administrators, and district leaders to implement the new NC Standard Course of Study. During the 2011-12 school year, districts had the opportunity to use that newly developed capacity to increase the knowledge and understanding of other educators.

All 115 school districts and 77 charter schools took advantage of the calendar flexibility in Senate Law 2011-145, which allowed them to waive five instructional days from their school calendars and use them to provide professional development for teachers on the new NC Standard Course of Study. In order to receive approval for the calendar waiver, the Department of Public Instruction

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<sup>2</sup> Please keep in mind that each RESA session is offered eight times, once in each of the State’s eight educational regions.

and State Board of Education required district officials to certify that all teachers would spend time engaged in professional development on the new NC Standard Course of Study.

During these additional days for teacher development, districts used the resources and training from the Department of Public Instruction to develop further local curricula, build a deeper understanding of the new content standards, design benchmark assessments and plan formative assessment strategies aligned to the standards, and plan for the incorporation of technology tools into instruction, as well as other activities aligned to implementation of the new standards and district goals. Appendix I provides information on district and charter school use of Race to the Top funds to support the implementation of the new NC Standard Course of Study; some of the funds may have been spent during the five days of professional development.

## **Changing Teacher Practice. Changing Student Outcomes, 2012-13 School Year**

Summer Institute 2012 began the 2012-13 professional development cycle during its most critical year: the implementation of the new NC Standard Course of Study. While educators across the State built a firm foundation for the new standards, the process of actually teaching the standards was likely to highlight needs for new resources and support.

The Department of Public Instruction continued to provide formative support on the new content standards through new resources, content-specific webinar series and RESA sessions. Examples of new resources can be found in Table Four.

<b>TABLE FOUR: Content-Specific Instructional Resources for the New NC Standard Course of Study, Developed during 2012-13 School Year</b>	
<b>CONTENT AREA</b>	<b>RESOURCE AND PURPOSE</b>
English Language Arts	40 Ways to Read Like a Detective Reading like a detective is about text-centered instruction, and the Common Core State Standards in English Language Arts emphasize complex texts worthy of rereading, text range and complexity, reading closely to draw evidence, and reading increasingly complex texts with increasing independence.
Mathematics	K-2 Midyear Benchmark and Summative Assessment Optional benchmark assessments and a summative assessment created to assess mathematics learning and thinking across K-2.
Science	Customized Curriculum Topic Study Guides Guide teachers in ongoing development of students' mastery of key concepts in Science, including anticipation of points of confusion for them.
Social Studies	Additional Sample Concept-Based Units Sample units that link together historical information from different time periods to develop student understanding of key concepts in social studies.

In addition to new resources, during the 2012-13 school year, staff members with K-12 English Language Arts offered four webinars; staff members with K-12 Mathematics offered six webinars; staff members with K-12 Science offered four webinars; and staff members with K-12 Social Studies offered four webinars. Department of Public Instruction staff members used RESA sessions to complement the formative support included in the professional development cycle. During the 2012-13 school year, staff members in K-12 English Language Arts held 40 RESA sessions; staff members in K-12 Mathematics held 24 RESA sessions; staff members in K-12 Science held sixteen RESA sessions; and staff members in K-12 Social Studies held 64 in-person sessions. A complete list of RESA sessions offered during the 2012-13 school year can be found in Appendix E. The Department also continued to offer periodic district fidelity support sessions to allow districts to self-assess progress on their local implementation plans for the new NC Standard Course of Study.

While educators throughout the State continued to access and complete online modules launched during 2010-11 and 2011-12 school year, the Department of Public Instruction released four new online modules during the 2012-13 school year. The modules focus on how to make the new content standards accessible for students with different learning styles, additional strategies for developing students' reading skills through Mathematics, Science, Social Studies, and technical subjects, building sustainable, local professional development systems, and how to use technology effectively in the classroom. Descriptions of the modules and data on educator completion can be found in Appendices A and B, respectively.

The Department of Public Instruction professional development cycle outlined in Diagram One concluded with Summer Institute 2013. With the first year of implementation completed, district teams again came together to collaborate and reflect on the status of their shift to the new NC Standard Course of Study. The structure of Summer Institute 2013 was different than past institutes; the first year of implementation of the new standards had led districts to discover their own unique needs for professional development. To meet those needs, Summer Institute 2013 provided the opportunity for 2,962 district team members to select from a menu of sessions on topics ranging from additional support on the new standards, to the roll-out of Home Base (the State's technology tool for teaching and learning), and the integration of the new NC Standard Course of Study and the North Carolina Educator Evaluation System. A sample agenda for the 2013 Summer Institute can be found in Appendix C.

In 2012-13, the General Assembly again extended school districts the opportunity to request that up to five instructional days from their calendars be used for professional development. 113 districts (all except Bertie County Schools and Edgecombe County Public Schools, which used the days for additional student instruction) and 78 charter schools requested the calendar waiver and used the additional time to increase teacher capacity on the new NC Standard Course of Study. Appendix I provides information on district and charter school use of Race to the Top funds to support the implementation of the new NC Standard Course of Study; some of the funds may have been spent during the five days of professional development.

## Sustaining Success...Building on Achievement, 2013-14 School Year

The 2013-14 school year finds North Carolina in its second year of implementation of the new NC Standard Course of Study. As districts reflected on their first year of implementation, the focus of the professional development cycle shifted to continuous improvement and partnership between districts. With one year of implementation completed, many districts were prepared to begin to share successful strategies and resources, and the Department of Public Instruction is working to provide an infrastructure for that collaboration.

Department staff members in the K-12 Curriculum and Instruction division continue to produce instructional resources and share resources completed by districts. Examples of resources created during the 2013-14 school year can be found in Table Five.

<b>TABLE FIVE: Content-Specific Instructional Resources for the New NC Standard Course of Study, Developed during 2013-14 School Year</b>	
CONTENT AREA	RESOURCE AND PURPOSE
English Language Arts	Scoop Newsletter Regular newsletter to highlight new resources for the Common Core State Standards in English Language Arts and best practices for teaching the new standards.
Mathematics	Math I, II and III Informational Brochure Document to highlight the mathematical practices and topics covered in the high school Math I, II and III courses.
Science	K-5 Resource Packs Unit-level implementation guides that provide suggested questions to guide instruction, resources, and activities.
Social Studies	Inquiry in K-12 Social Studies Framework to help districts use the College, Career and Civic Life Framework to inform social studies instruction.

The formative support sections of the professional development cycle continue to feature webinars and live chats to share new information and answer questions from educators. During the 2013-14 school year, staff members with K-12 English Language Arts will offer three webinars; staff members with K-12 Mathematics will offer five webinars; staff members with K-12 Science will offer four webinars; and staff members with K-12 Social Studies will offer 12 webinars. Department of Public Instruction staff members will continue to use RESA sessions to complement the web-based support. During the 2012-13 school year, staff members in K-12 English Language Arts will hold 24 RESA sessions; staff members in K-12 Mathematics will hold 24 RESA sessions; staff members in K-12 Science will hold 16 RESA sessions; and staff members in K-12 Social Studies will hold 32 sessions. A complete list of RESA sessions scheduled for the 2013-14 school year can be found in Appendix E. The Department also continues to offer periodic district fidelity support sessions to allow districts to self-assess progress on their local implementation plans for the new NC Standard Course of Study.

New online modules scheduled for release during the 2013-14 school year will assist teacher candidates and current teachers in preparing for the new licensure test requirements for Elementary Education and Special Education General Curriculum. The new test, frequently referred to as MTEL (Massachusetts Test for Educator Licensure), consists of a Reading Foundations test and a General Curriculum test with multiple subjects. An additional module will address the specific needs of teachers who work with English Language Learners as they seek to embed instruction on academic language into their teaching of the content standards.

With so many Department of Public Instruction- and district-created resources now available, the Department has taken steps to organize these materials in a user-friendly manner. They are currently hosted on content- and topic-specific wikis, which are easy-to-edit websites that allow multiple users to add and make comments on content. All of the wikis administered by the Department of Public Instruction are linked to a main page.<sup>3</sup> For a complete description of all of the Department of Public Instruction’s wikis, please see Appendix F. Additionally, the Department is housing all resources in Home Base, which allows teachers to easily search for sample lesson plans, unit plans, assessments, student activities, and other documents by content standard, grade-level, topic, and keyword. Table Six shows the number of instructional resources currently available in Home Base.

<b>TABLE SIX: Instructional Resources Available to Educators in Home Base</b>	
CONTENT AREA	NUMBER OF RESOURCES AVAILABLE
English Language Arts	1,301
Mathematics	2,749
Science	2,098
Social Studies	1,068

As more educators access online resources for their instruction for students, the Department of Public Instruction is also providing space and time for online conversations about best practices. #NCed chat is a bi-weekly Twitter chat for North Carolina educators and others who are interested in or invested in education. #NCed Chat provides an opportunity for North Carolina educators to grow and develop their personal learning network by connecting to other educators throughout the state. The chat creates a forum for North Carolina educators to come together once every other week in a public Twitter conversation around topics that pertain to their work and connect with other educators with similar interests. School- and district-level practitioners moderate the chats.

By incorporating the Department of Public Instruction into the chats, agency staff receive real-time feedback from educators across the state on issues that they are facing and best practices that are yielding positive results. Additionally, incorporating the Department into the chats allows the State to provide expert insight into issues, strategies, resources, etc. that are being shared and discussed in the chat.

<sup>3</sup> <http://wikicentral.ncdpi.wikispaces.net/NCDPI+WikiCentral+Page>

Planning for Summer Institute 2014 has already begun. In keeping with the Department of Public Instruction's push to highlight successful district practices, the summer institute will feature implementation innovation sessions in which teachers and other educators will share their best practices for the implementation of the new NC Standard Course of Study and educational initiatives.

## **Additional Support in the Transition to New Standards**

The transition to new, more rigorous content standards is a challenging time for educators and schools, specifically those that must ensure that unique student needs are met even during the shift to the new standards. To that end, the Department of Public Instruction has provided targeted and specific support on the new NC Standard Course of Study for Academically and/or Intellectually Gifted students, Exceptional Children, English Language Learners, students in low-achieving schools, and children in preschool programs.

### ***Support for Academically and/or Intellectually Gifted (AIG) Students***

Department of Public Instruction staff have collaborated with teachers, principals, and central office leaders to design instructional resources that meet the needs of AIG students. Specifically, AIG students need to be challenged to explore the new content standards with greater depth and levels of complexity and in an accelerated manner. The AIG Instructional Resources Project will provide educators who teacher AIG students with a robust instructional resource bank for use in differentiating instruction.

The Department of Public Instruction has also hosted AIG sessions at the State's RESAs to provide district AIG leaders and their teams with strategies to support AIG students as they master the new NC Standard Course of Study. Additionally, the Department of Public Instruction has partnered with the North Carolina School of Science and Mathematics to offer a six-part webinar series on teaching the new content standards in Mathematics and Science to advanced learners.

### ***Support for Exceptional Children***

The staff in the Department of Public Instruction's Exceptional Children division has designed two professional development opportunities to assist teachers of Exceptional Children with the implementation of the Common Core State Standards in English Language Arts and Mathematics.

Foundations of Mathematics is a five-day professional development designed to increase mathematical content knowledge of teachers, as well as promote evidence-based instructional practices for students with math difficulties. A primary goal of the course is to equip teachers to respond to student questions and misunderstandings with precise language that facilitates scaffolded mathematical discourse. To complement the development of the teacher's own conceptual understanding, Foundations of Mathematics also promotes instructional practices that have consistently emerged as effective in international comparative research. Foundations of Mathematics describes an instructional model that connects the big components of number sense which include: quantity and magnitude, numeration, base ten, equality, form of a number, proportional reasoning, and algebraic and geometric thinking.

Foundations of Reading is a five-day professional development designed to provide teachers with a solid foundation of knowledge and skills needed to deliver effective instruction for students who have difficulties reading fluently with comprehension and are significantly behind their age peers. The content and teaching techniques presented in the sessions over the five days are derived directly from the extensive research-based literature available on teaching students with severe reading difficulties. Skills that are taught as part of Foundations of Reading include: assessment of reading problems, selection of reading materials and implementation of evidence based practices.

### ***Support for English Language Learners***

The State Board of Education's English Language Development Standards are the World-Class Instructional Design and Assessment English Language Development Standards. These widely used standards focus on ensuring that students who are English Language Learners are able to access successfully academic content standards. Additionally, Department of Public Instruction staff have provided resources to help teachers use strategies to assist English Language Learners with the new NC Standard Course of Study, as well as led trainings and developed resources on the use of model performance indicators in the classroom. These indicators serve as objectives for student performance and should describe how the student will use language, reflect content standards being taught, and detail the strategy that students will use to complete the objective.

### ***Support for Students in Low-Achieving Schools***

The Department of Public Instruction's District and School Transformation division provides direct support to the bottom five percent of elementary, middle, and high schools in the state, as identified with composite scores on state End-of-Course and End-of-Grade assessments. Additionally, the division supports high schools with graduation rates below sixty percent. District and School Transformation staff members also provide assistance to the bottom ten percent of school districts (twelve) in the state.

Schools and districts supported by the District and School Transformation division have access to a wide range of resources, including Department of Public Instruction staff members specifically assigned to schools and districts. A district transformation coach works with the superintendent in each of the twelve districts supported by the division; much of their recent support of superintendents has focused on preparing districts for the implementation of the Standard Course of Study. Similarly, a school transformation coach is assigned to each of the low-achieving schools to build the instructional leadership capacity of the principal in order to with improve classroom instruction and increase student achievement. Secondary instructional coaches with expertise in English Language Arts, Mathematics, and Science, as well as elementary instructional coaches, work directly with educators to strengthen their teaching and implementation of the new standards.

Because staff members with the District and School Transformation division spend time working in schools and districts, they provide daily customized coaching embedded within the school day based on teacher and administrator needs. Much of their work in the past three years focused first on the transition to the new NC Standard Course of Study and then on assistance to teachers and administrators struggling with implementation.

The District and School Transformation division holds five statewide professional development sessions for school leaders each year; these sessions bring school leaders from different districts together to focus on strategies for increasing student achievement. For example, the most recent professional development session addressed student literacy and the Common Core State Standards for English Language Arts. All professional development sessions are followed by targeted coaching to support school leaders with implementation.

### ***Support for Students in Preschool Programs***

In 2005, the Department of Public Instruction published early learning and development standards for preschool-aged children. That document, *Foundations: Early Learning Standards for North Carolina Preschoolers*, described widely held expectations for preschool children's development in five developmental domains; 1) health and physical development, 2) social and emotional development, 3) approaches toward learning, 4) language development and communication, and 5) cognition and general knowledge. Similarly, in 2007, the Division of Child Development defined such standards for infants and toddlers.

In 2011, the North Carolina Early Childhood Advisory Council convened a leadership team with representatives from the Department of Public Instruction Office of Early Learning and the Division of Child Development to develop one comprehensive set of early learning and development standards for young children (*North Carolina Foundations for Early Learning and Development*). With the help of a broadly representative stakeholder group, the leadership team combined and updated North Carolina's early learning and development standards for infants, toddlers and preschoolers.

Aligned to the new North Carolina Standard Course of Study, *Foundations* provides age-appropriate goals and developmental indicators for each age level - infant, toddler, and preschooler. It is intended to be a guide for teaching- not a curriculum or a checklist, but a resource to define the skills and abilities necessary to support in the learning experiences provided to young children. Utilizing the North Carolina Early Learning Network funded through the Office of Early Learning, statewide training and support for early learning standards implementation will begin to roll out in the spring of 2014. Focused on the critical learning continuum that exists from birth through grade 3, this training will focus upon alignment with the new NC Standard Course of Study and preparing children for school success upon kindergarten entry.

Per 2012 legislative action, the Office of Early Learning is charged with developing and scaling up a K-3 Formative Assessment process for statewide use in districts beginning in the 2014-15 school year. Inclusive of a Kindergarten Entry Assessment, the K-3 Formative Assessment will inform student instruction for teachers in grades K-3.

This assessment is not a test, but a process that leverages and strengthens the best of what teachers do on a daily basis during instruction. Built upon observation, questioning, conversation and embedded tasks, the K-3 Assessment will include multiple domains of development and help teachers more deeply understand the children in their classrooms so that instruction may more accurately meet individual needs.

Currently, an assessment design team comprised of content specialists and assessment experts known nationally is working to develop the assessment process and conduct usability testing in a limited number of districts in the state. Office of Early learning staff will work with Local

Education Agencies to build local capacity to begin implementation in at least 50 districts beginning 2014-15. The remaining districts will begin in 2015-16.

## **Scope of Race to the Top Funding for Support on the New NC Standard Course of Study**

Funding through North Carolina’s Race to the Top grant from the United States Department of Education has supported many of the activities described above. Table Seven outlines spending of Race to the Top dollars on projects and activities aligned with the transition to the new NC Standard Course of Study.

<b>TABLE SEVEN: Race to the Top Spending on Transition to New NC Standard Course of Study</b>	
<b>ACTIVITY</b>	<b>AMOUNT OF RACE TO THE TOP FUNDING SPENT (YEARS 1 – 3 OF GRANT PERIOD)</b>
Work with Center for Urban Affairs and Community Services at North Carolina State University to align curriculum and learning content, assessment content, and professional development content to the new NC Standard Course of Study, load or register all content to the Learning Object Repository, and register the content in the Learning Registry	\$1,033,043
Develop instructional support tools	\$1,780,678
Design training to ensure teachers and leaders can transition to new standards and assessments	\$1,672,079
Employ professional development leaders and module developers to support educators	\$4,905,027
Develop new online modules	\$2,143,297
Maintain and support online modules	\$569,497
Provide training and coaching for educators	\$9,919,380
<b>TOTAL</b>	<b>\$22,023,001</b>

## **Engaging Education Partners with the New NC Standard Course of Study**

While educators and students are most affected by the transition to the new NC Standard Course of Study, they are certainly not the only stakeholders concerned with what students are learning in public schools. Parents, community members, local boards of education, business leaders, faculty and staff at colleges and universities, and the General Assembly are all partners with the Department of Public Instruction, State Board of Education, and the State's school districts. Since the beginning of ACRE, the Department has collaborated with these external partners to spread information about the new standards and their importance.

The professional development sessions and online modules discussed in the first section of this report represent extensive outreach to teachers, school administrators, and central office leaders. Through the READY initiative, the Department of Public Instruction has launched another outreach effort focused on high-level understanding of the Department's various reform efforts and how they connect to each other. In a time period of great change in North Carolina's public schools, educators need both the deep and specific information conveyed through the professional development cycle, as well as knowledge about how the change will result in improved outcomes for students.

### **Outreach to External Education Partners**

Continuing its long relationship with the NC Parent Teacher Association (NCPTA), the Department of Public Instruction partnered with the organization early in the development of new content standards for the State. The agency supported development of parent-friendly guides to the Common Core State Standards; participated in annual and regional NCPTA conferences, training activities and webinars; invited the NCPTA to assist in the statewide UNC-TV produced television special for parents and included NCPTA representatives on a variety of advisory and feedback groups. The NCPTA also participated in the Governor's Education Transformation Commission, which guided early implementation of the state's Race to the Top plan.

The NCPTA also helped the Department of Public Instruction develop the idea for a television program to share information about the new NC Standard Course of Study, assessments, and accountability with parents and other interested citizens. Produced in partnership with UNC-TV, the resulting "NC Schools + You" aired on September 18 and 27, 2013. While Department of Public Instruction staff members shared information, the majority of the program was spent answering questions from audience members. The Department produced a viewers' guide to accompany "NC Schools + You," which can be found in Appendix G.

Additionally, the Department of Public Instruction has enjoyed a long partnership with the Hunt Institute located at the University of North Carolina at Chapel Hill. The Hunt Institute provides information and resources around a variety of topics related to the nation's public schools. The Hunt Institute has collaborated with the Department of Public Instruction to educate community members, specifically, elected officials, about the Common Core State Standards and the ways in which they challenge students to higher levels of rigor. Specifically, the Institute's Legislators' Retreat allows elected leaders to learn more about changes in education and engage in dialogue with experts.

## **Outreach to Institutes of Higher Education**

The Department of Public Instruction's professional development cycle is intended to reach all current teachers, either directly through face-to-face or virtual professional development, or indirectly through district-level professional development delivered by staff members who have received support through the professional development cycle.

Each year, thousands of new educators join the teaching workforce. One-third of the State's teachers are graduates of teacher preparation programs in North Carolina. Over their careers, these teachers will reach millions of students. To help their faculty members prepare these new educators, the Department has encouraged districts to include faculty and staff from neighboring institutes of higher education on their teams that attend Summer Institutes. In 2012 and 2013, the Department hosted a Summer Institute specifically for faculty and staff who are involved with educator preparation programs. The Department has also provided professional development focused on the implementation of Read to Achieve, specifically the use of the mCLASS: Reading 3D formative assessment tool during the school year. Such training opportunities allow faculty to incorporate the tool and process into their classes with students who intend to become elementary school teachers.

The Department of Public Instruction and State Board of Education have put in place licensure requirements that demand knowledge of the Common Core State Standards for future elementary and Exceptional Children teachers. Candidates for these licensure areas must pass the General Curriculum and Foundations of Reading Exams for North Carolina. Both of these assessments are aligned to the Common Core State Standards; passing requires a potential teacher to have a deep understanding of the new standards and how to instruct students on them.

## **Outreach to Local Boards of Education and Community Leaders**

The Department of Public Instruction welcomes opportunities to meet with any community groups. State Superintendent June Atkinson has met with Rotary Clubs and other civic organizations in each of the State's eight educational regions to discuss the new NC Standard Course of Study and progress in the State's public schools. She has also appeared on numerous television newscasts and met with the editorial staff of major newspapers to explain the design and implementation of the new content standards.

During the spring of 2013, the North Carolina School Board Association organized a series of regional meetings for local board of education members. Department of Public Instruction staff discussed the new NC Standard Course of Study and how it transforms expectations for what students know and are able to do, as well as the State's new accountability model.

## **Outreach to Business Leaders**

The North Carolina Business Committee on Education collaborates with public schools' decision makers to encourage the implementation of policies and programs that will result in higher student achievement and greater economic competitiveness for the State. In 2011, the Committee hosted five breakfast meetings in which education leaders discussed the future of North Carolina's public schools, including how the new NC Standard Course of Study would develop more career-ready graduates from the State's high schools. Since that time, Department of Public Instruction staff

members have continued to meet with Committee members to update them on the implementation of the new content standards, as well as the State's overall READY initiative.

## **Outreach to North Carolina General Assembly**

Staff members at the Department of Public Instruction regularly meet with legislators who are interested in changes in the State's public schools, including the implementation of the new NC Standard Course of Study. The Department has also submitted two formal reports on the implementation of Race to the Top to the Joint Legislative Education Oversight Committee and will submit a third this spring. These reports provide details on the shift to the new NC Standard Course of Study as the adoption of college- and career-ready standards is a critical piece of Race to the Top.

More recently, the General Assembly has convened a study committee on the Common Core State Standards. State Superintendent Atkinson and Chief Academic Officer Rebecca Garland testified to the committee during its first meeting, and the Department looks forward to future opportunities to share information with the representatives.

## **READY**

The new NC Standard Course of Study is a critical piece of the State's READY initiative, which is comprised of policies and initiatives to ensure that all students graduate from public schools ready to be successful in their future pursuits. In addition to the new content standards, the State is providing targeted, direct support in low-achieving schools and districts; implementing a balanced assessment system that provides benchmark and summative data on student mastery of the new content standards and data from formative assessment used during instruction to inform teaching and learning; supporting programs designed to increase the number of talented new teachers joining the State's workforce, as well as provide support to new educators joining faculty in the State's low-achieving schools; enhancing the statewide teacher and administrator evaluation systems by including student growth as a measure of effectiveness; holding teacher preparation programs accountable for the outcomes of the students taught by their graduates; creating Home Base, a digital teaching and learning tool for educators; and supporting all of the above initiatives through a robust professional development system.

To help educators fit all of the pieces of READY together, the State has held two rounds of in-person regional meetings (at least 8 meetings in each round), as well as a virtual READY meeting. The first in-person READY meetings in March 2012 focused on the differences between the State's older content standards and the new NC Standard Course of Study, changes in the State's school accountability model and assessment developments, the addition of student growth to the educator evaluation system, and the development of Home Base. READY meetings in November and December 2012 again highlighted the new NC Standard Course of Study, Home Base, educator evaluation, and provided information about the General Assembly's school accountability model. Combined, a total of 4,100 teachers, administrators, and central office staff members attended the READY meetings held in 2012.

The Department of Public Instruction has hosted six virtual READY meeting to reach educators across the State at the same time and "place." The session focused on Home Base and the new generation of assessments aligned to the new Standard Course of Study. In March 2014,

Department of Public Instruction staff members will again travel to six locations in the State to meet with educators and share information about Home Base, the educator evaluation system, and school performance grades.

The goal of all of the READY meetings is to provide information and answer as many questions as possible from educators (the Department invited one administrator and one teacher from each school to attend the in-person READY meetings). With knowledge gained from these meetings, teachers and leaders in schools will be able to see how the various efforts connect under the READY umbrella.

## **Improving Instruction through the Use of Data**

One of the most powerful resources that educators can use to increase student achievement is data from benchmark, and summative assessments of the content standards and data from the formative assessment process used during instruction. Teachers gather data through the formative assessment process by using strategies to collect and document evidence of student achievement toward intended learning goals. Formative assessments can be completed in a variety of ways, such as a math problem that students complete as they come into class, teacher observation of students completing a group assignment, or a weekly quiz. Educators gather benchmark data through their own assessments of larger chunks of standards; some districts and schools have designed common benchmark exams administered by all teachers of a particular course or grade/subject. Examples of benchmark assessments are midterms, quarterly assessments, or a project on a set of standards. Teachers administer summative assessments for a final look at student performance on standards for a course or grade/subject. In some courses and grades/subjects, teachers administer state-required assessments, such as the End-of-Course and End-of-Grade assessments. Teachers in other courses and subjects/grades often create their own summative assessments or administer common assessments designed at the school- or district-level.

The Department of Public Instruction works with school districts to create a balanced assessment system in which teachers have access to data collected during the formative assessment process, benchmark, and summative assessment data, as well as analytical tools to help them use the data to make instructional decisions. The State supports districts with the administration of rigorous assessments aligned to the new NC Standard Course of Study through licenses, devices, and training on mCLASS: Reading 3D; design of a K-3 Formative Assessment Process; item banks available through Home Base; financial support for the administration of the ACT Explore, ACT Plan, and ACT to all eighth, tenth, and eleventh graders in North Carolina; and participation in the Smarter Balanced Assessment Consortium Digital Library.

The Department of Public Instruction further helps districts analyze and use data to inform decision-making, using both data from the assessments administered above, as well as data from other sources. Professional development, a *Data Resource Guide*, the North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON), and the Education Value-Added Assessment System (EVAAS) all represent tools and support to use data to improve student outcomes.

## **Implementation of a Balanced Assessment System**

### ***mCLASS: Reading 3D***

Prior to the 2012-13 school year, select school districts had elected to participate in the mCLASS: Reading 3D system. mCLASS: Reading 3D is a comprehensive assessment program for elementary school students, although use in North Carolina has been focused on students in grade K-3. mCLASS: Reading 3D includes two types of assessment: DIBELS and Text Reading and Comprehension (TRC). DIBELS is especially important in kindergarten and first grade because it measures the extent to which students can read the words on a page. The TRC then takes the next step of measuring the extent to which students can not only read the words, but also comprehend them by responding to questions orally and in writing. Teachers administer both assessments on handheld electronic devices that allow them to quickly mark student errors and successes. They can then sync the devices with the web to upload the data to a reporting website that allows them to analyze data on all of their students. Because the process by which students learn how to read is dynamic and quickly-changing, teachers use mCLASS: Reading 3D frequently throughout the school year. Teachers assess their struggling readers at least every ten days, while their more advanced readers often have more space in-between assessments.

At the direction of the General Assembly, all elementary schools in North Carolina implemented mCLASS: Reading 3D during the 2012-13 school year. The Department of Public Instruction's newly-created K-3 Literacy division provides training and support on how to use the devices to properly record students' ability to read and understand text. However, as will be detailed below, the consultants focus their professional development on how teachers can use the data gathered through mCLASS: Reading 3D to tailor their instruction to individual students.

### ***Design of a K-3 Formative Assessment Process***

Per 2012 legislative action, the Office of Early Learning is charged with developing and scaling up a K-3 Formative Assessment Process for statewide use in districts beginning in the 2014-15 school year. Inclusive of a Kindergarten Entry Assessment, the K-3 Formative Assessment Process will inform student instruction for teachers in grades K-3.

This formative assessment is ongoing throughout the year and is a process that leverages and strengthens the best of what teachers do on a daily basis during instruction. Built upon observation, questioning, conversation and embedded tasks, the K-3 Assessment Process will include multiple domains of development and help teachers more deeply understand the children in their classrooms so that instruction may more accurately meet individual needs.

Currently, an assessment design team comprised of nationally known content specialists and assessment experts is working to develop the assessment process and conduct usability testing in a limited number of districts in the state. Approximately 50 school districts will implement the K-3 Kindergarten Entry Assessment during the 2014-15 school year; the remaining districts will implement the process during the 2015-16 school year.

### ***Item Banks Available through Home Base***

Home Base, North Carolina's digital tool for teaching and learning, brings resources, analytics, and data together in one interface to allow educators to perform their jobs more effectively and efficiently. One of the many components of Home Base is a robust item bank in which teachers, principals, and district leaders can access over 30,000 assessment items aligned to the new NC Standard Course of Study (please see Appendix H for more details). Content experts at the Department of Public Instruction and the Center for Urban Affairs and Community Services at North Carolina State University have aligned each item to its content standard, grade level, and level of rigor (Revised Bloom's Taxonomy and Webb's Depth of Knowledge). When creating assessments, users will be able to search on any of these characteristics, as well as by keyword.

To assist districts with the administration of secure, common benchmark assessments, Home Base houses two different types of assessment items: one is accessible by any teacher to use in their classroom assessments, while the second is only available to central office staff members who create district-wide benchmark assessments.

Moving forward, the Department of Public Instruction is committed to the ongoing addition of new assessment items to Home Base. This process will take place in two ways. First, the shared Common Core State Standards for English Language Arts and Mathematics have encouraged many different companies and non-profit organizations to provide assessment items aligned with the standards. These resources (called Open Educational Resources) are freely available online. Staff members in the Department of Public Instruction's Learning Systems division find, vet, and include these items in Home Base for educator use.

Second, the State plans to share the best resources developed by teachers here in North Carolina. Teachers can submit their own assessment items to Home Base. If they are "promoted" by district staff and state-level staff after a quality review process, the items become available for all other teachers in the state to use.

### ***Administration of the ACT Explore, ACT Plan, and ACT***

Beginning in 2011-12, all eighth, tenth, and eleventh grade students take one of the ACT suite of assessments that measure college-readiness as aligned with the Common Core State Standards in English Language Arts and Mathematics. Commonly taken as a college entrance exam at the expense of the student, the ACT is administered across the United States to over 1.5 million students. North Carolina now pays for each high school junior to take the ACT; the assessment serves two purposes. First, students use it as part of their college applications. Second, it provides the state with a nationally benchmarked measure of the college-readiness of our eleventh grade students.

In line with the State's focus on a balanced assessment system, educators and parents need formative information so that they can collaborate to prepare students for the ACT. The General Assembly also provided funding to allow eighth grade students to take the ACT Explore and tenth grade students to take the ACT Plan. These assessments measure college-readiness using the same scale as the ACT. Students, teachers, and parents can see how much progress must be made for the students to receive college-ready scores on the ACT.

### ***Participation in the Smarter Balanced Assessment Consortium Digital Library***

As mentioned in the introduction to this report, North Carolina is a governing state in the Smarter Balanced Assessment Consortium. While the Consortium is focused on providing summative assessments on the Common Core State Standards for English Language Arts and Mathematics, participating states understand that teachers also need access to a well-developed set of resources that support the formative assessment process by gathering evidence of student learning.

To that end, the Consortium established the Smarter Balanced Assessment Consortium Digital Library. Since beginning to participate in the project, the State has established a State Leadership Team with representatives from institutes of higher education and the Department of Public Instruction. These state leaders attended training with the Consortium and have delivered that training to 79 educators serving as North Carolina's representatives to the Statewide Library Network of Educators. These teachers both submit their own formative assessment examples for inclusion in the Library, as well as vet resources submitted by teachers in other states. Once launched in spring 2014, the Library will provide teachers of English Language Arts and Mathematics with formative assessment examples that represent the best work of educators across the United States.

### ***Data Analysis for Improved Student Outcomes***

Data from benchmark and summative assessments, as well as the formative assessment process, is only valuable to educators if they know how to use the information to improve student performance. The Department of Public Instruction provides professional development and resources to build educator capacity to use data. Additionally, the State provides all educators with access to EVAAS, a powerful analytics tool to examine student growth patterns.

### ***Professional Development***

The previous section detailed the statewide implementation of mCLASS: Reading 3D and the ACT suite of college-readiness assessments. The Department also provides support on the use of the results of those assessments. Over the last sixth months, staff in the Department's K-3 Literacy division have provided over 500 sessions on data analysis, data and literacy reports for school and district leaders, effective use of small group instruction, written response to text, and how to diagnose and analyze reading behaviors and comprehension to K-3 teachers using mCLASS: Reading 3D. Training will continue during future years, especially as schools implement the Read to Achieve program.

During the 2012-13 and 2013-14 school years, the Department of Public Instruction has collaborated with staff from ACT to provide professional development sessions in which attendees explore best practices for the use of data from Explore, Plan, and ACT assessments to improve student success through teaching and learning tied to ACT's College and Career Readiness Standards. Topics include: how to use optimally the data from the student and school-based ACT Explore, ACT Plan and ACT reports to improve classroom instruction, understanding the structure and content of assessment in ACT Explore, ACT Plan and the ACT with hands-on activities, and a review of resources from ACT to use in developing instructional strategies. More information can be found in Appendix E.

Educators also seek to connect data from local and state assessments to data on student attendance, discipline data, class grades, participation in specialized programs, and other types of information. To this end, the Department of Public Instruction is holding data literacy sessions as part of the 2013-14 professional development cycle (please see Appendix E). These sessions focus on how to put various sources of data together and use their combined power to learn more about students and their learning. Additionally, as referenced in Appendix E, the Department is offering Home Base training sessions that include details on how to use the reporting capabilities available in the online assessment administration platform. After administering benchmark assessments through Home Base, users can analyze assessment results to determine student mastery of specific standards, student mastery of specific topic areas, item-by-item analysis of student response patterns, and changes in student performance over multiple assessments of the same content standards.

A cadre of the Department's Professional Development Leads has been specifically trained on data literacy, and they provide consultative services to districts that are working on data analysis projects, specifically the creation of school-level data teams that bring educators together to examine data and plan for school improvement. Because the Professional Development Leads cannot reach all 90,000+ teachers in-person, the Department also offers two online modules on the use of data for instructional improvement. For more information on these modules, please see Appendix A.

In winter 2014, the Department of Public Instruction will hold an instructional summit on student performance in reading and math. The Department has invited two district leaders from each LEA to attend the summit, which will be held in Greensboro. At the summit, attendees will learn about the best practices of districts that experienced high levels of student growth and proficiency even with the shift to new assessments. Additionally, Department staff members will share information on how to use student-level, class-level, and school-level reports on performance on the 2012-13 End-of-Grade and End-of-Course assessments to inform instruction during this current school year. Finally, educator support specialists from EVAAS will share strategies for using value-added reports to make informed instructional decisions for a teacher's current group of students.

### ***Data Resource Guide***

The Department of Public Instruction produced the *Data Resource Guide* as a resource for administrators, teachers and support staff who are responsible for using school data to make decisions. The State encourages district and charter school teams to use this guide to design and implement trainings in order to establish data teams with the goal of increased data literacy and student achievement. School administrators and teachers can use this guide to establish and sustain a data team to guide and analyze the decision-making process informed by school data. Where possible, schools should use existing teams and structures to accomplish the tasks of the data team (for example, schools that already have a school improvement team could use this existing structure as a data team, as the goal for both structures is to improve instruction and learning within schools). Moving forward, the Department will collaborate with districts to update the *Data Resource Guide*, especially as more analysis tools become available in Home Base.

## ***North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON)***

NC FALCON is a statewide initiative consisting of online professional development modules. The modules serve as a primer for teachers to learn more about the effect that formative assessment can have on instruction and student achievement of targeted learning goals. With the release of NC FALCON in 2010, teachers had access to multiple ways to allow students to show what they have learned, as well as for student reflection and analysis of teacher growth. Implementing the practices outlined in NC FALCON provides teachers with various ways to collect ongoing evidence of student learning and provide descriptive feedback to engage students in taking ownership of their learning. Detailed feedback and actionable information can assist teachers in adjusting instruction and help students move toward learning targets. Since NC FALCON was instituted prior to the transition to the new NC Standard Course of Study, teachers had the opportunity to enhance their formative assessment practices using them during the first year of implementation of the new standards.

During Summer Institutes 2012 and 2013, Department of Public Instruction staff members incorporated details about the formative assessment process into their sessions devoted to understanding and teaching the new standards. In summer 2012, the State collaborated with teachers to develop sample formative assessment plans that were aligned with the new standards. These formative assessment plans provide examples of how teachers could help students understand the standards through student friendly learning targets, collect evidence of learning, and determine what to do next to extend the student's knowledge during the learning process.

## ***Education Value-Added Assessment System (EVAAS)***

The SAS Institute's EVAAS (Education Value-Added Assessment System) is a customized software system available to all North Carolina school districts. EVAAS provides North Carolina's educators with tools to improve student learning and to reflect and improve on their own effectiveness. Along with other sources of data, EVAAS plays a valuable role in the success of North Carolina's schools and students.

EVAAS examines the impact of teachers, schools, and districts on the learning of their students in specific courses, grades, and subjects. Users can access colorful, easy-to-understand charts and graphs via the web, as well as produce customized reports that predict student success, show the effects of schooling at particular schools, or reveal patterns in subgroup performance. Principals can use EVAAS to place educators in teaching assignments that capitalize on their strengths and help them identify areas for professional growth. Teachers can use EVAAS to reflect on how they help low-performing students make progress, as well as how they challenge advanced students to even higher levels of success. EVAAS provides district-, school-, and teacher-level reports on student scores on the End-of-Grade assessments, End-of-Course assessments, NC Final Exams, Career and Technical Education assessments, and the ACT.

The Department of Public Instruction and SAS Institute have collaborated to embed resources on understanding EVAAS within the web platform. Users have access to learning modules, which has five-seven minute videos on how to access, interpret, and use some of the most commonly-used reports in the system, and Help Files, which explain the EVAAS methodology and definitions of terms found in the reporting. Educator support specialists at the SAS Institute hold regular web-based trainings for teachers, administrators, and central office staff members.

The Department has added to these resources by providing Frequently Asked Questions documents, Fact Sheets, guides to EVAAS accounts, and PowerPoint slides that principals and district leaders can use to share information with teachers. During the 2012-13 school year, the first year in which every teacher in the state had his or her own EVAAS account, the Department provided in-person training sessions as part of the professional development cycle (please see Appendix E for more details).

## **Transitioning to New Assessments**

Whenever a state transitions to new content standards, the design and implementation of new assessments aligned to those standards is not far behind. In this recent transition to the new NC Standard Course of Study, the State Board of Education elected to implement and assess the new standards in the same year. In other states, teachers have been put in the difficult situation of teaching new standards while students are assessed on older standards.

During the 2012-13 school year, the State administered assessments aligned to the new NC Standard Course of Study. During that year, and previous years, the Department of Public Instruction worked to prepare teachers for this next generation of assessments. The State provided assessment specifications, released sample assessments, and made aligned assessment items available to teachers in ClassScape an assessment tool available to districts to use in benchmark and interim assessments.

In future years, the General Assembly and State Board of Education will decide whether North Carolina will continue to develop and administer its own assessments for English Language Arts and Mathematics or transition to the assessments created by one of the United States Department of Education-funded assessment consortia. As a governing state in the Smarter Balanced Assessment Consortium, North Carolina is preparing educators for the potential shift to these assessments by providing information, participating in an assessment pilot and field tests, and online collecting assessment readiness information, and providing sample items.

## **North Carolina's Assessments Aligned to the New NC Standard Course of Study**

In preparation for the administration of End-of-Grade and End-of-Course assessments aligned to the new NC Standard Course of Study, the Department of Public Instruction released test specifications for the exams. Test specifications provide educators with a breakdown of the standards that will be assessed on an exam and the percentage of questions that will focus on each of the standards. The Department also released sample exams, which teachers often use as practice assessments with students. As discussed above, the Department has also provided Home Base users with more than 30,000 assessment items aligned to the new NC Standard Course of Study. Teachers used these items to familiarize themselves and their students with the expectations of the new, more rigorous NC Standard Course of Study.

## **Preparation for Potential Shift to Consortia-Created Assessments**

While the General Assembly and State Board of Education have not made a decision about the potential move to Smarter Balanced and shared by multiple states, the Department of Public Instruction has increased awareness of such efforts. During the 2011-12 school year, Department staff held twenty-four focus groups with teachers to discuss the goals of the Smarter Balanced Assessment Consortium, share sample assessment items, and help teachers plan to prepare their students for the kinds of technology-enhanced questions that will appear on the Consortium assessments. Now, and in the future, Department staff share updates on the Smarter Balanced Assessment Consortium with district testing coordinators during webinars and in-person meetings.

Perhaps the most valuable way to prepare teachers and students for the move to online, technology-enhanced, computer-adaptive assessment is for them to “try out” the exam in-person. The Consortium has provided sample assessments that allow educators and students to experience the testing system, as well as see sample items. From February to May 2013, more than 5,000 schools (including 203 in North Carolina) participated in the Smarter Balanced Assessment Consortium pilot test. Feedback on the pilot tests allowed the test developers to modify assessment items and web developers to make changes to the online delivery system. In spring 2014, 1,069 schools in North Carolina will participate in the Smarter Balanced Assessment Consortium field test. This process will allow even more North Carolina teachers and students to experience the assessments, and allow North Carolina to provide important information on changes that may be needed to ensure that the assessments are fair, valid, and reliable for all students.

## **Building District and Charter School Capacity**

The most appropriate way to end this report on the shift to North Carolina’s new NC Standard Course of Study is with a focus on how the Department of Public Instruction builds the capacity of districts and charter schools to implement the new content standards successfully and realize better outcomes for all students. In this context, capacity refers to two key concepts. First, given the wide array of resources and tools available in Home Base and through other web-based programs, districts must ensure that all teachers and students have access to high-speed, consistent internet access, as well as reliable devices on which to access the online content. Access is critical as the State moves toward the implementation of online textbooks as required by the General Assembly in Session Law 2013-12. Second, capacity refers to districts’ abilities to implement the new content standards in their districts through the development and execution of local plans. The Department of Public Instruction facilitates the districts’ work through the Statewide System of Support that brings regionally based and centrally based staff members to plan strategically for assistance to LEAs.

## **Development of Robust Online Environment for All Schools**

The first step to ensuring that all teachers and students can access online learning resources is to provide each school building with high-speed access to the Internet. To this end, MCNC, a technology non-profit organization in North Carolina, the Department of Public Instruction, and the North Carolina Office of Information Technology Services operate the North Carolina School Connectivity Initiative. The Initiative’s goals are to expand the number of schools with broadband Internet access, further develop communication networks for rural and

underperforming schools, aid in professional development for technology staff, and develop a scalable model to maintain and enhance network services to all schools in North Carolina. The Initiative is comprised of the following four primary programs:

- Maintain a Governance Structure and Funding Plan to manage the Initiative and provide funding support for district and charter school broadband Internet access.
- Maintain an E-Rate Filing Assistance Bureau to support districts and charter schools in applying for federal funds to support Internet access.
- Expand the North Carolina Research Education Network (NCREN) to connect all 115 districts and participating charter schools to high-speed broadband internet.
- Maintain Client Network Engineering Services – Network consulting services for LEAs and charter schools

Because of NCREN, all schools in the State’s LEAs and many charter schools now have access to a high-quality Internet connection. NCREN continues to expand to add additional services and functionality to districts, for example, high-speed videoconferencing system.

The next step in allowing all teachers and students to access online resources and tools available through Home Base and other services is to expand the internet access, preferably wireless, to each classroom in a school and ensure that all teachers and students have devices to access the Internet. Accomplishing this goal requires in-depth planning and knowledge of the current classroom connectivity and device availability in public schools. In the coming months, the Department of Public Instruction will release a Request for Proposals and select a vendor to engage in a strategic needs assessment and planning process. The vendor will first research the current landscape of classroom Internet access and devices so that the State can set a baseline for expanding access and acquiring enough devices to meet student needs. The vendor will then work with partners to set a course toward digital learning in all schools by 2017.

As discussed above, online assessment has the potential to engage students in more dynamic and real-life tasks while providing their educators and the State with more information in a quicker testing session. In addition to the information that will be gathered during the needs assessment and planning process described above, North Carolina has also participated in the Technology Readiness Tool launched by the two Race to the Top-funded assessment consortia. The Tool gathers information from schools and districts that can be used to support states as they transition to online assessments. This new open source tool, with the assistance of the State Educational Technology Directors Association, will support state education agencies as they work with local education agencies to evaluate and determine needed technology and infrastructure upgrades for the new online assessments to be launched by the two consortia. After gathering a first round of data in spring 2012, states, including North Carolina, have used twice-annual data collection cycles to update information; two additional data collection cycles will take place in 2014.

While the steps above will support the Internet access and devices needed to allow each student in the State to complete online assessments, the Department of Public Instruction is also supporting districts with interim planning and action steps to implement online assessments now. The Department’s *Online Assessments Best Practices Guide* helps LEAs and charter schools prepare for the transition to online assessments. The *Guide* provides tips and recommendations based on conversations with LEAs and charter schools around the state that have already started this transition and are administering some or all of the State’s End-of-

Course assessments in the online format. The Department has updated the *Guide* since its initial publication in July 2011 as districts and charter schools learn more and design new strategies to advance online assessment.

The publication of the *Online Assessments Best Practices Guide* was a critical step in the support of LEAs and charter schools using their Race to the Top dollars to increase technology bandwidth in schools and secure additional devices for students and teachers. As district leaders planned for a wise use of funding, many turned to the *Guide* to locate strategies for investment and mistakes to avoid. The *Guide* also promoted the use of existing online assessments as a way for districts to start online administration gradually and make changes as needed. Appendix I of this report provides information on district and charter school spending of Race to the Top funding in support of technology access and devices.

### Statewide System of Support

The North Carolina Statewide System of Support is an education support structure that operates through three interlocking roundtables. Each roundtable has a different membership and serves a specific role in supporting all districts and schools in North Carolina.

The State Superintendent and her cabinet at the Department of Public Instruction serve as members of the *Strategic Roundtable*. This group reviews statewide data, sets education priorities and goals, and determines the overall direction for the state's districts and schools in accordance with state statues and State Board of Education's mission and goals. Division Directors at the agency sit on the *Agency Roundtable*. This group makes sure that services are appropriately targeted to districts and schools and directs the roll out of all state education initiatives. Field-based and regionally assigned support personnel serving the eight educational regions make up the membership of the *Regional Roundtables*. These members serve as the Department's points of contact for district and schools, and they deliver direct services and support throughout the state.

In sum, each roundtable serves the following functions:

- **Strategic Roundtable:** review data and set priorities;
- **Agency Roundtable:** target service and roll out initiatives; and
- **Regional Roundtables:** point of contact and delivery of services.

Diagram Two provides a visual representation of the Statewide System of Support while Diagram Three highlights the Department of Public Instruction's field-based staff who serve on the Regional Roundtables.

DIAGRAM TWO: Department of Public Instruction Statewide System of Support

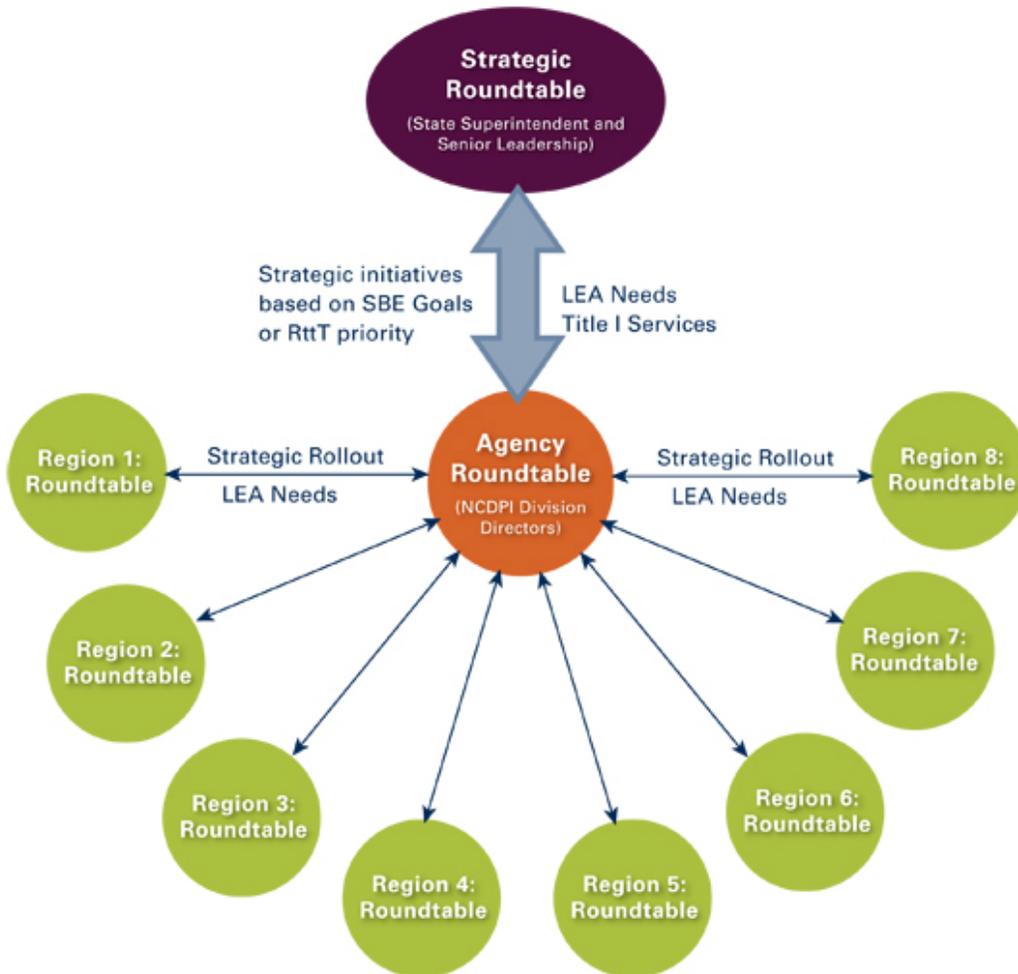


DIAGRAM THREE: Department of Public Instruction Regional Roundtable Structure



Through this structure, the Department of Public Instruction is able to align the assistance and resources it provides in support of State Board of Education’s strategic goals, the State’s Race to the Top objectives, and the Department’s mission statement with needs articulated by district leaders.

## **Appendix A: Department of Public Instruction Online Professional Development Modules**

### **2010-11 School Year**

#### ***The Call for Change***

A historical perspective of the Department of Public Instruction's basic conceptual framework addressing the findings of the Blue Ribbon Commission on Testing and Accountability and how the changes evolved with the Accountability and Curriculum Reform Effort, Race to the Top, and Career & College: Ready, Set, Go! The module also details the rationale for why North Carolina chose to participate in the Common Core State Standards and create the Essential Standards.

#### ***Understanding the Standards***

Review of the Common Core State Standards and the Essential Standards and their implementation in North Carolina.

#### ***Revised Bloom's Taxonomy***

An overview of cognitive dimensions, knowledge domains, verbs, and their relationship to instruction, learning, and assessment.

#### ***Designing Local Curricula for the 21st Century Learner***

Assists teachers with planning and implementation of new curricula based on the Common Core State Standards and North Carolina Essential Standards.

#### ***NC FALCON Formative Assessment Modules***

The online professional development modules located in NC FALCON are designed as an introduction for educators to learn more about the formative assessment process and the impact of formative assessment on classroom instruction.

- **NC FALCON Module I: The Importance of Formative Assessment:** This module provides an introduction to formative assessment, its importance and role in North Carolina's 21<sup>st</sup> Century Balanced Assessment System.
- **NC FALCON Module II: Learning Targets and Criteria for Success:** This module focuses on how teachers can write clear learning targets and define criteria for success in order to help students answer the question, "Where am I going?"

- **NC FALCON Module III: Collecting and Documenting Evidence:** This module explores how teachers can collect and document evidence of learning to help students answer the question “Where am I now?”
- **NC FALCON Module IV: Analyzing Evidence and Descriptive Feedback:** This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria to help students answer the questions, “Where am I now?” and “How do I close the gap?”
- **NC FALCON Module V: Administrator’s Role in Formative Assessment:** This module looks at the role of the administrator in formative assessment. Highlights of the module include determining the extent to which a school implements formative assessment and monitoring and building capacity for implementation of formative assessment in schools.

## **2011-12 School Year**

### ***Connecting with Our 21st Century Learners***

Today's students will face challenges our generation has yet to imagine. This module focuses on ensuring that every student is ready to meet those challenges. The 21st Century Skills Framework developed by the Partnership for 21st Century Skills helps to guide this discussion. Participants observe and analyze model lessons to identify 21st century skills and methods of teaching them, design a lesson incorporating 21st century skills and tools, and collaborate with colleagues to critique lessons developed by other participants.

### ***Digital Literacies in the K-12 Classroom***

Students need continual guidance in building digital literacy, and teachers need continually to reflect on how best to provide that guidance – and to refine their own skills. Just as basic literacy – reading and writing – must be a part of teaching and learning in every content area, so must digital literacy. This module offers a sound and thorough grounding in digital literacy as it pertains to the classroom – or of digital literacies, as the title of the module says, for there are many ways of thinking about digital literacy.

### ***Literacy in History/Social Studies, Science and Technical Subjects, Part 1***

This introductory module defines literacy in the disciplines. Learners will receive an overview of the connections between the North Carolina Essential Standards and the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects. They will then have guided practice examining, discussing, and creating learning activities for their students that integrate the North Carolina Essential Standards and the Common Core Literacy Standards for disciplines in grades 6-12.

## ***Introduction to Data Literacy***

This module provides an introduction to data literacy. Both teacher and principal perspectives are included. It includes information on types of data, strategies for analyzing and understanding data, and processes for determining how these can influence instructional practices. In order to design effective instruction and learning environments, educators need to determine what learners know, and effectively use evidence collected. This module aims to provide learning experiences that develop or enhance abilities to find, evaluate, and use data to inform instruction.

## **2012-13 School Year**

### ***Universal Design For Learning (UDL)***

This module provides a basic introduction of Universal Design for Learning (UDL) for teachers to use in the classroom.

### ***Data Literacy in Action***

This module explores further the concepts of data literacy introduced in the introductory module. The module will introduce a data interpretation cycle that can be used to inform instructional decision making and will address the steps of that cycle in depth.

### ***Literacy in History/Social Studies, Science and Technical Subjects, Part 2***

The first module introduced this topic. This explores literacy in History, Social Studies and Technical Subjects in more detail.

### ***Building and Sustaining Professional Development***

This module is intended to support district leaders in establishing systems and structures for planning, designing and evaluating high quality professional development.

### ***Responsibilities of the 21<sup>st</sup> Century Teacher***

This module begins with the foundational 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) and how those components contribute to educational practice. Learners will explore Professional Learning Networks and tools to create them; explore global awareness, global empathy and how to connect a classroom to the global community; and look at student-centered instruction and the use of digital strategies to promote such instruction.

## **2013-14 School Year**

### ***Foundations of Reading/Math Foundations***

In December 2012, the State Board of Education adopted new licensure test requirements for Elementary Education and Special Education General Curriculum. The new test, frequently referred to as MTEL (Massachusetts Test for Educator Licensure), consists of a Reading Foundations test and a General Curriculum test with multiple subjects. Beginning July 1, 2014, anyone completing a program of study leading to Elementary or Special Education General Curriculum licensure must pass the new tests. Additionally, any out-of-state teacher hired on or after July 1, 2014 will also have to pass this test to receive a NC license. This online module will serve as a test preparation resource.

### ***World-Class Instructional Design and Assessment***

The North Carolina English Language Development On-line Training Modules are designed to introduce the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards to English as a Second Language teachers, content area teachers and administrators. The module will outline the progression of English language development and illustrate how to teach academic language within the context of content area instruction.

### ***Teacher Leadership Specialist: Standards and Evaluation***

This module is intended as PD for introducing and supporting the standards, and evaluation rubric, for teachers in leadership roles (Teacher Leadership Specialists). These are teachers who are not directly responsible for daily student instruction (examples include Curriculum Facilitators, Curriculum Coaches, Literacy Coaches, Teacher Leaders and Instructional Resource Teachers). This module will focus on the Teacher Leadership Specialist Standards, the Teacher Leadership Specialist Evaluation Rubric, and the process for evaluation.

### ***Best Teachers and Teacher Practices Video Series***

This module includes reflections by expert teachers on aspects of teaching. It also includes interviews with North Carolina award winning teachers on their instructional strategies and teaching philosophy.

## **Appendix B: Educator Participation in Department of Public Instruction Online Professional Development Modules**

Name of Module	Number of Modules Completed by Educators
The Call for Change	38,318
Understanding the Standards	176,646
Revised Bloom's Taxonomy	41,531
Designing Local Curricula for the 21 <sup>st</sup> Century Learner	24,394
NC FALCON Module I: The Importance of Formative Assessment	32,666
NC FALCON Module II: Learning Targets and Criteria for Success	47,156
NC FALCON Module III: Collecting and Documenting Evidence of Learning	45,914
NC FALCON Module IV: Analyzing Evidence and Descriptive Feedback	44,928
Connecting with Our 21 <sup>st</sup> Century Learners	10,004
Digital Literacies in the K-12 Classroom	9,325
Literacy in History/Social Studies, Science and Technical Subjects, Part 1	6,515
Universal Design for Learning	18
Literacy in History/Social Studies, Science and Technical Subjects, Part 2	14
Building and Sustaining Professional Development	9
Responsibilities of the 21 <sup>st</sup> Century Teacher	16
<b>TOTAL</b>	<b>477,454</b>



# 2012 Summer Institute



## Addressing Student Needs in an Era of New Content Standards

### 2012 SUMMER INSTITUTES I 8:30AM-5:00PM

Day 1	TIME	ACTIVITY	AUDIENCE	
	7:30am-8:30am	• Sign in, Breakfast and Resource Expo	..... All	
	8:30am-8:50am	• Opening Session	..... All	
	9:00am-Lunch	• Content Strand Sessions (SESSION DESIGNATED ON NAME TAG)		
	9:00am-12:00noon	• Leaders with Leaders ... School/District /PD Leaders Only (WITH A BREAK FROM 10:15AM-10:30AM)		
	10:00am-11:00am	• Staggered Breaks	..... All	
	12:00pm-1:30pm	• Staggered Lunch	..... All	
	<b>AFTER LUNCH</b> • Return to Content Strand or Leaders with Leaders Sessions			
	2:00pm-3:30pm	• Staggered Breaks	..... All	
	3:00pm-5:00pm	• Leaders with Leaders ..... School/District /PD Leaders Only		
	5:00pm	• Closure	..... All	
	Day 2	TIME	ACTIVITY	AUDIENCE
	7:30am-8:30am	• Sign in and Breakfast	..... All	
	8:30am-12:00pm	• Facilitated Team Time	..... LEA/Charters	
	10:00am-10:50am	• Staggered Breaks	..... All	
	12:00pm-1:30pm	• Lunch	..... All	
	1:30pm-3:30pm	• Content Strand Sessions	..... All	
	2:00pm-3:30pm	• Staggered Breaks	..... All	
	2:30pm-3:30pm	• Leaders with Leaders ..... School/District /PD Leaders Only		
	3:45pm-4:45pm	• Understanding the New Assessments and Accountability	..... All	
	4:45pm	• Closure	..... All	

## 2012 SUMMER INSTITUTES

### The purpose of the 2012 Summer Institutes IS to:

- Collect instructional strategies that support classroom teaching and learning
- Support district teams with system-wide implementation of the new Common Core State and North Carolina Essential Standards
- Focus on Dufour's four questions: what do we want them to know, how do we know they learned it, what do we do when they don't learn it, and what do we do if they already know it.
- Model and share 21st Century skills, strategies and resources for district leaders to explore and utilize when developing their local professional development
- Engage and empower all participants in the learning process and encourage communities of practice to develop among districts/schools (participatory learning)

### The 2012 Summer Institutes ARE NOT designed to:

- Focus on a specific grade level or subject-area
- Provide an introduction to the new standards (2011 Summer Institutes)
- Facilitate learning by direct instruction. Sessions will be developed with high engagement, 21st Century skills and adult learning theory in mind
- Provide sessions you can attend as a "drive-by"; all participants are expected to attend both days as a designated member of the district team



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

# 2013 Summer Institute, General Agenda



## AGENDA

2013 SUMMER INSTITUTES

Building District and School-level Leadership Capacity  
to Change Teacher Practice and Student Outcomes

### DAY 1

9:00am-12:00pm	"Design Studios" Sessions (3-hour session)	
12:00-1:00pm – CATERED LUNCH		
1:00-4:30pm	1:00-2:30pm	"Remodeling" Sessions (90-minute session) (Curriculum, Topic-Based, and Leaders Sessions)
	3:00-4:30pm	"Remodeling" Sessions (90-minute session) (Curriculum, Topic-Based, and Leaders Sessions)

### DAY 2

9:00am-12:00pm	"Design Studios" Sessions (3-hour session)	
12:00-1:00pm – CATERED LUNCH		
1:00-4:00pm	Facilitated Team Time and Closing Celebration (3-hour session)	

# 2013 Summer Institute, Sample Regional Agenda



## Sheraton Imperial Hotel and Convention Center Durham

July 15-16

### DESIGN STUDIO SESSIONS

3-HOUR AM – JULY 15

- Analyzing Student Work to Change Teacher Practice – Bull Durham A
- Building Career Pathways that Lead to College and Career Readiness – Royal A
- Building Instructional Capacity Utilizing NC's Home Base<sup>SM</sup> – Royal B
- Connecting to Serve All Students – Crown A
- Differentiation and the Power of the Partnership for 21st Century Skills (P21) Framework – Empire C
- Informing Instructional Improvement through Data Literacy – Crown B
- Previewing NC's Home Base<sup>SM</sup> System: "One Platform to Connect them All" – Bull Durham B
- School-Based Accountability and a Balanced System of Assessments – Empire A
- Using the TPACK Toolkit – Empire B

### DESIGN STUDIO SESSIONS

3-HOUR AM – JULY 16

- Analyzing Student Work to Change Teacher Practice – Royal A
- Building Professional Development Capacity – Royal B
- Connecting to Serve ALL Students – Empire A
- Differentiation and the Power of the Partnership for 21st Century Skills (P21) Framework – Empire C
- Informing Instructional Improvement through Data Literacy – Empire B
- Previewing NC's Home Base<sup>SM</sup> System: "One Platform to Connect them All" – Crown A
- School-Based Accountability and a Balanced System of Assessments – Bull Durham B
- Using Quality Rubrics to Evaluate Resources – Crown B
- Using the TPACK Toolkit to Inform Digital Teaching and Learning – Bull Durham A

### REMODELING SESSIONS

1:00-2:30PM

- "Access for All": Exceptional Children – Royal A
- The Arts – Royal B
- English Language Arts – Crown A
- Leaders with Leaders – Empire C
- Math – Crown B
- Responsiveness to Instruction and the New Standards – Bull Durham B
- Social Studies – Empire A
- Understanding Inter-Rater Reliability – Empire B
- World Languages – Bull Durham A

### REMODELING SESSIONS

3:00-4:30PM

- Career-Technical Education – Royal A
- Comprehending: The Key to NC Read to Achieve – Royal B
- English Language Arts – Crown A
- Information and Technology – Bull Durham A
- Math – Crown B
- Science – Empire B
- Transitioning to the Online Evaluation System – Bull Durham B
- Using Professional Development to Ensure Improved Student Outcomes – Empire A
- Responsiveness to Instruction and the New Standards – Empire C

**LUNCH:** Empire Ballroom

**BREAKS:** Imperial Prefunction

**EVENT OFFICE:** Business Center

### FACILITATIVE TEAM TIME

3-HOUR PM SESSION – DAY 2

- IHE – Empire C

2013 SUMMER INSTITUTES • Building District and School-level Leadership Capacity to Change Teacher Practice and Student Outcomes

## **Appendix D: Resource to Support District Implementation of the New NC Standard Course of Study**

**District implementation plans for the new NC Standard Course of Study include supporting evidence for the following statements:**

<b><i>District Implementation Plan Template</i></b>
Our district/charter has a strategic plan for the deployment of Common Core State Standards and North Carolina Essential Standards professional development in preparation for classroom implementation by 2012-13.
Our district's/charter's Common Core State Standards and North Carolina Essential Standards professional development goals are aligned with state initiatives.
Our district/charter has an implementation timeline in place for Common Core State Standards and North Carolina Essential Standards professional development.
Our Common Core State Standards and North Carolina Essential Standards professional development is aligned with and builds on existing professional development initiatives in the district/charter.
Our district/charter has a process in place for how we will communicate Common Core State Standards and North Carolina Essential Standards professional development initiatives and opportunities to all district staff.
Our district/charter has ensured that Common Core State Standards and North Carolina Essential Standards professional development activities are supported with up-to-date board-approved policies and procedures.
Our district/charter has designated key personnel who are responsible for various components of our Common Core State Standards and North Carolina Essential Standards professional development plan.
Our district's/charter's professional development team can articulate their role in our Common Core State Standards and North Carolina Essential Standards professional development plan.

<b>District Implementation Plan Template</b>
Our district/charter has a system for monitoring and evaluating our Common Core State Standards and North Carolina Essential Standards professional development plan.
Our district/charter has a specific plan for implementing the online modules as part of the blended Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has communicated with our local testing coordinator to ensure all staff has NC Registration login capabilities. (This is the same login information used to access NCFALCON.)
Our district/charter has utilized the LEA's assessment of staff's technology proficiency when planning Common Core State Standards and North Carolina Essential Standards professional development that differentiates to meet participants' needs with additional resources and training.
Our district/charter has ensured all staff has equitable access to technology for accessing Common Core State Standards and North Carolina Essential Standards professional development resources.
Our district/charter has determined that all online resources related to the Common Core State Standards and North Carolina Essential Standards are accessible in the LEA. (If resources are blocked due to local filtering policies, collaborate with your LEA technical services to unblock prior to professional development.)
Our district/charter has specific strategies for collaboration as we roll out Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has developed/provided an online community sharing space such as a wiki or existing learning management system to foster collaboration, teamwork, and cross-curricular planning related to our Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has collaborated with district/charter technology staff to determine if online PLCs, digital journals, etc. are an option.
Our district/charter has developed a plan for implementing PLCs (online and/or face-to-face) related to the Common Core State Standards and North Carolina Essential Standards.
Our district/charter has designated key personnel responsible for scheduling and monitoring PLCs related to the Common Core

<b>District Implementation Plan Template</b>
State Standards and North Carolina Essential Standards.
Our district/charter has designated key personnel to be responsible for monitoring and recording the progress of staff in completing online and face-to-face Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has specific strategies for integrating AIG into Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has specific strategies for integrating EC into Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has specific strategies for integrating ELD standards into Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has specific strategies for integrating Information and Technology standards into Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has specific strategies for integrating 21 <sup>st</sup> century skills into Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has specific strategies for the integration of 21 <sup>st</sup> century tools in Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has a specific plan for delving into the Crosswalk documents during Common Core State Standards and North Carolina Essential Standards professional development.
Our district/charter has a specific plan for delving into the Unpacking documents during Common Core State Standards and North Carolina Essential Standards professional development.
Our teachers know what students are expected to know, understand, and do in regards to the Common Core State Standards and North Carolina Essential Standards.
Our administrators know what students are expected to know, understand, and do in regards to the Common Core State Standards

<p><b><i>District Implementation Plan Template</i></b></p>
<p>and North Carolina Essential Standards.</p>
<p>Our teachers know how facilitating instruction for the Common Core State Standards and North Carolina Essential Standards will differ from the current <i>North Carolina Standard Course of Study</i>.</p>
<p>Our administrators know how facilitating instruction for the Common Core State Standards and North Carolina Essential Standards will differ from the current North Carolina Standard Course of Study.</p>
<p>Our district/charter has a plan for how to use the DPI PD Leads in each region for support in our Common Core State Standards and North Carolina Essential Standards professional development.</p>
<p>Our district/charter has a long-range plan in place for Common Core State Standards and North Carolina Essential Standards professional development for the next three years.</p>

## Critical Questions for Professional Development Implementation

<b>Reflection Phase</b>			
Develop and disseminate instructional resources and tools to build educator understanding of the new standards.			
Local Curricular Component	What do you have?	What do you need?	What Professional Development is needed to support this?
<b>Learning Targets</b> Power Standards/Essential Learning Targets			
<b>Instructional Sequence</b> Pacing Guides/Curriculum Maps			
<b>Recommended Delivery Practices</b> PLCs/Scheduling/Common Assessments			
<b>Recommended Resources</b> Content Area Resources /Textbooks/ Technology			
<b>District Assessment Guidance</b> Benchmark/Formative/Summative			
<b>Policies &amp; Regulations</b> Board Policy/Regulations and Procedures			

NCDPI Educator Recruitment and Development

## Critical Questions for Professional Development Implementation

### Planning Phase

Adapted from Guskey, 2000, pp. 79-81 and Guskey, 2002, pp. 45-51

<p><b>Level 1: Participants' Experiences &amp; Reactions</b></p> <p>What experiences enable participants to acquire the needed knowledge and skills to implement instructional change?</p>	<p><b>Level 2: Participants' Learning</b></p> <p>What knowledge and skills must the participating professionals demonstrate to implement change?</p>	<p><b>Level 4: Participants' Use of New Knowledge &amp; Skills</b></p> <p>What evidence-based practices are currently being used to most effectively and efficiently produce these outcomes?</p>
<p><b>Level 3: Organizational Support &amp; Change</b></p> <p>What organizational supports are currently in place in order for the practices, behaviors, and policies to be consistently implemented?</p>		<p><b>Level 5: Student Learning Outcomes</b></p> <p>What specific outcomes (participants and students) do we want to achieve?</p>

NCDPI Educator Recruitment and Development

## Critical Questions for Professional Development Implementation

<b>Planning Phase</b>		<b>Priorities</b> (based on current realities like staffing structure, budget, current direction) <b>CHOOSE NO MORE THAN 3</b>				
<b>Key Issues</b> (list all of the issues you have identified)						
	<b>Key Action Steps</b>	<b>Key Stakeholders</b> (who will you need to enlist? Who is the final decision maker? Who will potentially be impacted?)	<b>Resource Implications</b> (people, time, budget)	<b>Need</b>	<b>Have</b>	<b>Networking</b> (Who is doing something similar? With whom would you like to collaborate?)
<b>PRIORITY 1 GOAL</b> (Desired state described in a sentence)						
	<b>Key Action Steps</b>	<b>Key Stakeholders</b> (who will you need to enlist? Who is the final decision maker? Who will potentially be impacted?)	<b>Resource Implications</b> (people, time, budget)	<b>Need</b>	<b>Have</b>	<b>Networking</b> (Who is doing something similar? With whom would you like to collaborate?)
<b>PRIORITY 2 GOAL</b> (Desired state described in a sentence)						
	<b>Key Action Steps</b>	<b>Key Stakeholders</b> (who will you need to enlist? Who is the final decision maker? Who will potentially be impacted?)	<b>Resource Implications</b> (people, time, budget)	<b>Need</b>	<b>Have</b>	<b>Networking</b> (Who is doing something similar? With whom would you like to collaborate?)
<b>PRIORITY 3 GOAL</b> (Desired state described in a sentence)						

## Critical Questions for Professional Development Implementation

### Evaluation Phase

Adapted from Guskey, 2000, pp. 79-81 and Guskey, 2002, pp. 45-51

Evaluation Level	Level 1 Participant's reactions	Level 2 Participant's learning	Level 3 Organization support & change	Level 4 Participant's use of new knowledge and skills	Level 5 Student learning outcomes
What questions are addressed?	Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Was the room the right temperature?	Did participants acquire the intended knowledge and skills?	What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated and supported? Was the support public and overt? Were the problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared?	Did participants effectively apply the new knowledge and skills?	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?
How is the information gathered?	Questionnaires gathered at end of session	Documents Simulations Demonstrations Participant reflections (oral and written) Participant artifacts	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant artifacts   electronic evidences	Surveys and student work samples Structured interviews with participants and their supervisors Participant reflections (oral and /or written) Participant and student artifacts Direct observations Video, audio and electronic evidences	Student artifacts School data Surveys Structured interviews with students, parents teachers and/ or school leaders Participant artifacts
What is being measured or assessed?	Initial satisfaction with the experience	New knowledge and skills of participants	The organization's advocacy, support, accommodation, facilitation, and recognition	Degree and quality of implementation	Student learning outcomes: -cognitive (performance and achievement) -affective (attitudes and dispositions) -psychomotor (skills and behaviors)
How can the information be used?	To improve program design and delivery	To improve program content, format, and organization	To document and improve organizational support	To document and improve the implementation of the program	To focus and improve all aspects of program design, implementation and follow-up
When should the evaluation take place?	Immediately	About 30 days	To inform future change efforts  About 6 months	About one year	To demonstrate the overall impact of professional development  About two years

NCDPI Educator Recruitment and Development

## Appendix E: Department of Public Instruction RESA Professional Development Sessions

### 2011-12 School Year

Title	Description	Intended Audience
New NC Standard Course of Study	Participants review the new standards, examine resources, and work collaboratively to plan activities to use in training, guides, and/or courses at the local level. The district's implementation plan for the new NC Standard Course of Study (written at the 2011 Summer Institute) guides the development of activities.	District staff members who attended the 2011 Summer Institute and are responsible for planning both overall professional development and professional development for specific content areas.
District Fidelity Support Sessions	Up to six members of each district's professional development team (staff members who attended the 2011 Summer Institute) meet with staff members of the Department of Public Instruction to discuss progress on local implementation plans and areas for additional support.	Members from each district's professional development team.
Principal and Assistant Principal Training for the New NC Standard Course of Study	School administrators receive training on how to manage and coach teachers as they implement the new NC Standard Course of Study.	Principals and assistant principals.

## 2012-13 School Year

Title	Description	Intended Audience
New NC Standard Course of Study	Participants review the new standards, examine resources, and work collaboratively to plan activities to use in training, guides, and/or courses at the local level. The district's implementation plan for the new NC Standard Course of Study (written at the 2011 Summer Institute) guides the development of activities.	District staff members who attended the 2012 Summer Institute and are responsible for planning both overall professional development and professional development for specific content areas.
District Fidelity Support Sessions	Up to six members of each district's professional development team (staff members who attended the 2012 Summer Institute) meet with staff members of the Department of Public Instruction to discuss progress on local implementation plans and areas for additional support.	Members from each district's professional development team.
Education Value-Added Assessment System (EVAAS)	Attendees develop a deeper understanding of EVAAS in order to prepare them for making productive data-based decisions in their school or LEA. Participants review reports and various analysis tools available through EVAAS.	Teachers, principals and assistant principals, and central office leaders.
Creating a 21 <sup>st</sup> Century Classroom	Through hands-on activities, participants identify 21 <sup>st</sup> century skills in a classroom setting and participate in brainstorming ideas for inclusion of 21 <sup>st</sup> century skills across all disciplines. In addition, trainers used the Technology, Pedagogy and Content Knowledge model (TPACK) to reinforce the importance of evaluating technology use and effective integration.	Teachers, principals and assistant principals, and central office leaders.

<p>Academically and/or Intellectually Gifted (AIG)</p>	<p>These sessions support AIG teachers with implementation of the new NC Standard Course of Study with AIG learners. These AIG Institutes, "Supporting AIG Learners and the NC Standard Course of Study", support teams of AIG teachers from across the state with a professional development experience that they may replicate in their own LEAs, within a train-the-trainer framework. The various sessions will provide supporting tools and documents for districts to use themselves with their teachers, including Facilitator's Guides. Sessions included review of the development of resources for AIG teachers and how to support Paideia seminars, creativity and critical thinking with the North Carolina Standard Course of Study.</p>	<p>District AIG leads and AIG teams.</p>
<p>ACT and ACT Plan</p>	<p>Attendees explore best practices for the use of data from ACT Plan and ACT assessments to improve student success through teaching and learning tied to ACT's College and Career Readiness Standards. Topics include: how to use optimally the data from the student and school-based ACT Plan and ACT reports to improve classroom instruction, understanding the structure and content of assessment in ACT Plan and the ACT with hands-on activities, and a review of resources from ACT to use in developing instructional strategies.</p>	<p>Teachers and central office leaders.</p>
<p>New NC Standard Course of Study for Institutes of Higher Education</p>	<p>Faculty teams from colleges and universities focus on the transition from the current Standard Course of Study to the new Common Core State and NC Essential Standards for all content areas in order to implement the new standards in teacher preparation programs.</p>	<p>Staff and faculty members from colleges and universities.</p>

## 2013-14 School Year

Title	Description	Intended Audience
New NC Standard Course of Study	Participants review the new standards, examine resources, and work collaboratively to plan activities to use in training, guides, and/or courses at the local level. The district's implementation plan for the new NC Standard Course of Study (written at the 2011 Summer Institute) guides the development of activities.	District staff members who attended the 2013 Summer Institute and are responsible for planning both overall professional development and professional development for specific content areas.
District Fidelity Support Sessions	Up to six members of each district's professional development team (staff members who attended the 2012 Summer Institute) meet with staff members of the Department of Public Instruction to discuss progress on local implementation plans and areas for additional support.	Members from each district's professional development team.
High School Mathematics: Math I, II, and III	Instructional leaders have two days of professional development on quality instruction for Math I, Math II, and Math III standards, which are based on the Common Core State Standards adopted by the NC State Board of Education. Highlights of the professional development include opportunities for participants to focus on: <ul style="list-style-type: none"> <li>• Learning new CONTENT</li> <li>• Solving tasks in CONTEXT</li> <li>• Engaging in CONVERSATIONS</li> <li>• COMMUNICATING mathematical understanding</li> <li>• Making CONNECTIONS within mathematics and across disciplines</li> <li>• Building COHERENCE in the curriculum</li> <li>• CULTIVATING pedagogical diversity</li> </ul>	Members from each district's professional development team.

<p>Understanding Language: Language, Literacy and Learning in the Content Areas</p>	<p>This training will be for select school districts that have gone through informational webinars in the fall on the Understanding Language Initiative. Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. This effort seeks to improve education for all students – especially English Language Learners and Exceptional Children.</p>	<p>Members from each district’s professional development team.</p>
<p>Data Literacy</p>	<p>This session is for school and district-level educators who serve as members of a data team or who will be charged with building capacity to develop local data teams. Participants will work collaboratively as a team during the session to build an understanding of analyzing and utilizing relevant data (using real data from Home Base, EVAAS, and other data sources) to make informed decisions on a continuous basis and to develop plans of action that improve student achievement.</p>	<p>District teams that focus on data literacy.</p>
<p>Interpreting Data from ACT Explore, ACT Plan and ACT</p>	<p>District and school staff develop skills to interpret effectively the ACT Explore and ACT Plan student reports in order to communicate to students, teachers, and parents areas for academic improvement and career planning. All information supports the goal of improving student’s college and career-readiness.</p>	<p>Middle school counselors, school administrators and central office leaders.</p>

<p>ACT Explore, ACT Plan and ACT: Instructional Support Workshops</p>	<p>Attendees explore best practices for the use of data from ACT Plan and ACT assessments to improve student success through teaching and learning tied to ACT's College and Career Readiness Standards. Topics include: how to use optimally the data from the student and school-based ACT Plan and ACT reports to improve classroom instruction, understanding the structure and content of assessment in ACT Plan and the ACT with hands-on activities, and a review of resources from ACT to use in developing instructional strategies.</p>	<p>Middle school counselors, school administrators and central office leaders.</p>
<p>Home Base Refresher Sessions</p>	<p>These sessions provide participants with updates and reminders on critical components of Home Base: the North Carolina Educator Evaluation System and Schoolnet.</p>	<p>Home Base district leaders and their designees.</p>
<p>Read to Achieve</p>	<p>These sessions provide guidance on the implementation of the Read to Achieve program. Participants will learn details about the portfolio, summer reading camps, the State Reading Plan, and the Read to Achieve Alternate Test.</p>	<p>Teachers, elementary school administrators and district testing coordinators.</p>
<p>Professional Development for Institutes of Higher Education</p>	<p>Staff and faculty members have the opportunity to collaborate on topics related to educator preparation, beginning teacher support, and strengthening LEA partnerships. Specific topics are determined based on feedback from colleges and universities.</p>	<p>Staff and faculty members from colleges and universities.</p>

## **Appendix F: Department of Public Instruction Wikis**

A wiki is an easy-to-edit websites that allow multiple users to add and make comments on content. All of the wikis administered by the Department of Public Instruction are linked to a main page at <http://wikicentral.ncdpi.wikispaces.net/NCDPI+WikiCentral+Page>. Wikis administered by the Department of Public Instruction include:

- Academically and/or Intellectually Gifted (AIG) Programs: information on local district plans to serve AIG students, resources for district AIG coordinators and AIG teachers, and highlights of successful AIG students.
- Beginning Teacher Support Resources: resources for new teachers, including classroom management plans, grouping students, differentiating instruction, and grading.
- EVAAS: materials to guide teachers, administrators, and central office leaders through exploration of EVAAS and build understanding of the reports in the system.
- District Fidelity Support Sessions: resources and materials used during the district fidelity support sessions that are part of the yearly professional development cycle.
- Home Base: resources, modules, and documents to support educators in their use of Home Base, the State's new technology tool for teaching and learning.
- Summer Institute 2013 Wikis: collections of resources, presentation slides, and activities completed at Summer Institute 2013. Includes sessions completed for:
  - The Arts
  - Career and Technical Education
  - English Language Arts
  - English Language Development
  - Exceptional Children
  - Healthful Living
  - Information and Technology
  - Tools for Leaders
  - Mathematics
  - School Counseling
  - Social Studies
  - Science
  - World Languages
- Curriculum and Instruction Wikis: collections of resources to assist educators with the implementation of the new NC Standard Course of Study. Includes materials for:
  - The Arts
  - English Language Arts
  - English Language Development
  - Healthful Living
  - Digital Teaching and Learning
  - Mathematics
  - School Counseling
  - Science
  - Social Studies
  - World Languages
- Regional Wikis: collections of resources used in regional trainings in the State's eight regions.
- Connectivity Services: information on the State's work to bring high-speed direct internet access to all school districts.

- District and School Transformation: resources and training materials designed specifically to assist the State's low-performing schools.
- Honors Implementation: resources to assist school districts with the implementation of honors courses.
- Institutes of Higher Education: information for colleges and universities with educator preparation programs.
- K-3 Assessment: resources and updates on the work of the Department of Public Instruction's Office of Early Learning to design developmentally appropriate, individualized assessment for K-3 children.
- Positive Behavior Intervention and Support: resources for districts and schools implementing this approach to school-wide behavior management.
- 21<sup>st</sup> Century Skills: resources and materials to support educators who are integrating 21<sup>st</sup> century skills into their instruction.
- Regional Educator Facilitators: resources and presentation materials from the Department of Public Instruction's Regional Education Facilitators; they support beginning teachers and monitor Title II of the federal Elementary and Secondary Education Act (ESEA).

# Appendix G: Viewers' Guide for "NC Schools + Me" Television Program



## VIEWER'S GUIDE

### NC Schools + You: What Changes in Our Schools Mean for Parents and Students

**THURSDAY, SEPTEMBER 19, 10 PM | FRIDAY, SEPTEMBER 27, 4:30 PM**

Whether you are a parent, teacher or administrator – or an interested citizen concerned about the future of our public schools and our state – you probably are aware that there have been many changes in our schools over the last couple of years. There is much to know about teaching and learning in North Carolina, the progress we have made and the challenges that lie before us. It can even be difficult for educators who are in our schools every day to keep up with all of the new programs.



The North Carolina Department of Public Instruction (NCDPI) is pleased to present "NC Schools + You" in partnership with UNC-TV. This is a statewide TV broadcast featuring State Superintendent June Atkinson and colleagues from the North Carolina Department of Public Instruction (NCDPI). A studio audience comprising parents and business and community supporters have the opportunity to discuss new standards, assessments, accountability, parental involvement and more with Dr. Atkinson and her colleagues during this hour-long program.



This Viewer's Guide contains supplemental information to assist you while you view this program. As with the program, the guide covers:

- **Teaching and Learning:** What Students Are Learning and How
- **Measuring Performance:** New Assessments and Accountability Model; and
- **Parent Engagement:** How Parents Can Support Learning



We hope that you will find this Viewer's' Guide helpful to you as you view NC Schools + You. It is important for parents, educators and involved supporters to have as much information as possible about statewide efforts toward preparing our students to graduate ready for college, career and life.



*NC Schools + You will be available for viewing after the initial broadcasts. Visit [www.ncpublicschools.org](http://www.ncpublicschools.org) to get access.*



# 13 Things to Know about Common Core State Standards in North Carolina

Learn more at: <http://www.ncpublicschools.org/core-explained/>

- 1** The **Common Core is a set of standards for what students should learn and be able to do in mathematics and English language arts** from kindergarten through 12th grade.
- 2** The **Common Core State Standards are North Carolina's *Standard Course of Study* in mathematics and English language arts**. The State Board of Education approved the new standards for our state in 2010. Following two years of professional development for curriculum specialists, teachers and principals, the new standards were implemented in all North Carolina classrooms in 2012-13.
- 3** **Teachers participated** in the development and selection of the Common Core State Standards, and **the public provided feedback** before these new standards were selected.
- 4** The **Common Core State Standards grew out of conversation beginning more than five years ago between state superintendents from across the country and governors** from many states. Many of these state leaders felt that it made sense to work together on standards for student learning in these two important subjects that are taught everywhere. As a result, the National Governors Association and Chief State School Officers worked with top experts in these subjects and in education to create the new standards.
- 5** Having common standards in these two fundamental subjects means that publishers of textbooks and other learning resources will not need to create different textbooks to match each state's course of study. The **goal is for textbooks and other materials to be better and richer as a result**.
- 6** The Common Core will help students be competitive nationally when they graduate from high school and attend college or universities, and **it allows students who may have to move during their K-12 education to quickly fit into the academic program wherever they go. For military families, this is especially helpful**. The schools operated by the Department of Defense are participating in the Common Core.
- 7** **The Common Core State Standards are more rigorous than North Carolina's earlier standards**. As a result, new student assessments in mathematics and English language arts have been developed by North Carolina educators and were given for the first time during the 2012-13 school year. **These more rigorous standards mean that student test scores overall likely will drop in the first year they are given. This is a normal pattern any time a state increases expectations** for students and has happened before in North Carolina when standards were raised.  
  
This type of scenario is often seen in sports. For example, highly competitive marathon runners in the early 1900s posted times of about 2 hours 45 minutes for the men's marathon races. But, by the mid-1950s, that time would not have been highly competitive. The best runners were posting times of approximately 2 hours 15 minutes. Today, that time for the very best runners is only a few minutes over 2 hours. The standard for elite performance has gone up.
- 8** The new academic standards in mathematics provide a clear focus of content that must be mastered at each grade level, K-8. High School Standards specify the mathematics all students should study to be college and career ready. They are organized by the following **conceptual categories or themes: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Data**. Equally important are the **Standards for Mathematical Practice, describing the behaviors or 'habits of mind' of mathematically-proficient students**.



**9** The new academic standards in English language arts are organized by four skill categories:

- **Reading (Informational and Literary)**
  - Includes Reading Foundational Skills for K-5 students
- **Writing**
- **Speaking and Listening**
- **Language**

Students build their skills from kindergarten through high school to prepare them to be good readers, writers, speakers/presenters and listeners who use language appropriately for the task at hand. The new standards provide more opportunities for students to practice language arts skills in other subject areas and to focus more attention on reading material that is technical or non-fiction. Of course, literary text continues to be important in student learning. This aligns with the kind of reading and comprehension that students will be expected to have mastered in the workplace.

**10** Having organized standards for student learning in North Carolina is not a new idea. Our state has had a **Standard Course of Study for more than 50 years**. In subjects other than mathematics and English language arts, North Carolina teachers, university professors and business leaders have worked together to develop Essential Standards. Together each subject's set of Essential Standards and the Common Core State Standards make up North Carolina's *Standard Course of Study*, which is available free of charge online at <http://www.ncpublicschools.org/curriculum/>.

**11** Implementing the new *Standard Course of Study* is no more expensive than implementing other past revisions to the state's *Standard Course of Study*. What is different this time is that the State Board of Education chose to implement new standards in every subject at every grade in the same year. In the past, a few subjects were revised or replaced each year, and over time, the entire *Standard Course of Study* was updated a few subjects at a time. Costs for implementation include new textbooks and other resources, professional development for teachers and new assessments for students. Federal Race to the Top grant funds are available to offset some of these costs in North Carolina.

**12** The Common Core English language arts standards leave the decisions about the selection of literary and non-fiction texts for students up to school districts and local educators. **The standards contain no required reading list for teachers**, just suggestions of works that encompass a diverse catalogue of informational and literary text.

**13** The Common Core State Standards provide a rigorous level of standards for student learning in math and English language arts, and **local school districts still can accelerate learning opportunities for students who are academically gifted**. North Carolina's *Standard Course of Study* has always allowed for this flexibility to meet students' needs.

## TEACHING AND LEARNING

### What North Carolina Students are Learning and How

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North Carolina established a *Standard Course of Study* more than a century ago to determine competencies for each grade level and each high school course. The goal of the Standard Course of Study is to provide consistent academic standards for all students, no matter where they live or go to school. From time to time the Standard Course of Study is updated or overhauled to be consistent with current research, exemplary practices and national standards. North Carolina educators seek to provide the most appropriate education possible for all students in North Carolina.

To that end, the state Board of Education adopted the new Common Core State Standards and the North Carolina Essential Standards in 2010. These went into effect as the new Standard Course of Study for North Carolina public schools in fall 2012.



The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

The Common Core State Standards address what students learn in mathematics and English language arts. The North Carolina Essential standards address science, social studies, music, art and other subject areas.

**It is very important to note the clear distinction between content standards and curriculum.** Standards are the skills and competencies that a student must know and master from one grade level to the next. Curriculum is the set of instructional tools that educators use in order to ensure that students meet those standards. While the NCDPI and the state Board of Education provide the Standard Course of Study content standards, local teachers and team leadership have flexibility to craft the curriculum to help students meet standards.

For example, a standard for Grade 3 mathematics is that a student must have developed an understanding of fractions as numbers. There are a number of options for a third-grade teacher to ensure that this standard is met. Teachers have flexibility in relaying this information to students through a combination of textbook material and classroom activities.

For more information on the new Common Core State Standards, please visit <http://www.ncpublicschools.org/core-explained/>. For more information on the *Standard Course of Study*, please visit <http://www.ncpublicschools.org/curriculum/>.

# MEASURING PERFORMANCE

## New Assessments and Accountability Model

### ASSESSMENTS

Taking tests is a part of learning and a key way to be sure that students are on track with what they need to accomplish. Assessments also give teachers and principals information about how well they are covering the *Standard Course of Study*.

Good testing data helps ensure that students master content and that teachers can focus on specific areas where their students might need extra attention. Good, responsible assessments are crucial to good learning and student success. North Carolina's assessments are aligned to our Standard Course of Study and developed by North Carolina educators.



Students in North Carolina public schools take the following assessments:

#### *Elementary and Middle Grades*

- |   |                                     |                           |
|---|-------------------------------------|---------------------------|
| 3 | Reading and Math End-of-Grade Tests |                           |
| 4 | Reading and Math End-of-Grade Tests |                           |
| 5 | Reading and Math End-of-Grade Tests | Science End-of-Grade Test |
| 6 | Reading and Math End-of-Grade Tests |                           |
| 7 | Reading and Math End-of-Grade Tests |                           |
| 8 | Reading and Math End-of-Grade Tests | Science End-of-Grade Test |

*High school students* take End-of-Course (EOC) Tests in English II (10th grade), Biology and Algebra I (middle school students who take high school courses will take EOC tests in middle school).

Other assessments given in high school include:

- ACT Explore
- ACT Plan
- ACT
- WorkKeys

Common exams are given in other courses to provide a common final exam for students and to provide an important measure of teacher effectiveness. Why is that important? Because teacher evaluation should include a measure of how much students have grown academically.

In most years, test results are provided to parents before the end of the school year. Because all assessments were new for the 2012-13 school year, results are delayed until October to allow time for standard-setting.

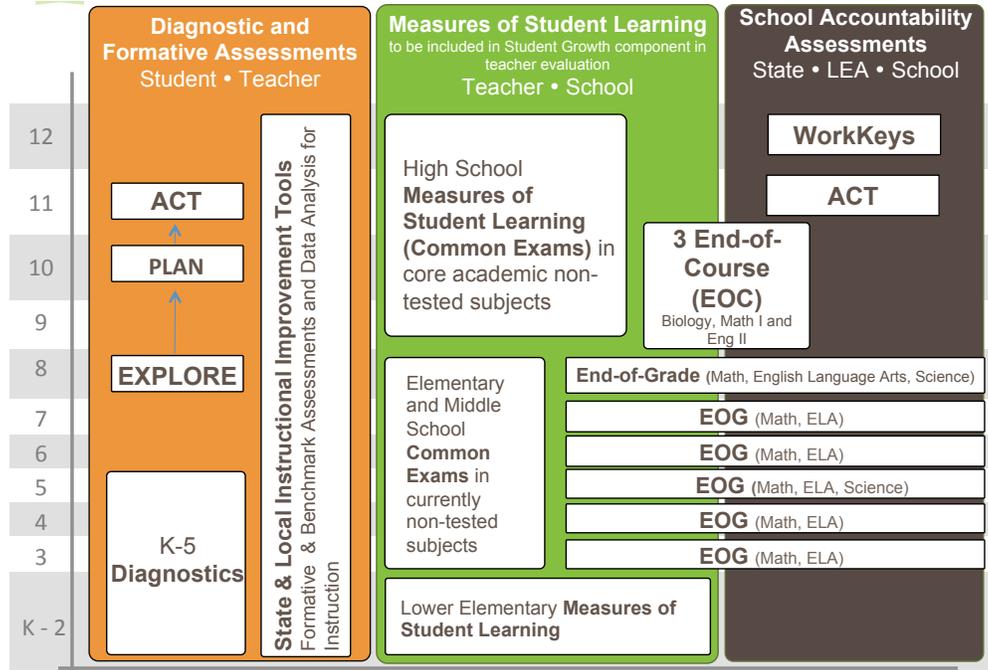
More technical information on the how's and why's of assessments can be found at <http://www.ncpublicschools.org/accountability/>.



## Key Things to Know for Testing and Accountability

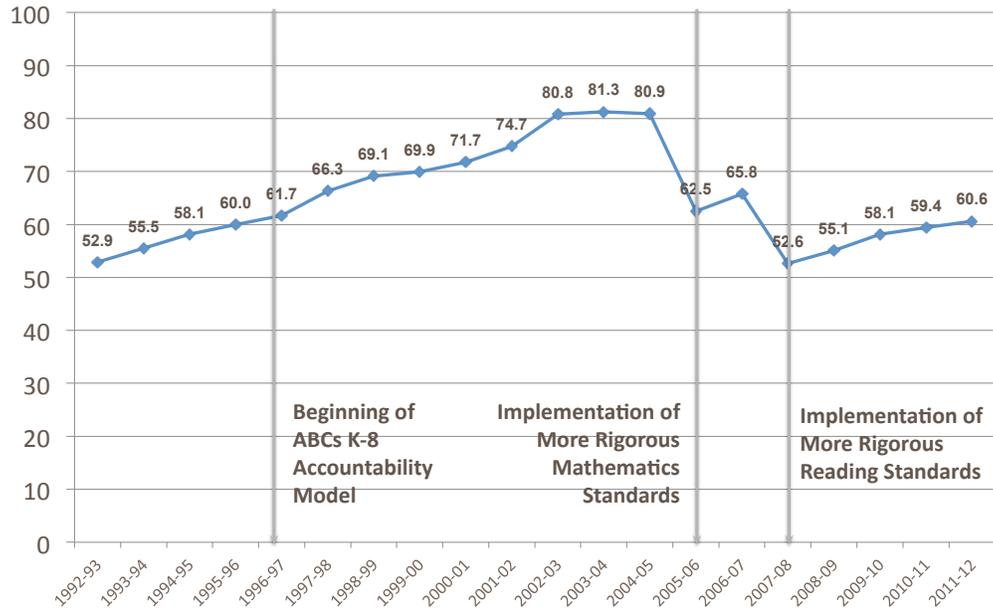
- 1 The key to the transition to new assessments is the complete assessment system which comprises not only end of the year tests, but also classroom assessments and benchmark/interim assessments. The classroom/benchmark/interim assessments provide information on what a student is learning and identify areas where a student may need additional instruction throughout the year. The combination of these assessments ensure students are prepared to be successful at the next grade level, and ultimately prepared for college and career after high school.
- 2 The foundation of all of these assessments is the State Board of Education's adoption of new content standards. These standards, the Common Core State Standards in English language arts and mathematics and the Essential Standards in science, are more rigorous than previous content standards and are aligned to college and career readiness expectations. Thus, the new assessments, aligned to these standards, measure a student's performance on grade level content standards that are more demanding.
- 3 The new end of year assessments, administered at grades 3-8 and at the conclusion of the Math I (previously Algebra I/Integrated Mathematics I), English II, and biology courses, were implemented for the first time in 2012-13.
- 4 The new assessments include three new item types: (1) gridded response items on grades 5-8 mathematics end-of-grade tests and Math I end-of-course tests, (2) constructed response items on English II, and (3) technology-enhanced items on the science online assessments. These item types are more engaging for students and they provide an opportunity for a student to respond to the questions in a way that shows (or demonstrates) more of what they need to know and are able to do.
- 5 Likewise, there is an online administration option for the science assessments and for the end-of-course tests. Feedback from students who have participated in the online assessments is very positive and confirms that students prefer the online environment to the paper/pencil world of bubble sheets. The goal is to continue expanding the online assessment option, and to eventually have all assessments delivered online.
- 6 Student scores for 2012-13 are delayed until early fall 2013 while the required statistical analysis and scoring processes are completed. Parents and students can expect to receive score reports in early October. The scores are expected to be lower, as they will reflect the increased rigor of the content standards.
- 7 The 2012-13 READY Accountability Report will be presented to the State Board of Education at its October meeting for approval. With this report, parents will have access to two important pieces of information about their child's school: (1) the percent of students at each school who met proficiency on the state tests, and for high schools only, other college/career expectations, and (2) each schools' Education Valued Added Assessment System (EVAAS) report which provides a growth measure of student performance.

# Comprehensive Assessment System



The Comprehensive Assessment System chart provides parents with a snapshot look at which assessments your child will take in a specific grade or grade level. Simply find your child's grade on the far left column and read across to discover which assessments are given.

## 1992-93 to 2011-12 EOG General Test Multiple Choice Test Results Statewide Percent of Student at or above Level III in BOTH Reading and Mathematics



This chart shows the trends in multiple test scores for reading and mathematics over the last two decades in North Carolina public schools. Typically, when new assessments are introduced, and/or standards for learning are increased, a drop in scores are expected (as was experienced with new math and reading standards in 2005-06 and 2007-08, respectively). With new assessments having been given during the 2012-13 school year, it is fully expected that a drop in scores will occur when results are released in fall 2013.

## How do we evaluate teachers?

We know that teachers make a big difference in students' lives. Research shows that an effective teacher has a major impact on how much a student learns each year. On the other hand, an ineffective teacher can hinder student learning.

North Carolina wants teachers to be strongly prepared to do the best job possible. Teachers in North Carolina must be licensed and have appropriate college degrees to teach specific subjects and grades.

Ongoing professional development helps educators stay up to speed on the latest in instructional practices. This is provided at both the state and local levels. To this end, the NCDPI Educator Effectiveness initiatives provide leadership, technical assistance, professional development resources and additional services to school districts and charter schools.

Teachers and principals are evaluated annually with the goal of continually improving their knowledge, skills and craft. In the past few years, the evaluation tool was changed to include a measure of how much teachers' students grow academically. The tests students take at the end of the year or at the end of the course are used for this purpose. Some of these tests also are used as final exams for students and as measures of accountability for the schools as a whole.

For more information on the Educator Evaluation System, visit <http://www.ncpublicschools.org/effectiveness-model/>.



## They Just Want to Fire Me! NC's Educator Effectiveness Myths Debunked

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Anytime we face changes in the way that we are being evaluated on the job, it makes us nervous and raises concerns and questions. For teachers and other educators in North Carolina who are in a new evaluation system, it's no surprise that questions and concerns are being discussed.

The standards that define excellence in teaching are higher today because the stakes are high for students and our state. Teachers face increasing challenges as they seek to deliver quality classroom instruction, and North Carolina has created several key supports for their work.

It is important not only for educators themselves to know, but also for parents and community supporters of education, that NC's Educator Evaluation System sets higher standards and also provides educators with a refined, more accurate definition of a job well done. It also offers better information to help teachers and principals focus together on how to elevate teaching and on how to improve teaching practice.

It's not easy, but the end result has become a stronger evaluation system that clearly measures good teaching, provides better feedback for teachers and incorporates the key outcome of education – student learning – into the system.

It is the goal of the NC Department of Public Instruction to help good teachers get better. But as with any employee evaluation system, there are concerns and myths to address. With those concerns in mind, let's address some common myths:

**MYTH: The goal of the NC Educator Evaluation System is to identify the worst teachers.**

**FACT:** The NC Educator Evaluation System is about identifying our state's most effective teachers so that everyone can learn from them. The new model also aims to identify teachers who need additional support. Once that identification is made, administrators will strive to provide solid and meaningful support to help teachers improve. Teachers need specific feedback on their strengths and areas for growth so that professional development can be more tailored to needs and less "one size fits all."

**MYTH: I will be identified as a bad teacher if I teach Exceptional Children, low-achieving students or in a low-achieving school.**

**FACT:** Data from the Educator Value-Added Assessment System (EVAAS) show that some of the most effective teachers in the state are those who teach EC students or students who are struggling with academics. Teachers in low-achieving schools receiving support from NCDPI also tend to fare well on EVAAS scores. It is critical to remember that EVAAS and the NC Educator Evaluation System focus on growth, not proficiency.

**MYTH: Common sense will tell us who the good teachers are.**

**FACT:** Anyone who teaches knows that it is a profession that involves a complex set of skills, talents and frequent decisions about serving each student's needs. There are numerous methodologies, strategies and activities that comprise great teaching.

"Good teaching" manifests itself in a variety of ways. One of the primary ways is in higher outcomes for students. We must assess good teaching by taking a closer look at the five standards that have been employed, with the addition of the sixth standard that measures student growth. This provides a richer, more comprehensive context for evaluation.



**MYTH: If some of my students do not show growth during the school year, I am going to be fired.**

**FACT:** NC's Educator Evaluation System requires the use of three years of student growth data – potentially hundreds of students, for a high school teacher – before there are required interventions for teachers who do not make expected growth with students. Those interventions include monitored or directed growth plans and time to improve, but they do NOT include automatic dismissal.

**MYTH: Everyone knows that teachers don't improve noticeably after their fourth or fifth year in the classroom. This means that longer-term teachers might be at higher risk with the new evaluation system.**

**FACT:** Some research suggests that there can be a "plateau" effect among teachers who have been in the profession for several years. The NCDPI acknowledges, however, that this does not have to be the case, and that we all are responsible for avoiding this phenomenon.

Teachers, just like our students, should be constantly growing and honing their craft. A closer look at the types of professional development that the NCDPI and local districts can offer teachers must be a part of an overall strategy to retain good teachers and ensure that they grow in their profession, just as we expect students to continually grow in their learning.

**MYTH: The new evaluation system will mean that we will be testing students more, in order to assess teachers.**

**FACT:** The only tests that are being added are the common exams, which will provide a method for assessing student growth for subject areas that have not traditionally been tested, such as social studies. These will be important in – but only one part of – assessing teachers' performance. There will be no tests added in courses/subjects that have traditionally required end-of-course or end-of-grade tests. In order for the NC Educator Evaluation System to be fair of all teachers, everyone must have a measure of how their teaching impacts the learning of their students. The common exams, also called measures of student learning, can be used as a test grade for students in the class if local districts choose to do so.

Teams of NC teachers are developing the common exams, and they should replace final exams that were previously created by individual teachers.

# PARENT ENGAGEMENT

## How Parents Can Support Learning

Parent involvement in a student's education is important. Simply put, the greater the parents' involvement with their child's learning, the greater the chances of the child's success in school and beyond.

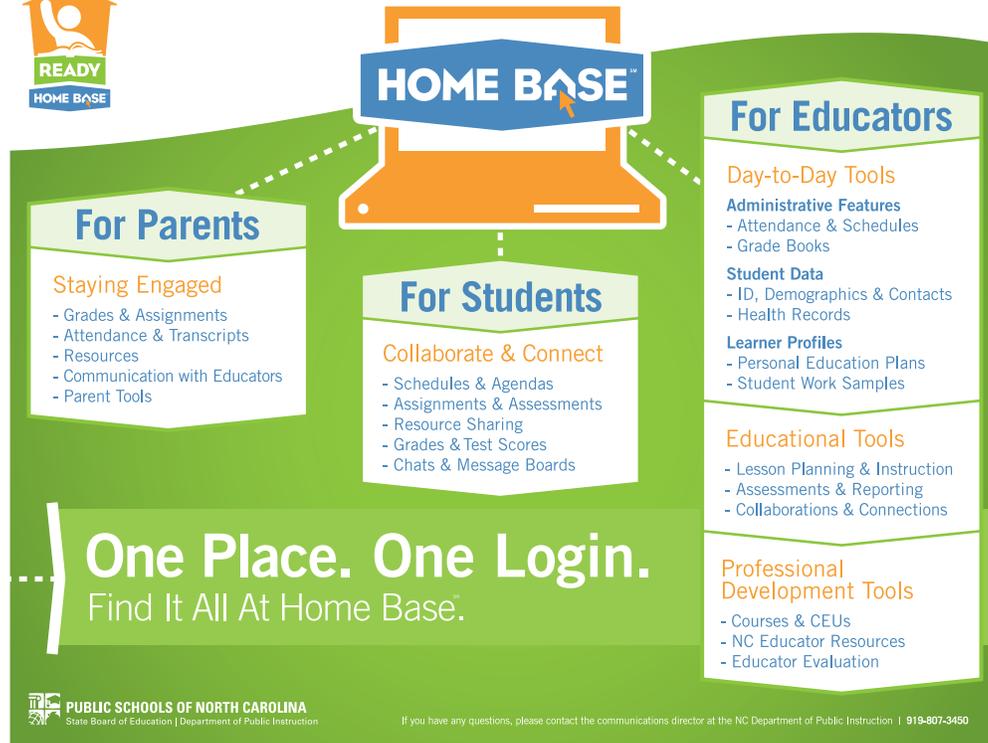
Educators know that parental engagement and support in learning can make all the difference, and they welcome a deeper level of involvement. And with technology, time or distance are not the barriers they once were.

Below are some resources that can help parents as they seek to increase support of their children's learning experience.

### HOME BASE

Home Base is a statewide, instructional improvement (IIS) and student information system (SIS) for teachers, students, parents and administrators. Teachers now use Home Base to access student data and teaching and learning resources. Students access their schoolwork, grades, and learning activities. Parents view their child's attendance and progress, and administrators can monitor data on students, teachers and schools.

<http://www.ncpublicschools.org/homebase/>



**For Parents**

**Staying Engaged**

- Grades & Assignments
- Attendance & Transcripts
- Resources
- Communication with Educators
- Parent Tools

**For Students**

**Collaborate & Connect**

- Schedules & Agendas
- Assignments & Assessments
- Resource Sharing
- Grades & Test Scores
- Chats & Message Boards

**For Educators**

**Day-to-Day Tools**

**Administrative Features**

- Attendance & Schedules
- Grade Books

**Student Data**

- ID, Demographics & Contacts
- Health Records

**Learner Profiles**

- Personal Education Plans
- Student Work Samples

**Educational Tools**

- Lesson Planning & Instruction
- Assessments & Reporting
- Collaborations & Connections

**Professional Development Tools**

- Courses & CEUs
- NC Educator Resources
- Educator Evaluation

**One Place. One Login.**  
Find It All At Home Base™.

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

If you have any questions, please contact the communications director at the NC Department of Public Instruction | 919-807-3450

## ELEVATE YOUR CRAFT

The READY plan empowers educators and parents to give our children an education that properly prepares them for their next big steps after graduation – college, career and adulthood. The plan is part of North Carolina’s commitment to providing the tools we need to most effectively achieve that goal.

READY’s Home Base<sup>SM</sup> technology platform is an all-encompassing resource to elevate the craft of teaching and help our children succeed. Think of Home Base as the starting point for success.

## SUPPORTING EDUCATORS

You play the most important role in our students’ learning. To help them reach their full potential, you need a tool to help you reach yours, instructionally and professionally.

Home Base was designed with input from your peers to ensure you have access to actionable student insight, teaching best practices and collaborating with your fellow educators across the state. It will set us apart from the rest of the nation as a model of how an intuitive, robust technology tool enables you to make more meaningful teaching decisions, which will greatly impact the success of your students.

We know each of you has your own methods and needs. That’s why we built Home Base with you in mind, enabling you to use it to best meet your specific needs. Your input and involvement are vital to its success. The more you put in, the more you will get out. And even as it continues to grow and evolve, individualization and ease of use are always the top priorities.

Home Base is quite literally your home base, where you can easily find instructional and professional tools in one place – under one login. It’s where you take attendance, post grades, create your lesson plans, and communicate with students, parents and other educators. You have access to assessment data, as well as the ability to create and deliver assessments. You can earn Continuing Education Units through Home Base, as well as have access to professional development resources and educator evaluation data. All of this and more will be available in a suite of technology tools housed in one place.

This is merely skimming the surface of what Home Base is and will become. As it rolls out in phases, we will always be mindful of elevating your craft with the focus always on student achievement.

## HELPING PARENTS AND STUDENTS THRIVE

As a parent, you are critical to your child’s success. Your involvement in his or her education not only supports your child but also teachers. In turn, Home Base supports you and your child with a technology tool that better prepares him or her for the next level, whether that’s the next grade or the next big steps after graduation.

At its most basic, Home Base lets you view your child’s grades, assignments and attendance. But it’s much more robust than that. If your child is having problems with a particular subject or homework assignment, Home Base enables you to search for specific resources that can help him or her succeed. You can also reach out to other parents for help and insight, as well as communicate privately with teachers.

For students, Home Base can make the difference between doing well at school and excelling. In the broadest sense, you will gain valuable skills that set you apart by interacting with such an advanced technology tool. Not only will you have access to your schedules, class agendas, assignments, grades and test scores, but Home Base also is the hub where you store your work and turn in assignments. You will be empowered to collaborate and share helpful insight with other classmates, and you will have access to textbooks and other digital resources.

*Our state is committed to helping better prepare our children for the world they will live in. As we all recognize, the skills they need today and tomorrow are much different than the ones needed yesterday. Together we must embrace this change to elevate our students, and Home Base is a major step in making sure they will succeed.*

## NCPTA RESOURCES

The North Carolina PTA (NCPTA) provides tools to help local PTAs, families, educators and youth who are committed to helping children learn in a healthy environment. NCPTA collaborates with statewide and local organizations and business to provide families in NC with current public education information and important parent engagement resources. <https://ncpta.org/index.php/resources/>



## COME ON, GET INVOLVED!

Everyone knows that reading to and with your child will help to enhance learning. A child who knows how to read and read well has the foundation needed to master all other subject areas.

There are, however, many other tips for parents to help their children in school that might seem simple but not always readily apparent. Here are a few links to resources to help:

- 44 Proven Ideas Parents Can Use to Help Their Children Do Better in School (from Reading Is Fundamental) – Simple ideas for how to help improve study habits and reinforce learning at home to increasing motivation and building responsibility. <http://www.rif.org/us/literacy-resources/articles/44-proven-ideas-parents-can-use-to-help-their-children-do-better-in-school.htm>
- Parent Partnership Resources (from the National Education Association). How to navigate a parent-teacher conference; working to improve school conditions; and downloadable brochures on helping your child succeed academically. <http://www.nea.org/parents/>

## WEB RESOURCES

**READY** – <http://www.ncpublicschools.org/ready>

Basics about the NCDPI's READY initiative, the time line for our work and how all the pieces fit together.

**Home Base** – <http://www.ncpublicschools.org/homebase>

An overview of the state's new suite of technology tools for teachers, parents and students.

**Race to the Top** – <http://www.ncpublicschools.org/rttt/>

North Carolina's Race to the Top plan and all the technical details, including RttT contacts.

**Educator Effectiveness** – <http://www.ncpublicschools.org/educatoreffectiveness/>

Professional Development resources for educators in public and charter schools.

**Common Core Explained** – <http://www.ncpublicschools.org/core-explained/>

A portal for presentations, podcasts, videos and other helpful resources related to the Common Core State Standards.

**Assessments and Accountability** – <http://www.ncpublicschools.org/accountability/>

Discover information around new assessments and the new accountability model.

**District and School Transformation** – <http://www.ncpublicschools.org/schooltransformation>

See how and where the NCDPI's DST division is intervening to help in schools of greatest academic need.

**NC PTA Brochures** – <http://www.ncpta.org/parent/CommonCoreStandards.html>

Find printable brochures on the new Common Core State Standards for all grade levels.

## **Appendix H: Assessment Items Available to Teachers for Instructional Use through Home Base**

<b>Subject Area</b>	<b>Number of Assessment Items Available through Home Base</b>
English Language Arts, Grades 3-8	5,453
English II	593
Mathematics, Grades 3-8	11,186
Math I	2,376
Science, Grades 3-8	7,850
Biology	2,665
Physical Science	603
Chemistry	596
Earth and Environmental Science	594
Social Studies, Grades 7-8	43
Global Geography	131
World History	524
American History I	124
American History II	517
Civics and Economics	617
<b>TOTAL</b>	<b>33,872</b>

## **Appendix I: Race to the Top Spending by District and Charter Schools in Support of the New NC Standard Course of Study and Increased Technology Infrastructure**

Each school district and charter school receiving funding through Race to the Top must submit a detailed scope of work to outline how they will spend funds in support of state goals. The Department has reviewed these plans and identified activities and funding specifically for the implementation of the new NC Standard Course of Study and technology to support learning. Additionally, the Department tracked expenditures from years 1 – 3 and budgeted expenses from year 4 of Race to the Top. These amounts are detailed in the table below:

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Alamance-Burlington	214,318	795,000	1,009,318
Alexander County	282,456	126,967	409,423
Alleghany County	95,653	73,301	168,954
Anson County	599,888	0	599,888
Ashe County	328,546	0	328,546
Asheboro City	741,386	180,620	922,006
Asheville City	850,485	0	850,485
Avery County	201,534	100,518	302,052
Beaufort County	202,424	730,967	933,391
Bertie County	567,800	0	567,800
Bladen County	175,141	740,452	915,593
Brunswick County	380,863	974,941	1,355,804
Buncombe County	1,964,969	727,070	2,692,039
Burke County	955,855	348,044	1,303,899
Cabarrus County	1,374,132	0	1,374,132
Caldwell County	398,220	694,869	1,093,089
Camden County	30,151	27,221	57,372

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Carteret County	69,553	152,701	222,254
Caswell County	257,700	0	257,700
Catawba County	878,196	0	878,196
Chapel Hill-Carrboro	441,341	0	441,341
Charlotte-Mecklenburg	1,679,997	3,931,215	5,611,212
Chatham County	248,649	333,703	582,351
Cherokee County	93,490	354,998	448,488
Clay County	49,164	55,776	104,940
Cleveland County	50,000	2,589,607	2,639,607
Clinton City	156,171	302,854	459,025
Columbus County	382,461	0	382,461
Craven County	767,912	711,639	1,479,551
Cumberland County	2,035,024	5,723,852	7,758,876
Currituck County	161,754	6,400	168,154
Dare County	0	0	0
Davidson County	895,282	298,238	1,193,520
Davie County	131,002	186,052	317,054
Duplin County	21,500	0	21,500
Durham County	0	1,727,000	1,727,000
Edenton/Chowan	164,698	164,005	328,703
Edgecombe County	111,105	230,083	341,187
Elkin City	56,395	43,650	100,045
Winston-Salem/Forsyth	1,343,459	1,410,531	2,753,990
Franklin County	282,590	606,918	889,508

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Gaston County	1,031,074	3,129,866	4,160,940
Gates County	31,974	121,511	153,485
Graham County	151,971	25,537	177,508
Granville County	169,208	194,170	363,378
Greene County	31,232	450,372	481,604
Guilford County	2,262,626	4,900,917	7,163,543
Halifax County	89,631	451,000	540,631
Harnett County	885,000	1,507,550	2,392,550
Haywood County	11,498	456,859	468,357
Henderson County	225,906	974,676	1,200,582
Hertford County	120,266	178,406	298,672
Hickory City	269,571	0	269,571
Hoke County	183,527	745,439	928,966
Hyde County	36,081	68,000	104,081
Iredell-Statesville	752,765	177,597	930,362
Jackson County	33,713	340,576	374,289
Johnston County	0	2,579,981	2,579,981
Jones County	34,328	145,281	179,609
Kannapolis City	300,320	90,350	390,670
Lee County	216,077	99,889	315,965
Lenoir County	154,545	863,967	1,018,512
Lexington City	0	898,640	898,640
Lincoln County	332,150	470,027	802,177
Macon County	48,162	437,179	485,341

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Madison County	137,872	178,200	316,072
Martin County	0	511,836	511,836
McDowell County	278,689	371,993	650,682
Mitchell County	59,015	116,849	175,864
Montgomery County	0	0	0
Moore County	360,000	681,607	1,041,607
Mooresville City	178,658	10,056	188,714
Mount Airy City	245,851	52,920	298,771
Nash-Rocky Mount	146,212	2,221,241	2,367,453
New Hanover County	823,735	1,590,986	2,414,721
Newton-Conover	118,284	64,000	182,284
Northampton County	282,769	108,674	391,443
Onslow County	218,045	2,461,624	2,679,669
Orange County	253,759	0	253,759
Pamlico County	139,854	48,617	188,471
Elizabeth City/Pasquotank County	261,479	519,467	780,946
Pender County	561,222	0	561,222
Perquimans County	104,861	91,690	196,551
Person County	389,006	98,000	487,006
Pitt County	1,253,978	546,335	1,800,313
Polk County	0	185,695	185,695
Randolph County	0	2,188,448	2,188,448
Richmond County	320,968	624,313	945,282
Roanoke Rapids	199,275	170,817	370,092

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Robeson County	1,101,734	2,526,568	3,628,302
Rockingham County	532,592	443,142	975,734
Rowan-Salisbury	918,912	215,000	1,133,912
Rutherford County	47,651	1,247,723	1,295,374
Sampson County	844,628	232,700	1,077,328
Scotland County	908,310	301,652	1,209,962
Stanly County	225,943	404,400	630,343
Stokes County	74,765	383,404	458,169
Surry County	698,149	208,600	906,749
Swain County	65,534	70,000	135,534
Thomasville City	300,621	0	300,621
Transylvania County	15,047	341,296	356,343
Tyrrell County	46,153	0	46,153
Union County	778,620	0	778,620
Vance County	341,811	522,889	864,700
Wake County	1,413,541	1,141,964	2,555,505
Warren County	55,657	165,286	220,943
Washington County	0	33,785	33,785
Watauga County	240,368	0	240,368
Wayne County	375,000	696,502	1,071,502
Weldon City	17,250	223,786	241,036
Whiteville City	301,662	143,396	445,058
Wilkes County	615,892	423,261	1,039,153
Wilson County	120,384	795,360	915,744

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Yadkin County	36,067	440,069	476,136
Yancey County	58,722	251,327	310,049
Alpha Academy	27,125	10,000	37,125
American Renaissance Middle	15,517	0	15,517
Arapahoe Charter School	0	24,685	24,685
Art Space Charter	0	18,290	18,290
Arts Based Elementary	0	9,698	9,698
Bethel Hill Charter	15,350	0	15,350
Carter Community	11,300	22,120	33,420
Crossnore Academy	24,880	48,027	72,907
Dillard Academy	0	41,635	41,635
Gaston College Preparatory	10,000	0	10,000
Guilford Preparatory	11,442	24,172	35,614
Healthy Start	45,000	24,176	69,176
Hope Elementary	2,500	0	2,500
Kennedy Charter Public	0	27,839	27,839
Kinston Charter Academy	0	0	0
KIPP Charlotte	16,217	1,271	17,488
Learning Center	0	12,467	12,467
Maureen Joy Charter	44,941	0	44,941
Quality Education	17,741	0	17,741
Rocky Mount Charter	0	0	0
Sallie B. Howard School	87,664	0	87,664
Success Institute	0	0	0

<b>District/Charter School</b>	<b>Amount Spent on Implementation of New Standards</b>	<b>Amount Spent on Technology to Support Learning</b>	<b>Combined Amount</b>
Sugar Creek Charter	0	116,255	116,255
The Children's Village	24,593	5,629	30,222
The Community Charter	11,113	0	11,113
Torchlight Academy	10,416	47,701	58,117
Wilmington Preparatory	0	0	0
<b>TOTAL</b>	<b>\$43,857,232</b>	<b>\$68,146,424</b>	<b>\$112,003,656</b>

Note: Data on state expenditures is found in Table Seven on Page 26. The total amount spent by districts and the state to implement the new NC Standard Course of Study is \$65,880,233 (this amount excludes funding for technology).