



SBE Review

NCAE CTL

November 4, 2010

SBE recognized the 2010 Presidential Awards for Excellence in Science

Congratulations to NCAE member from East Chapel Hill High School: Judith Jones

The 2010 Math and Science Finalists were recognized: Congratulations to NCAE members:

Rebecca Pearce of Guilford County (who also shared with the SBE how the PDA technology tools enhance her teaching struggling students this year).

K-6 Science Finalists members: Zebetta King of Wake and Amanda McLean of Caldwell

Social Studies Curriculum Updates!

The goal of the new essential standards for the NC Standard Course of Study in Social Studies is a balanced and effective social studies program in grades K-12, that prepares students to be active, informed and responsible citizens. This balance approach includes character education as well as financial literacy. Draft II is online for feedback and consideration at <http://www.ncpublicschools.org/newsroom/news/2010-11/20101011-01>. For each grade the same filters and criteria were used to create enduring, measurable, clear and concise, prioritized and focused, rigorous and relevant standards. National and international resources were used as literacy components were embedded as the team wrote the standards. The writing team consisted of DPI staff, eleven University professors, eleven LEA content specialists, thirteen social studies organizations and fifty eight practicing classroom teachers. The social studies strands that create the framework are:

History, Geography and Environmental Literacy, Cultures, Economics and Financial Literacy, and Civics and Government.

HUGE change in high school sequence and courses required for graduation! United States History Part 1 **and** United States History Part 2 ; that would include one history book and an authentic assessment using historical documents with written response and eliminating the multiple choice assessment. Students taking AP US History would not be required to take the two new courses.

SBE gave a favorable response to the recommendation of four required Social Studies Courses: Civics and Economics, World History, US History I and US History II with new electives and revised electives.

The SBE will vote in December on the new NC SCS in Social Studies and possible assessment changes.

Other Globally Competitive Student Issues

1. Approved the proposed mathematics graduation requirement for the Future Ready Core Occupational Course of Study.
2. Approved the invitation to submit textbooks for K-12 English Language Arts. The textbooks must align to the Common Core Standards of ELA and have 21st Century skills sets.
3. Discussed issues surrounding credit recovery.
4. Discussed the report on compulsory attendance age and decided to expand the study group.

21st Century Professionals

1. The State Board of Education approved policy changes to TCP-A-004; Beginning Teacher Support Program. The changes make connections to the new Mentor Program Standards and Induction support rubric. Every five years LEAs will submit a report on how they are supporting new teachers and aligning the work with the program standards beyond the developing category. The revised policy can be found at <http://www.ncpublicschools.org/docs/stateboard/meetings/2010/10/tcp/10tcp01.pdf>.
2. Approved recommendations on requests for exceptions from licensure requirements in closed session and did not share data with public.

NC TWC Survey Report

The SBE received as information data on the 2010 TWC Survey.

During the Fall Regional Educational meetings Carolyn McKinney presented data to each region and discovered that many Local School Boards were not aware of the plethora of data to support strategies to improve working and learning conditions in schools.

A known fact is that the more aware staff are of the data and use the data appropriately, student achievement is impacted in a positive manner.

There are numerous connections in the NC Teacher Working Conditions to student learning conditions. Effective teachers need time to plan, supportive administrators and quality professional development tied to their needs.

The 2010 NC TWC Survey had three new constructs; instructional practices, community engagement, and managing classroom discipline.

What teachers say mattered **MOST** in promoting student Learning:

- **Professional Development—3.7%**
- **Community Support and Engagement—3.7%**
- **Teacher Leadership—6.6%**
- **School Leadership—7.2%**
- **Facilities and Resources—9.7%**
- **Planning Time during the day—14.3%**
- **Managing Student Conduct—14.8%**
- **Instructional Practices and Support—35.4%**

An 11.5% increase in the percentage of elementary students at or above grade level could be estimated for every one point increase in the mean, Managing Student Conduct average. Approximately 15% of the variance in student performance in high schools could be explained by a combined presence of all working conditions constructs. And while working conditions are critical, student poverty was the strongest predictor of performance.

21st Century Systems Notes

The SBE discussed in depth the draft proposal for the DHHS transition to reorganize the student services at the three residential schools as they move under NC DPI in 2011; NC Governor Morehead School for the Blind, NC Eastern School for the Deaf and the NC Western School for the Deaf. Recommendations include hiring seven new staff at DPI to assist with instructional and transportation issues, hire one Superintendent for the three sites and principals for each school. One recommendation is to close two of the schools and only have one residential site and the other two sites would be day centers for support. The final report is due to the Education Oversight Committee on December 3rd.

New Benefits and Employment Policy Manual

The SBE approved the 2010-11 Benefits Policies based on legislative and discretionary changes needed surrounding FMLA clarifications and changes based on federal issues. The new manual can be found here <http://www.ncpublicschools.org/docs/stateboard/meetings/2010/11/tcs/11tcs02.pdf> or here: <http://www.ncpublicschools.org/fbs/personnel/benefits/>

One of the major changes includes the definition of a “bona fide volunteer” based on the Retire/Rehire policies: **1.1.9 Volunteer**

As used in these policies, “bona fide volunteer” means an individual who:(a) Volunteers of his/her own free will; (b) Does not receive and does not expect to receive compensation (with no agreement or expectation of payment at a later date); and (c) Provides services which would normally be provided by an (unpaid) volunteer.

Volunteering is not employment; therefore, volunteers cannot be used to fill or hold any vacancies. Volunteering also must not affect or influence any future decisions the employer may make with regard to the volunteer’s possible employment in the local education agency.

NC DPI staff sought feedback on the proposed changes from Marge Foreman, in the NCAE GR Department.

More at Four Report



The State pre-school program; More at Four, has provided data showing the program impacts closing the school achievement gap between poor and middle class students. The SBE heard the report regarding the program's results. This report comes at a precarious time, as legislators will soon begin to search for ways to close the \$3.5 billion budget hole. Last year both More at Four and Smart Start were on the chopping block. Some of the services provided by these two different programs have been combined. Each program supports the school community in very different ways; Smart Start is more of a wrap-around approach while More at Four has a curriculum that certified teachers follow that connects to the NC SCoS.

Students who were enrolled in More at Four show the benefits years later, according to researchers from the FPG Child Development Institute at the University of North Carolina. The former More at Four students scored higher on state standardized math and reading tests given at the end of third grade than did poor children who did not enroll in the program. The state board reviewed a summary of years of research on the program that started enrolling children in January 2002.

The average reading and math scores for middle class children remain higher than poor children's averages. More at Four is worth a few points on standardized tests, helping boost student scores on math tests in 2007 and 2008 and closing the achievement gap by 31 percent, according to the study. The achievement gap in reading scores closed 37 percent on the 2007 test and 24 percent on the 2008 test. More at Four enrolls nearly 30,800 children. It is obvious that a stronger foundation in the early years has a positive impact on increasing the graduation rate and reducing the drop out rate.

Office of Early Learning website: <http://www.ncpublicschools.org/earlylearning/>

Race to the Top (RT3) Update

The NC DPI conducted twenty three regional meetings to provide technical assistance as LEAs create their Scope of Work in preparing to apply for the federal funds to support innovation, induction strategies, turning around low performing schools and closing the achievement gaps. The Department has established a separate website for educators to use as they work on their plan and address questions; <http://www.ncpublicschools.org/rttt/>

The RT3 funds must be spent in direct support of North Carolina's plan and its four main “pillars” of work:

- Great Teachers and Principals
- Quality Standards and Assessments
- Turnaround of Lowest-Achieving Schools
- Data System to Improve Instruction

Presentations to the SBE included an overview of how the CEDARS (Common Education Data Analysis and Reporting System) plan was connecting to the Agency IT Department and work. This connects to the new State CLOUD where a total of \$34,639,376 of the RT3 funds will be spent. The CLOUD will support the Learner Management System to provide a system and infrastructure to provide easier access to all educators and staff technology tools that will impact their work. Tools such as online formative assessments, diagnostic tools, data collection formats, etc.

RT3 funds will be used in the transition to the new curriculum standards and assessments. All stakeholders will need to understand the new standards based on essential skills and common core standards. Educators will need PD to better understand how to collect and use student data to make decisions on what strategies to implement. Some of the funds will assist LEAs that may implement performance incentives for staff working in low-performing schools.

There are funds that will be used for the statewide regional leadership academies to grow new school leaders, and support new administrators. The plan is to create two cohort groups of new principals in regions where the need is greatest. The Department will assist LEAs working on strategic staffing and strengthening staffing needs in LPS.

Professional Development will include innovative approaches as well as blended support for staff using face-to-face as well as online support. The Department hopes to expand resources to support staff and school communities and ensure that all partners who provide quality professional development have aligned their work with the RT3 plan and the SBE goals and objectives.

NCAE has been noted as an external partner in supporting the quality PD.