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NC SIP Connect

Program Improvement & Professional Development

/ Spring 2018

SHOUT OUT!

Congratulations to foundations of Mathematics instructor,

Philip Norman

for being named the 2018-19
**Watauga County Schools
Principal of the Year!**



Photo provided by Watauga County Schools

Read more: <https://goo.gl/19eKdf>

ECAC Update

ECAC will be conducting the, "Parents as Leaders: Telling Your Story" training on Saturday, April 21st in Pembroke. The training will be from 8:30 am – 3:30 pm. There will be stipends available upon request to help with the cost of childcare. Participants will be recruited primarily from the Sandhills region and families will be reimbursed for mileage. NCSIP Coordinators in this region will be emailed information about this training. This event is a collaborative effort between NCSIP and ECAC to create a statewide network of parents of children with disabilities who will share their story in teacher preparation courses. The universities currently participating in this project are NC State, ECU, UNC Pembroke and UNC Charlotte.

In addition to the benefits of parents sharing their stories with future teachers, these stories are a powerful way to connect parents with their child's school to help improve outcomes for children. The skills parents need to effectively communicate their story to future teachers can crossover to help families share their stories in other areas. These stories can be powerful at IEP meetings, Support Groups, PTA / PTO Meetings, Staff Development Sessions, School Board Meetings, Advisory Boards /Committees and Policy-Making Sessions.

For more information or to request materials contact Beverly Roberts at 1-800-962-6817 ext 323 or by email at broberts@ecacmail.org.

“I knew we had been improving student outcomes each year, but when I gathered the data to put into our infographic project, I was so excited to see just how much we had grown in two years!! NCSIP has enabled us to do so much for our students, and we appreciate the funding and support!! East Yancey Middle School is implementing an entirely new Literacy program based on the strategies they learned at the Adolescent Mini Institute!”

Angie Anglin – Yancey County Schools



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



Best Practices - Cleveland County Schools



Cleveland County Schools is excited as we move into our 2nd year as a Best Practice Center. Equipped with an in-county regional reading coach, two Dyslexia instructors, seven Reading Research to Classroom Practice (RRtCP) instructors and two Foundations of Math (FoM) instructors (with seven more instructors in the certification process) we are ready to accomplish our SIP goals.

A unique feature of our training teams is the combination of both elementary and secondary personnel. We have been striving to align the work of our implementation team with our LEA Self-Assessment, the MTSS District Plan and the SIP Implementation Plan. All partners must be fully informed and involved to ensure full implementation of our initiatives.

Our best practice center has focused on the Burns Zone (e.g. 1 high school, 1 middle school and 4 elementary schools) for many of our initiatives. RRtCP has been completed at our two targeted schools (Burns Middle and Washington Elementary) and they will be completing FOM later this year. Another elementary school is scheduled for RRtCP. Providing training for all school personnel within a school allows implementation of evidence-based instructional practices at a higher level of fidelity.

The middle school has embraced adolescent literacy through two endeavors. First, Xtreme Reading is being used as a reading intervention. Secondly, we hosted a full week of regional training on the Strategic Instruction Model (SIM), attended by staff from our targeted middle

school and many of our regional friends. Based on a survey identifying strategies teachers felt were most needed for rising 6th graders, a summer SIM session has been planned for elementary teachers.

All Leaders Understand, Support and Collaborate to Provide Evidence Based Instruction professional development was conducted for administrators in the Burns Zone and district instructional team. We linked the training to MTSS making it more relevant to the issues facing our school-based administrators.

Two of our initiatives have focused on coaching and co-teaching. Coaches have met monthly for skill enhancement and problem solving. The focus of these sessions has been on ensuring the fidelity of interventions. All teachers involved in co-teaching at two of our middle schools

have received training in co-teaching using the DPI modules. Training has been supported by monthly PLCs and coaching. In the spring, an outside consultant will be coming to observe our co-teaching classrooms and provide feedback.

The EC department continues to implement EBPs in reading (Read Naturally, Reading Mastery, Corrective Reading, Fusion and Reading Success) and math (Number Worlds and TransMath) in all EC classrooms. Two fidelity checks, one by a coach and one by a school administrator, are completed annually on anyone implementing a program. The results of the fidelity checks are used to determine coaching needs.

Finally, our two target schools have had several sessions with Beverly Roberts from ECAC regarding a Community and Parent Partnership Project. We will be hosting Telling Your Story training for parents in March.



Fayetteville State Joins NC SIP IHE Partnership

The Middle
Grades,
Secondary, and
Specialized
Subjects (MSSS)
and Elementary
Education
(ELEM ED)
Departments



sought partnership with the NC State Improvement Project as a way to infuse additional evidence-based reading practices into our courses. Specifically, the Reading Research to Classroom Practice (RRtCP) course will support enhanced content material for pre-service and in-service teachers in southeast NC. It will also foster improved pass rates on the Pearson Foundations of Reading exam for pre-service, beginning and lateral entry teachers in the areas of general and special education. Our priority is to support identified faculty in completing the RRtCP course this year. We plan to offer the revised courses in spring 2019. Partnership resources will complement our programs and expand relationships with other universities in the project.

News of our selection was announced at our January College of Education (COE) meeting. Plans for project information dissemination include presenting at FSU's Excellence in Teaching Conference in April, American Education Week activities next fall, and at local, state, and national conferences. Our overall goal is to prepare teachers to be knowledgeable about and skillful in implementing evidence-based practices. Finally, the COE will continue to build strong relationships with our neighboring school districts as we share best practices for effective content literacy instruction through professional development activities.

Revised Co-teaching Modules

The Co-teaching modules have been revised and are being presented regionally this spring. The revision of Co-teaching: Calling All Administrators and Co-teaching: Beyond the Basic for Teachers began last spring and the revised modules contain new content which includes:

- Litigation and Law
- What Does the Literature Say?
- What Should Administrators Look for When Observing Co-teaching?
- Evaluating the Effectiveness of Co-teaching
- Lesson Planning Which Includes UDL and SDI Components

Day 1 presentation of the two day session is for building level administrators, EC directors and central office staff that support teachers. Day 2 of the presentation is for Co-teaching teacher teams. At the conclusion of Day 2 (2:15pm-4pm) the building level administrator returns to collaborate with the Co-teaching teacher teams to discuss next steps.

LEA teams who participate in the professional learning will then have access to the modules and present the professional learning to others within their LEA.

Registration information may be found at www.ncsip.org under Events.

Mark Your Calendar

JUNE 5th, 6th and JUNE 12th - 14th—State Level offerings of both Reading Research to Classroom Practice and Foundations of Math. **Free Parking will be available!** For more information and to register please check the Events Calendar on our website ncsip.org.

JULY 23 - 27 — EC Summer Institutes at UNC-G **Visit <https://goo.gl/pVBLwh>** for more information and to register!

Spotlight Regional Coaches

"Effective coaches convey the belief that others are capable and committed to learning, growing, and developing as professional educators."

Coaching Matters, pg.29

Cindy Farmer



I am employed by Iredell Statesville Schools and within my district, I have several roles. At Mount Mourne School, I serve as both their Instructional Facilitator and IB Coordinator. I also work at the district level as a lead math coach, working

closely with and planning learning for middle school math teachers. I have been a Foundations of Mathematics instructor and regional coach with NC SIP for two years. The learning and training I have received during my training with NC SIP has definitely influenced my work with the teachers that I coach in my district and, while Foundations seems to target elementary and special education teachers, I find that there is much I can share with middle school teachers as well. I enjoy teaching the foundations classes and helping to deepen teachers' understanding of math concepts. I hope that even after my retirement, I will be able to continue to participate in this endeavor.

It might surprise people to learn that in addition to my work with math teachers in my state and in my district, I also teach an online World History class for a school in

Megan Rives



I am an Elementary Literacy Supervisor for Guilford County Schools and a Reading Coach for the Piedmont-Triad Region. I have been involved with the NC SIP Project for the past three years.

As a beginning teacher, I had a wonderful mentor/coach that was open to sharing resources, provided dynamic feedback I could act upon immediately, challenged my thinking and pushed me to reach out of my comfort zone. Following the mentee/mentor relationship, I felt an aspiration and sense of urgency to do the same for others. The NC SIP project has allowed me to expand my networks, act in new leadership roles and be pushed outside my typical limits of learning, presenting and instructing. I feel the growth from my coaching experience has continued throughout my career and has been enriched through working with the NC SIP grant opportunities.

Upon attending Reading Research to Classroom Practice (RRtCP) as a Level 1 participant, I truly walked away believing every teacher in the state should be mandated to attend that professional development. I learned so much throughout my training experience and continue to learn every time I instruct, observe, or attend RRtCP. My desire to become a regional coach stemmed from wanting to expand upon what I have learned and share the knowledge with educators within my region and across the state. Teachers are our student's first line of defense and I strongly feel we need to equip them with the knowledge and power to be continuous learners and to craft their profession.

In addition to having a love for teaching Literacy, I enjoy exercising and I am a certified Les Mills Body Pump and RPM (cycle) instructor.



“Foundations of Math was a Game Changer!”

— Jason Griffin

We want to thank Jason Griffin for taking time out of his busy schedule to speak to us on Math Day at our recent NC SIP Spring Network Conference. Jason is the principal of Hertford Grammar School in Perquimans County and the NC Wells Fargo Principal of the Year for 2017. He is also an Instructor for Foundations of Math and a trainer for Trans Math. He shared his thoughts on the benefits his school and district have received as a direct result of being a part of the North Carolina State Improvement Project. We thought his words were so powerful that they bear repeating to a wider audience. Following are some excerpts from his speech and our conversation afterwards:

“I inherited a school that was low performing. Our school went through the five phases of the School Improvement Process. We had 42% of our students proficient in reading and 38% of our students proficient in math.” This is a Title I school where approximately 70% of the students receive free or reduced lunch. He noted that prior to becoming the principal at Hertford Grammar he had become an instructor for Foundations of Math and as a principal he “had a goal to train all of the teachers in my district, my school, and as many teachers in surrounding districts as possible.”

He communicated that as educators, he feels we have no time to waste and stated, “The best part of teaching math is that it has always mattered. The hardest part of teaching math is that every moment matters, every day. Every child, every moment, and every day! This is the mindset that I instilled in all of my teachers.”

Mr. Griffin firmly believes, “That every child across North Carolina is gifted. All of our students just unwrap their gifts at different times. It’s our job as educators to use the present to help students find their gift. Foundations of Math trainings have helped so

many of the students in Perquimans County find their gifts.” After providing Foundations of Math Professional Development to his teachers, Mr. Griffin saw his math proficiency scores rise to 72% in just two years. He attributes this to having the right people in the right places, believing in people over programs, equipping teachers with the resources they need and providing continuous professional development.

Jason noted that, “Math Foundations was a game changer!” When asked about specific shifts in teacher thought processes, planning, application and expectations, he shared that the biggest changes he has seen is in their manner of teaching, moving from concrete to representational to abstract. They are using number lines with students, helping students make the connections between the different approaches to solving a problem, and placing a much greater emphasis on teaching number sense. He also noted that the new adoption of math standards in NC marks a pivotal leap forward in the continual process of improving learning for all students. These standards are based on a philosophy of teaching and learning that is consistent with the work and resources provided through the NC School Improvement Project.

When questioned about ways he plans to continue this success and build upon it he was adamant that, “Follow up professional development, providing teachers with the resources that they need and coaching are all critical elements to sustaining this growth process.”

He closed by stating that he, “will continue to support the North Carolina State Improvement Project and the efforts of all of you to help our students continue the path towards academic and personal excellence.”



NC SIP Crew with Jason Griffin

NC State Improvement Project

Project Director's Exceptional Service Award

This year, the NC SIP Project Director's Exceptional Service Award was introduced. The recipient will be announced each year at the Spring Network Conference. The 2018 recipient is **Dr. Elizabeth Gibbs**. Dr. Gibbs served for ten years as the DPI Exceptional Children Division Literacy Consultant in the Southwest Region (6) and was one of the original state level Reading Foundations Instructors. Additionally, Dr. Gibbs led the Exceptional Children Division's Content Literacy Continuum Project work for five of those years coordinating the professional development of teachers in the evidence-based Strategic Instruction Model (SIM) Learning Strategies and Routines and Xtreme Reading which were developed at the University of Kansas. She is now a SIM Professional Developer who was recognized for her work at the 2017 International SIM Learning Conference. Over her career in special education, she has collaborated with Drs. Don Deshler, Jean Schumaker, Rebecca Felton and the late Cecil Mercer. She holds a doctorate in special education from the University of Florida. She has also served as a special education teacher and program specialist in NC and contributed to the 2017 revision of *Reading Research to Classroom Practice*. Most recently, Dr. Gibbs coordinated the effort, within Charlotte-Mecklenburg Schools, to provide the *Reading Research to Classroom Practice* course to over 600 elementary teachers. Dr. Gibbs has significantly impacted thousands of teachers during her career in NC and personifies the essence of this award.



The full selection criteria for the NC SIP Project Director's Award is attached to this newsletter and will be posted at www.ncsip.org. Nominations for next year's candidates are open now. Please refer to the website or the attachment for the nomination process.

The individual exhibits, through service, a deep understanding and leadership in:

- supporting the goals of NC SIP through modeling and encouraging best practices in providing high quality professional development, or teacher preparation;
- promoting and supporting the development and use of K-12 education evidence-based practices in Literacy, Math, Co-teaching, Coaching (instructional or system coaching); and
- advancing the critical elements of implementation science to build capacity and sustainability.

Essential criteria (candidates meet this criteria to be considered)

- Distinguished record of educating (**two or more type groups**):
 - Students with disabilities
 - Adult Learners
 - Undergraduate or graduate teacher candidates
- Record of service:
 - Five or more years in one state or local education agency, or institution



Additionally,

This individual is an **Influencer** and has demonstrated, **in addition to the items described above, two or more** of the following items:

- Visionary leadership (e.g., leading others in a long-term project, curriculum revision and execution, initiative implementation).
- Scaling of NC SIP evidence-based practices with fidelity through the state, or a local education agency, or institution's educational programming.

Your Regional Coaches

"Coaching is based on collaborative efforts that develop self reflection and self sufficiency in the coaching recipient."

SISEP eNote March 2018

REGIONAL COACHES (regions 1-8)

NE—Northeast (1)

SE—Southeast (2)

NC—North Carolina (3)

S—Sandhills (4)

P—Piedmont (5)

SW—Southwest (6)

NE—Northeast (7)

W—West (8)

Coaches: READING

Carole Sykes: NE	carolesykes@pqschools.org
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Coaches: MATH

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NC SIP Spring Network Conference 2018

While the weather outside did not feel much like spring, the NC SIP Spring Network Conference carried on! The keynote speakers, Content Knowledge Development Sessions, Victory Junction and even the food received very positive feedback from those in attendance.

The keynote speakers, Dr. Nancy Frey, Dr. Mark Shinn, Dr. John Almarode, and Dr. Bradly Witzel, delivered content that was pertinent to the goals of the NC SIP grant and provided value added information that will support LEA's Implementation Plans. The Content Knowledge Development sessions offered opportunities to deepen knowledge for supporting the initiatives in the LEAs as well as take a deeper dive into literacy and math content.

A new addition to the conference this year was the fundraiser! Everyone was invited to walk and/or give to Victory Junction to enable a camper to attend camp free for a week. The camp offers children the opportunity to be free from the confines of disease, illness, or disability, and a chance to just be a kid! Our current total donated to Victory Junction is \$870. The link for donating will remain open if anyone is still interested in giving, <https://victoryjunction.org/ncsip-walk/>.

In spite of the nor'easter, Winter Storm Toby, and a fire alarm that sent participants into the snow, the conference was well attended and continued to provide a chance to network with NC SIP partners across the state. We look forward to seeing everyone next year at the Embassy Suites on March 26-28, 2019!



Your NC SIP Support Team

CONSULTANTS:

Region 1 Northeast – Bridget Bilbro, Literacy Consultant, Bridget Bilbro, bridget.bilbro@dpi.nc.gov

Region 2 Southeast – Beth Gilchrist, Literacy Consultant, Beth Gilchrist, beth.gilchrist@dpi.nc.gov

Regions 3 and 4 North Central and Sandhills - Literacy Consultant, Laura Dendy, laura.dendy@dpi.nc.gov

Region 5 Piedmont Triad – Literacy and Math Consultant, Marty Erskine, marty.erskine@dpi.nc.gov

Region 6 Southwest – Literacy and Math Consultant, Teri Queen, teri.queen@dpi.nc.gov

Region 7 Northwest – Literacy Consultant, Melanie Sharpe, melanie.sharpe@dpi.nc.gov

Region 8 West – Literacy Consultant, Laura Marsden, laura.marsden@dpi.nc.gov

Regions 3,4,7 and 8 – Strategic Planning Consultant – Melissa Towery, melissa.towery@dpi.nc.gov

Personnel Development Consultant – Carol Moffitt, carol.moffitt@dpi.nc.gov

IDEA Outreach Consultant – Rick Powers, rick.powers@dpi.nc.gov

Section Chief, Program Improvement and Professional Development, Project Director, State Personnel Development Grant (NC SIP) – Dr. Paula Crawford, paula.crawford@dpi.nc.gov



North Carolina State Improvement Project

Improving Instruction for Students with Disabilities

Numbers at a glance

NC SIP partners include

72 local education agencies

8 UNC System institutions of higher education

More than **36,000** educators have completed the Reading Research to Classroom Practice and Foundations of Math courses.

392 course instructors have been developed and maintained through a rigorous certification and coaching process.

119 Foundations of Math instructors

273 Reading Research instructors

7 other states have sent their own educators to North Carolina to participate in the courses or have requested NC instructors lead the courses in their state.

Since 2001, the North Carolina State Improvement Project (NC SIP) has worked to address achievement gaps for students with disabilities through the State Personnel Development federal grants supporting teacher professional development. The project has developed evidence-based courses addressing literacy and math instruction for North Carolina educators and has partnered with institutions of higher education to embed the course content into their teacher preparation programs.

Results

Students with disabilities taught by teachers who have completed the courses and a selected program training demonstrate higher proficiency on end-of-grade tests than students with disabilities in classrooms with teachers who have not completed the courses.

Compared with students with disabilities in the rest of the state, students at NC SIP sites have demonstrated

6% higher proficiency in reading

5.3% higher proficiency in math*

*2014-15 EOG data

Teacher training & certification

Content taught in the courses closely correlate to items on the Pearson practice exams.

80% correlation to Reading Research to Classroom Practice content

72% correlation to Foundations of Math content

Fully certified teachers relocating from other states and seeking North Carolina licensure in Elementary and Special Education (General Curriculum), can use the courses to satisfy licensure requirements **in place of taking the Pearson exam.**

For additional information, contact: Dr. Paula Crawford, Project Director
paula.crawford@dpi.nc.gov



Office of Special Education Programs
U.S. Department of Education



Public Schools of North Carolina
State Board of Education
Department of Public Instruction



Evergreen Evaluation & Consulting, Inc

NC State Improvement Project
Project Director's Exceptional Service Award
Selection Criteria

To be considered for this award

This individual exhibits, through service, a deep understanding and leadership in:

- ✓ supporting the goals of NC SIP through modeling and encouraging best practices in providing high quality professional development, or teacher preparation;
- ✓ promoting and supporting the development and use of K-12 education evidence-based practices in Literacy, Math, Co-teaching, Coaching (instructional or system coaching); and
- ✓ advancing the critical elements of implementation science to build capacity and sustainability.

Essential criteria (candidates meet this criteria to be considered)

1. Distinguished record of educating (**two or more type groups**):
 - Students with disabilities
 - Adult Learners
 - Undergraduate or graduate teacher candidates
2. Record of service:
Five or more years in one state, local education agency, or institution

Additionally,

This individual is an **Influencer** and has demonstrated, in **addition to the checked items described here, two or more** of the following numbered items:

- ✓ Visionary leadership (e.g., leading others in a long term project, curriculum revision and execution, initiative implementation).
 - ✓ Scaling of NC SIP evidence-based practices with fidelity through the state, or a local education agency, or institution's educational programming.
1. Communicated effectively with teams and groups (i.e., furthering the understanding and support of NC SIP to various audiences, serve as torch-bearer and public promoter of NC SIP Goals and Objectives, presentations about the project sharing purposes, goals, and best practices)
 2. Developed and distributed written communication such as articles and newsletters about NC SIP's efforts
 3. Assisted groups in using data to make decisions that improve programming (e.g., data from students, professional development, parents, fidelity checks)
 4. Used research and evidence-based practices with students or adults

To nominate

Submit the 1-2 page (maximum) nomination of an individual for the **NC SIP Project Director's Exceptional Service Award**. In the application, describe how the individual meets each of the required elements listed above. Use normal margins, 12 point font, and double space your application. Numbered articles of evidence may also be submitted if they are described and referred to within the application. Along with the nominator's name, email, and phone number, submit the nomination by the deadline of **midnight January 1st**. **Only emailed applications which follow the format described that are submitted to paula.crawford@dpi.nc.gov by the deadline will be considered.** The NC SIP Project Director's Exceptional Service Award recipient will be announced at the NC SIP Spring Network Conference.