

North Carolina Center for the Advancement of Teaching

SUPPORT
TEACHERS

IMPACT
STUDENTS



Annual Report 2016-2017

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June 30, 2017

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NCCAT Remembers Jean Powell

Jean Paul Powell, a distinguished educator who first proposed the idea of the North Carolina Center for the Advancement of Teaching, passed away on Tuesday, May 16, 2017. She was 98.

"We are deeply saddened by the death of Mrs. Powell," said Dr. M. Brock Womble. "I am glad to have had a chance to meet her personally; to see her great passion for North Carolina teachers and NCCAT. Our thoughts go out to her family. We will miss her dearly."

In 1983, while serving as North Carolina Teacher of the Year, she was invited to address the Commission on Education and Economic Growth about physical improvements needed in schools. Mrs. Powell made the suggestion during her speech about the idea for NCCAT, which was later established by the North Carolina legislature.

Mrs. Powell's four children established an NCCAT Honored Educator Scholarship in honor of their mother. The scholarship pays tribute to her lifelong commitment to the teaching profession.

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Jean Paul Powell

October 4, 1918–May 16, 2017



NCCAT Making a Difference by Supporting Teachers and Impacting Students

Dear Friends of NCCAT,

NCCAT is committed to supporting teachers and impacting students through proven and innovative high-quality professional development models. In fiscal year 2016–2017, we increased attendance in our residential campus programming, provided on-site professional development, and launched our Teacher Leadership Institute. NCCAT collaborated with school districts to determine their professional development needs and continued our support of state priorities to improve education for North Carolina students.

NCCAT served educators from 113 school districts, three federal school districts, and 54 charter schools in 2016–2017. Karen Davis, J.E. Holmes Middle School teacher in Rockingham County, joined us for “Literacy Instruction to Promote Critical Thinking.” “It was great to be face-to-face with other educators and have the chance to talk. The opportunity to hear how other school districts are tackling these issues was great. Plus, the online resources NCCAT provided are something we can use long after we return to the classroom,” commented Davis.

This year, NCCAT began the Teacher Leadership Institute for school districts. The program involves a deep exploration of leadership skills and traits, and provides teacher leaders the opportunity to discuss and explore their leadership capacity. Teacher leaders learn about group dynamics, mentoring, problem solving, teacher leadership standards, and potential leadership roles. Burke County Superintendent Dr. Larry Putnam noted, after his district took part in a Teacher Leadership Institute: “We are already talking about building a support group that doesn’t stop here. People have opened up and shared thoughts about efforts we can take to create things that are beneficial to students.”

In addition to our Teacher Leadership Institute, NCCAT continued to focus on state education priorities, particularly in early grades literacy and digital learning. We provided teachers the tools they need to support learning for all students. We also continued to provide targeted, school-based professional development and support.

NCCAT has identified and targeted professional development priorities for North Carolina educators. We solicited and listened to district curriculum directors and teachers while incorporating state legislation and licensure updates when determining our programming for the year. As we move forward, NCCAT will continue its pledge to North Carolina—we will listen, innovate, and support the highest quality teaching and learning throughout the state.



Linda Daves
Chairman, Board of Trustees



Richard A. Schwartz
President, Development Foundation



M. Brock Womble
Executive Director

What teachers are saying about NCCAT:

Early Grades Literacy:

"After our EOG review I decided to let the students do a questioning activity AFTER reading this text. They had to think of 2 to 3 questions and be prepared to discuss the questions in a thoughtful way. It was the BEST activity we've had all year. The students had great discussion and want to continue with a new text tomorrow."

Digital Learning:

"This professional development gave me a plethora of resources to use to help students engage on the internet in meaningful ways. I enjoy resources that allow all students to participate, as it helps bring quieter/more reserved students into the class more fully. I also am incredibly excited about helping students to start engaging and thinking more critically about the information they are taking in. It allows me to differentiate learning and break down tasks for each student."

Teacher Leadership:

"This has been great. Now that we've been together we are already talking about building a support group that doesn't stop here. This experience has offered a professional and safe environment. People have opened up and shared thoughts about efforts we can take to create things that are beneficial to students."

Beginning Teacher Support:

"It's been going extremely well compared to last semester. I have spent a lot more time on procedures and community building and it seems to be working...the students know my quiet signal and have been self-policing. I haven't found myself having to repeat instructions as often."

"The program at NCCAT truly made me feel so much more confident in my abilities going into this year and I think it has been noticed by my students and my colleagues. No thoughts of quitting in the first four days!"

Reaching Reluctant Readers:

"Not only did I get the basics of what I wanted to get, but I got concrete ideas that I can put in place right away. I came here wondering what am I going to do to reach these readers. But now I'm leaving with information about practices and grant possibilities for resources. I feel empowered to help them now, thanks to coming to NCCAT."

Supporting Teachers Impacting Students



Programming Year in Review

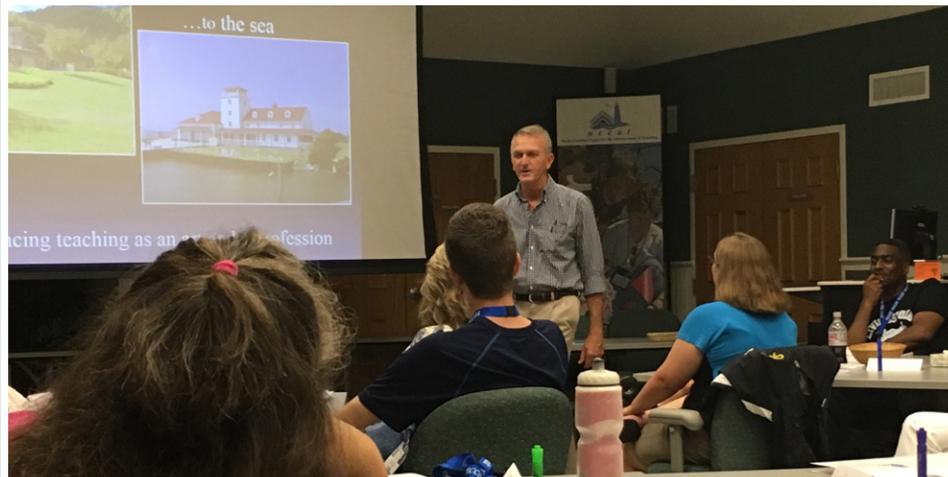
We have had a full year of supporting teachers and impacting students, with our residential programs growing in both offerings and attendance from previous years. From our literacy-focused programs, to digital learning, to STEM, we have supported teachers to positively impact student learning across our state.

We are constantly assessing our professional development and the NCCAT experience for opportunities to grow and better support North Carolina educators. Our residential programming has increased in both number of programs available and number of teachers attending. In addition, we continued to offer targeted and individualized focus sessions in schools across the state.

We have listened to the needs of North Carolina educators regarding literacy, digital learning, STEM, differentiated instruction, beginning teachers, and more. We continually strive to stay abreast of educator needs as we honed instructional delivery through modeling of best practices. Our NCCAT alumni regularly report that their practice has improved. We continue the conversation and learning with participants long after their program—by way of blogs,

Facebook, Instagram, email, and more. As teachers improve individually as practitioners and as a network builds across the state, our North Carolina students reap the benefits.

“We are constantly assessing our professional development and the NCCAT experience.”





NCCAT:



"I was so impressed with how all the teachers bonded and shared ideas and experiences. I will stay connected to these people for a lifetime. I loved how everything was presented in a manner that I can immediately take back

and use in my classroom. More than anything I believe this gave me confidence to go back and make a difference in my school."

**-Carrie Franklin,
Glenwood Elementary,
McDowell County Schools**



"The multiple perspectives of leadership that were presented gave me an understanding of teamwork, how effective leaders lead, and the expectations of principals and superintendents. The faculty was highly approachable and informative."

**-Adam Reeder,
Asheboro High, Asheboro City Schools**



"I plan to use several of the great ideas I saw in the presentations to motivate and encourage faculty at my home school. Students will benefit and student achievement will improve when teachers are motivated and fired up about creating change. This session at NCCAT has made me more focused on

how I want to lead effective change for my classroom and my school."

**-Leslie Schoof,
Madison Early College High, Madison County Schools**



"The best part of this week has been the learning and the network of other teachers I have met who will be lifelong friends. The time to collaborate has been invaluable. Teachers should come to NCCAT. This is a tremendous experience."

**-Anthony Johnson Jr.,
HD Isenberg Elementary, Rowan-Salisbury Schools**

From the Mountains to the Sea



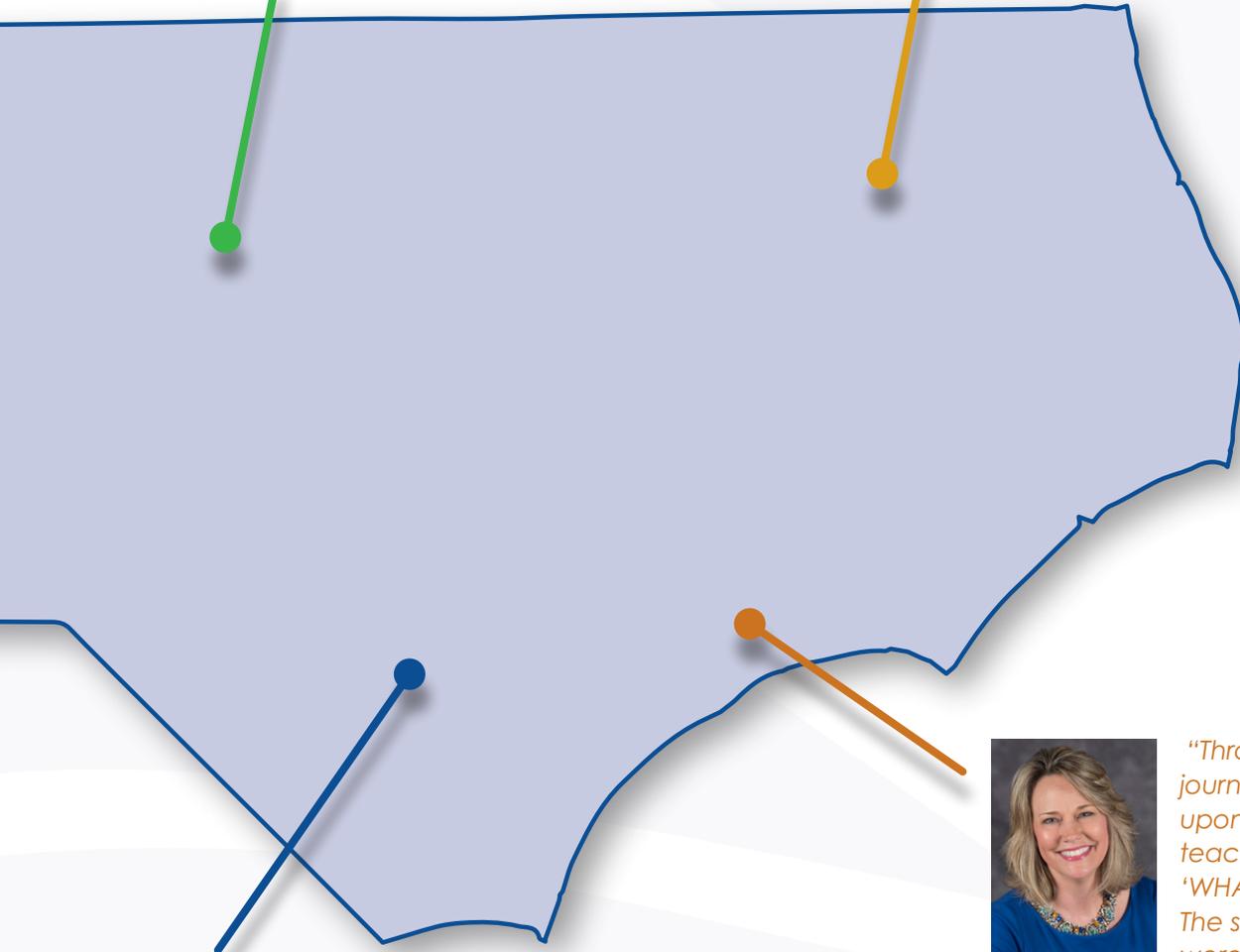
"Because I can more effectively implement some new strategies for creating change and for working with policy makers. I have several new initiatives I want to try with my staff to encourage them to meet their personal teaching goals, for improving literacy in the entire building, and for outreach to policy makers."

**-Deborah Brown,
Research Triangle High, Wake County Schools**



"As a group we discussed specific educational actions for various special needs students that I am going to implement in my classroom. It was valuable to have this time of learning and sharing with peer teachers from across the state of North Carolina."

**-Srinivas Pannela,
Northwest Halifax High, Halifax County Schools**



"Representing Clinton City Schools, the home of Jean Powell, is an honor. I knew Mrs. Powell as a teacher and a member of the Clinton community. I believe that her goal for NCCAT was to provide teachers with an opportunity to be 'better teachers.' To me, this means opportunities to learn about new instructional strategies, time to collaborate with other teachers who desire to be

the best they can be, and time to reflect about your personal and professional beliefs about education and your students."

-Juandalynn Ray, Clinton City Schools



"Through this NCCAT journey, I was able to reflect upon the 'WHY' in why I teach, which will help my 'WHAT' have more impact. The speakers/presenters were true experts in their field and willingly shared their expertise to help me become a more confident and capable leader."

**-Lisa Godwin, Dixon Elementary,
Onslow County Schools
North Carolina Teacher of the Year 2017**

State Funding
\$3,407,364



Current Services
\$523,750

Other services, including maintenance contracts and services, utilities, telephone, building and equipment repairs, travel, printing, and contracted food services



Fixed Charges
\$61,508

Insurance, rental agreements, professional publications, and memberships



Equipment & Technology
\$13,380

Furnishings, computers, network and infrastructure upgrades, and office equipment



Personnel
\$2,558,945

Wages, salaries, and benefits for 38.75 full-time and part-time employees



Supplies
\$206,351

Program materials, books, videos, food products, office supplies, cleaning materials, and maintenance materials for building and grounds



Visiting Presenters
\$43,430

FY July 1, 2016–June 30, 2017 17

62.4 %

Seminars and Programs

Planning, registration, lodging services, visiting presenters, staff services, substitute teachers, supplies and materials, teacher and staff travel, and teacher services

5.0 %

Administration

Management, planning, reporting, budget, policy analysis, and personnel

31.4 %

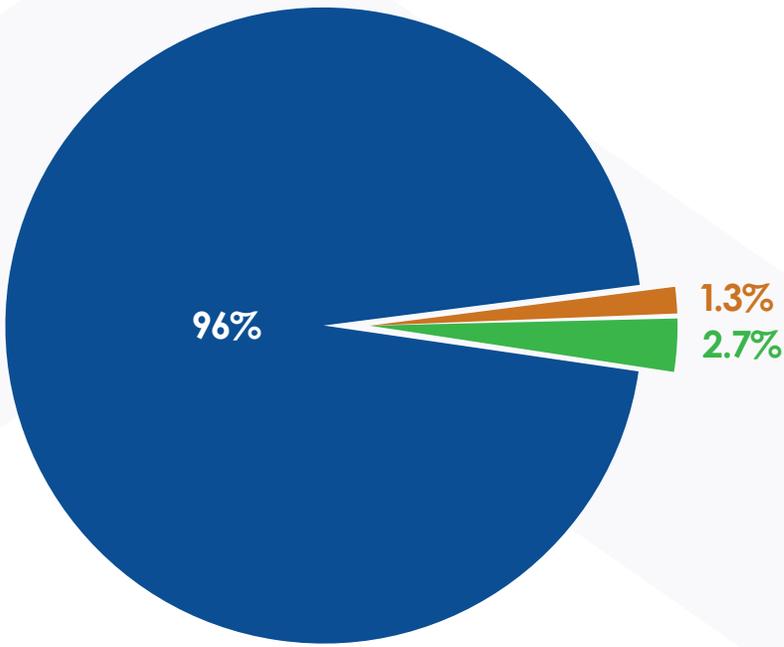
Direct Support Services

Dining services, building and grounds maintenance, repairs, minor improvements, cleaning, utilities and telephone equipment, and contracted services

1.2 %

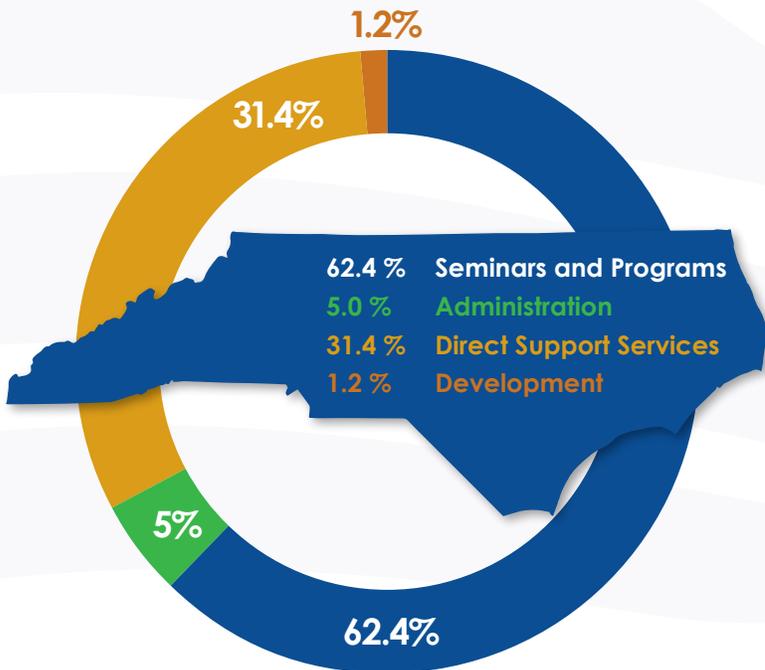
Development

Administrative costs and expenses of the Development Foundation of NCCAT Inc.



-  **96%** State \$3,407,364
-  **1.3%** Grant/Contractual \$97,117
-  **2.7%** Foundation \$46,617
- Total \$3,551,098**

Where does the money go?



The Development Foundation of NCCAT Inc. is a 501(c)(3) that was established to help the North Carolina Center for the Advancement of Teaching more effectively leverage state resources. Through the support of friends, private foundations, and corporate partners, NCCAT is able to provide highly effective professional development for North Carolina's public and charter school teachers. The following contributions reflect their commitment to the vital role NCCAT plays in strengthening public education in North Carolina. The Foundation offers sincere appreciation for this support during the 2016–2017 fiscal year.

Foundation FY17 \$252,235



48

\$59,740

**Honored Educator
Scholarships & Holocaust
Education Endowments**

Establish a legacy of providing
life-changing opportunities
for our teachers.

**Annual Fund
Donations
\$57,973**



**Investment
Income
\$37,405**



**Program Grants
\$12,500**

**Program
Contracts
\$84,617**



**Pooled Endowment
Market Value
\$1.6M**

Development Foundation of NCCAT Inc. is extremely grateful for the generous support of our grant partners, sponsors, and donors. Their financial commitment to NCCAT's instructional programming during the 2016–2017 fiscal year has provided much-needed support so that NCCAT can continue to inspire great teaching.

PROGRAM GRANTS

Goodnight Educational Foundation:
Wells Fargo Foundation:

CONTRACTS

Burke County Schools
Charlotte-Mecklenburg Schools
Kenan Fellows Program
Mitchell County Schools
NC Northeast Leadership Academy
Northwest RESA
Piedmont-Triad Education Consortium
School Based Programming (multiple schools)
Southeast Education Alliance
Southwest RESA
UNC-Pembroke
Wilson County Schools

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Scholarship funds provide:

Instruction and program materials
 Substitute teacher reimbursement
 Teacher travel—excluding expenses for hotel stays while traveling to or from campus

Lodging and meals while on the NCCAT campus

\$250 for use in the classroom

Each fully endowed scholarship is awarded: **annually to a full-time North Carolina teacher**

Based on criteria determined by scholarship benefactor

For more on this program visit www.nccat.org



NCCAT Faculty Member Dr. Deb Teitelbaum presents Kimberly Perry-Sanderlin of Durham Public Schools with the Belk Foundation NCCAT Honored Educator Scholarship.



Mr. Phil Kirk presents Rowan-Salisbury Schools Teacher of the Year Abby Covington with the Phillip J. Kirk Jr. Honored Educator Scholarship.

Honored Educator Scholarships

NCCAT's Honored Educator Scholarship Program pays tribute to outstanding individuals and educators by providing scholarship funds in their names. NCCAT administers each scholarship that reaches the endowment goal of \$25,000. Each fully endowed scholarship is awarded annually to a North Carolina teacher, who also receives \$250 for use in the classroom.

To make a donation honoring these educators or to start a new scholarship fund, please contact the Development Foundation of NCCAT Inc. at foundation@nccat.org.

Honored Educator Scholarships for Teachers in these Counties

Boldface indicates funds have reached the \$25,000 level as of June 30, 2017.

Mary Jo Allen: Teacher of the Year Edgecombe County

Mary Jo Allen: Hertford County

William M. and Carol H. Bass: Statewide

The Belk Foundation: Statewide

Robert E. and Hattie H. Bridges: Wake County

Robert E. Bridges: Cary Academy

George R. Brinson: Pamlico County

Marjorie T. and John S. Britf: Statewide

Brian Bryson: Jackson County

William Byrum: Teacher of the Year Perquimans County

Jerry Lea Cole and Elizabeth Long Cole in honor of William Edward Niven: Caswell County

Anne Marie Collins: Alamance County

Dare County Schools: Teacher of the Year Dare County

Boyce T. Deitz: Swain County

Devonwood Foundation: Durham Academy

Mary Jane Coward Dillard: Jackson County

Duplin County Schools: Teacher of the Year Duplin County

Jerome D. Franson: Statewide

Luz M. Frye: Foreign Language Teachers

Karen Gerring: Principal Fellows Interns

Robert C. Grimes: Brunswick County

Guilford County Schools: Teacher of the Year Guilford County

R. Phillip Haire: Statewide

John F. and Emy Swindell Hinnant: Wilson County

Elsie Brame Hunt and Noma Henderson Leonard: Wilson County

Phillip J. Kirk Jr.: Rowan-Salisbury Schools

Phillip J. and Margaret Simmons Kirk: Statewide

Mary D. McDuffie: Statewide

Susan S. McHugh: Polk County

Mabel Roberson McIntyre: Nash and Wilson Counties

William J. Miller: Polk County

Scott Penland: Clay County

Lynda Petty: Randolph County

A. Craig Phillips: Statewide (I, II, III)*

Jean P. Powell: Clinton City and Sampson County

A. M. Primm: Alamance County

Eugene and Jean Rogers: Martin County

Richard A. Schwartz: Statewide

Scotland County Schools: Teacher of the Year Scotland County

Gracia and John Slater Family: Jackson and Henderson Counties

Simon F. Terrell: Durham, Orange, Wake, Warren Counties*

Richard L. Thompson: Statewide

Beulah Padgett Whichard: Clay and Durham Counties

Willis P. Whichard: Statewide

C. Fletcher Womble Jr.: Cumberland County

An asterisk (*) indicates an additional Honored Educator Scholarship has been initiated.



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