

# NC SIP Connect

Program Improvement & Professional Development

Winter 2017

## NC SIP Spring Network Conference 2018: -----Keys for Student Success-----

The NCSIP Spring Network Conference will be held at the Embassy Suites in Greensboro, NC on March 20-22, 2018. During the 3-day conference, our stakeholders will enjoy nationally recognized speakers in the morning, networking opportunities, and an opportunity during the Content Knowledge Development sessions to deepen their knowledge of content specific topics. **Watch your email on Jan. 16, 2018 for the registration.** Registration is on a first come first serve basis and the registration fee is \$100 per day. Join us for one day or come for all three! LEAs are not limited to the number of participants they may bring. At the end of this newsletter, you will find a brochure with additional information about our keynote speakers.

We look forward to seeing everyone at the NC SIP Spring Network Conference!

### Our 2018 Speakers:

March 20, 2018

Dr. Nancy Frey

March 21, 2018

Dr. Mark Shinn

March 22, 2018

Dr. Brad Witzel

Dr. John Alamarode

## Welcome to our New Partners in 2017-2018

### LEA, IHE, and Regional Coaches to support NC SIP Goals

The Program Improvement and Professional Development (PIPD) Section is pleased to announce that seven LEAs have been selected to participate in the NC SIP grant partnership.

- Buncombe
- Elkin City
- Franklin
- Guilford
- Hyde
- Macon
- Randolph

We also welcome four new Institution of Higher Education(IHE) partners that will support the work of NC SIP preservice preparation goals.

- Western Carolina University
- NC Agricultural and Technical State University in partnership with Greensboro College
- Fayetteville State University

Our team of Regional Coaches will increase to 28 this year with the addition of our new reading and math coaches to provide additional support to our LEAs.

#### Mathematics:

- Doris Fletcher-Beaufort County
- Anita Cole-Harnett County
- Renee Peoples- Swain County

#### Reading:

- Carole Sykes-Perquimans



# Spotlighting our Best Practice Center



Haywood County has been honored to receive the distinction of Best Practice Center for the past two years through NCSIP. Haywood County's association with NCSIP has spanned almost 20 years since the onset of the reading grant. Further, we were among the first participants in the math grant and coaching collaborative. Being partners with NCSIP has afforded our LEA opportunities to explore, implement, and sustain many program options that have proven effective instructional strategies. Within our district all teachers – EC and General Education – have benefited from professional development opportunities that have led to positive student outcomes for all students at all levels of education. Haywood County is a strong advocate for working collaboratively at the school, district, and state levels.

Through the NCSIP funding, our LEA has supported initiatives and sustained support for Reading Research to Classroom Practice, Foundations of Math, using evidence-based instructional programs to

fidelity, coaching beyond elbow-to-elbow, and adolescent literacy.

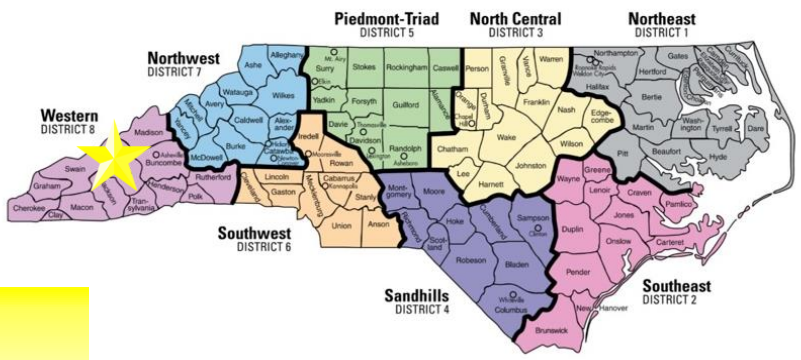
Over the past several years Haywood County has explored expanding our adolescent literacy program. With NCSIP funding, the implementation team at Waynesville Middle School has realized the goal of using Xtreme Reading. During the 2017-2018 school year, six classes of Xtreme Reading are being taught to approximately 80 special and regular education students. Plans are underway to expand this endeavor during the next school year. We plan to teach specific SIM strategies at the upper elementary level thus building sustainability and supporting greater opportunities for student growth.

Best Practice Center funding helps provide opportunities for professional development in the area of adolescent literacy, specifically SIM strategies and the Xtreme Reading program. Currently six teachers – four EC, two General Education and two lead teachers have been trained. Choosing to include the lead teachers helps ensure fidelity by offering in-house

coaching opportunities as needed. Within our LEA, two lead teachers are badged in several SIM Strategies in order to sustain the endeavor in the years to come.


The task of implementing Xtreme Reading and specific SIM strategies is challenging yet very rewarding. The teachers have grown professionally and developed team-building skills with their peers and students. The students are provided with specific reading strategies that have allowed expansion of their reading skills by becoming more fluent thus ensuring better comprehension. Haywood County has worked closely with DPI consultants to ensure teachers and coaches have received in-depth professional development and support as the implementation has unfolded.

Haywood County strives to be educational leaders within the Western Region as well as across North Carolina. We are proud of all our endeavors and applaud the many teachers who have devoted time and effort into implementation and continuation of the programs supported by NCSIP funding.



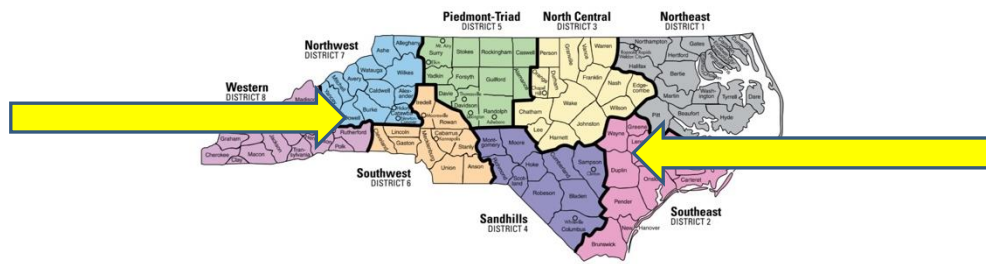
**Mark Your Calendar:**

- \* **January 4** - Regional Coach Meeting
- \* **January 11** - NC SIP Coordinator Meeting
- \* **January 25&April 26**-RRtCP Instructor Assessment
- \* **April 25&26**-RRtCP TOI Days 1&2



**Congratulations to our Educators of Excellence**  
*Foundations of Math Instructor: Erin Selle (Northwest)*  
*RRtCP Instructors: Nancy Brewer (Southeast) and Tracie Bartlett-Dover (Northwest)*

# Getting to Know Our Regional Coaches



## Heather Highman - Math Regional Coach

## Teresa Anderson – Literacy Regional Coach

- What LEA do you serve? [McDowell County](#)
- What is your role in your LEA? [6th grade math teacher at East McDowell Middle school](#)
- How many years have you been involved with NC SIP? [seven](#)
- What is something in your professional development in coaching that has influenced you and how has it impacted your interactions with the support you provide to the NC SIP grant work? [Moving back to the classroom this year has been a great challenge. I have so desired some coaching myself. I feel like this involvement has given me a deeper understanding of how to evaluate my own instruction and how to help others in thinking about their instruction.](#)
- What made you want to become a regional coach? [I have a passion to grow math instruction. I feel like people have been hungry for answers on how to shift what we are seeing occur in our society with math. I love helping teachers become excited about teaching math and helping them to realize that making the necessary shifts isn't as difficult as they may have believed. I love discussing and evaluating lessons with teachers and then seeing them implemented to see if what we processed actually transfers to students and if it does not what created the students stumbling blocks. This is fascinating to me.](#)
- Can you provide us with a fun fact about you, a tidbit, or a hobby that is interesting? [I am at that sandwich point in my life taking care of a 13 year old and a 75 year old. All my hobbies and interesting things are out the window. :\) We are interested in volleyball and basketball. I actively support and provide opportunities for the youth in our church. I have been a guardian to 7 other youth in addition to this 13 year old. This has been set up through a partnership of organizations and church efforts. Three of these now young adults desire to pay it forward which in turn means I am supporting game nights and small group craft activities to occur with younger youth. My family are huge Ohio State fans and have followed the football team all over the country. I was quite nervous until Sunday about a trip to California, just not sure how to fit it in this year. Luckily it is not an option. :\)](#)

- What LEA do you serve? [Lenoir County Public Schools](#)
- What is your role in your LEA? [Multi-Tiered System Support District Coordinator/ EC Services Coordinator/ Master Literacy Trainer](#)
- How many years have you been involved with NC SIP? [13 years](#)
- What is something in your professional development in coaching that has influenced you and how has it impacted your interactions with the support you provide to the NC SIP grant work? [Through NC SIP, I am able to provide the opportunity for educators to attend in-depth research based literacy training to address the needs of students with persistent reading difficulties. Through this grant, I have been able to provide both virtual and classroom coaching to support the implementation of research. Beyond ensuring fidelity of program implementation, teachers are provided with the opportunity to observe model lessons and receive side by side coaching support in a rich learning environment.](#)
- What made you want to become a regional coach? [Having the opportunity to work with teachers to answer questions, provide support, and coaching for teaching some of the most challenging students. As a regional coach, this teaching opportunity has provided a way for me to give back to my profession. Working with students who have persistent reading difficulties for 25 years, has afforded me with the opportunity to witness the results of research being implemented in the classroom. I believe we must never stop learning or sharing what we have learned along the way. Teachers who work with students who have persistent reading problems need mentors who are experts in the field that will coach them on how to support unique student learning. As a regional coach, I have the opportunity to help teachers touch students' lives and reach their potential.](#)
- Something interesting... [The only interesting event is praying the next day after horseback riding that I will be able to get out of the bed and walk...I don't think this would count for most folks but it is interesting to see the pain level when I put my feet on the floor in the morning!](#)



## UNC CHARLOTTE

Donna Sacco is thrilled that part of her responsibilities as a newly hired Clinical Assistant Professor at the University of North Carolina - Charlotte will be overseeing the NCSIP grant. She completed the Reading Research to Classroom Practice and Math Foundations trainings over the summer as she packed her home in northern Virginia to move to Charlotte. She has plans to get enough UNCC faculty trained in Reading Research to Classroom Practice and Math Foundations that students from UNCC will graduate with a strong foundation in both programs' tenants. One of her additional goals is to build strong relationships with the partnering school districts in order to extend the knowledge base with regard to these important research-based practices. However, she must first become familiar with the differences between North Carolina and Virginia schools. Donna is a former Nationally Board Certified Special Educator who taught in Arlington, Virginia for twelve years. She has taught as an adjunct professor at George Washington University, where she received her master's degree in Bilingual Special Education, as well as George Mason University, where she was a fellow in an OSEP funded PhD leadership grant program. Stay tuned, as her journey in North Carolina has only just begun.



ECAC is pleased to introduce our newest staff member, Karyn Montague. Karyn will be coordinating the logistics for the NCSIP network of parent presenters who will be sharing their experiences and perspectives with pre-service teachers at selected Institutions of Higher Education (IHE). Karyn previously worked for ECAC as a parent educator several years ago and is excited about her new role. Welcome back Karyn!

ECAC is using a new tool to help communicate more effectively with non-English-speaking families. While ECAC has Spanish-speaking bilingual staff, there are many other languages that families speak. As a federally funded program, ECAC has a responsibility to provide appropriate assistance regardless of the language needs. To ensure that we accommodate families with a variety of language needs ECAC utilizes a language line with a personal interpreter for phone calls. This language line can also be used for families that walk into the office. ECAC is only billed when it is used and an interpreter is available at any time. This service ensures that we have a strategy in place when needed.

If you have any questions contact Beverly Roberts at 1-800-962-6817 ext. 323 or [broberts@ecacmail.org](mailto:broberts@ecacmail.org).

## Co-Teaching Revision Roll-Out Beginning January, 2018

The Co-Teaching courses, Calling All Administrators and Going Beyond the Basics are currently undergoing revisions. The roll-out for the revised courses is planned to begin in January, 2018 within each of the eight regions of the state. The revised courses will provide school level administrators and central office staff with an opportunity to attend a 1 day session in addition to a collaboration with Co-Teaching teams at the end of day 2 (teacher training session). The intent of the professional learning is to develop Co-Teaching teams within the LEA consisting of an administrator, Co-Teaching teacher pairs (general education teacher, special education teacher), and any other central office staff to then deliver the professional learning 2-day course in their own LEA.

The revisions are being assembled in modules that can be accessed individually to accommodate administrators and Co-Teaching teacher teams who may have participated in the previous professional learning. This format will allow teams to access the revised content easily. Some topics included in the revised professional learning include: Historical Perspective and What Does the Research Say?

Look for registration information on the [www.ncsip.org](http://www.ncsip.org) Events tab in the near future.

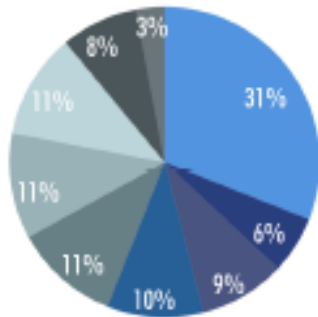
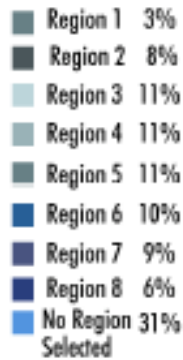
# NC SIP 2017 Stakeholder Survey

In March 2017, as part of the North Carolina State Improvement Project (NC SIP) evaluation, Evergreen Evaluation & Consulting, Inc. (EEC) gathered feedback from 118 project partners in 71 participating LEAs about the implementation of project activities by administering the NC SIP 2017 Stakeholder Survey.

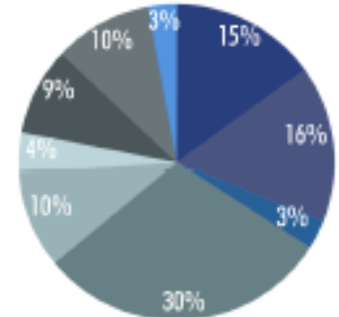
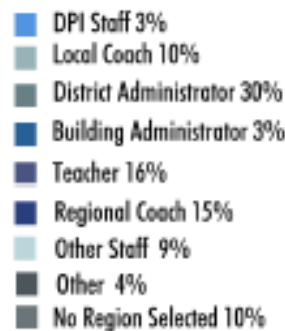
## Demographics

A total of 118 project partners representing the 71 participating LEAs from each of the eight Education Districts in North Carolina participated in the survey. The participants are from Best Practice Centers, Demonstration Sites and Networks Sites and represent diverse primary roles within the NC SIP project.

NC SIP 2017 Stakeholder Survey Participants by Region



NC SIP 2017 Stakeholder Survey Participants by Primary Role



## Items Ratings

### Highest Rated Items on the 2017 Stakeholder Survey Among All Respondents

\*Items rated using a 5 point scale

Statements	Ave. Score
I have benefitted from being involved with this project.	4.54 (90.8%)
I learned new skills as a result of the NC SIP professional development.	4.47 (89.4%)
My district/school benefits from being involved with this project.	4.42 (88.4%)

### Top 5 Ways the NC SIP Has Been Beneficial

- ✓ Increased knowledge
- ✓ Training/professional development
- ✓ Improved strategies/practices
- ✓ Improved coaching
- ✓ Better collaboration/networking

### Top 5 Ways NC SIP has Informed Practice

- ✓ Helped in determining student needs
- ✓ Focused or changed teaching strategies
- ✓ Directed or developed professional development
- ✓ Directed coaching
- ✓ Informed teacher assessments, feedback, and placements

## Considerations for Action

### Themes from the Feedback

- 1) Clarify roles and expectations for project participants
- 2) Increase communication on project progress
- 3) Enhance training and/or supports

### Potential Action Steps

- 1) Review the current resources available that define each role type
- 2) Provide regular updates and review the communication strategy
- 3) Role out training with a common, clear, consistent message



**Dr. Mark SHINN**

Mark R. Shinn, Ph.D. is currently Professor of the School Psychology at National Louis University (NLU) in Chicago. Prior to joining NLU in 2003, he was Professor of School Psychology and Special Education at the University of Oregon (1984-2003).

Dr. Shinn is a nationally recognized consultant to schools and state departments of education across the country on implementation of MTSS/RTI and has worked with schools and state departments of education in more than 40 states. In the past 3 years, he has supported other state department efforts to implement MTSS/RTI in Virginia, Tennessee, Iowa, North Dakota, and South Dakota. His areas of specific expertise are scientifically based basic skills progress monitoring and screening.

Dr. Shinn has edited 2 books on Curriculum-Based Measurement (CBM), 3 books on research-based PK-12 academic and behavior interventions, and published almost 100 journal articles and book chapters on basic skills progress monitoring and screening. In addition, he has contributed to the software development of aimweb, and the progress monitoring components of Jamestown Reading Navigator and Ymath.

# CONFERENCE AGENDA

## MARCH 20

Welcome & Special Recognition

Dr. Nancy Frey

Content Knowledge Development  
Focused on Literacy

## MARCH 21

Welcome & Special Recognition

Dr. Mark Shinn

Content Knowledge Sessions  
Updates from ECAC, Our Evaluators, and  
Institutes of Higher Education

## MARCH 22

Welcome & Special Recognition

Dr. John Almarode

Dr. Bradley Witzel

Content Knowledge Development  
Focused on Mathematics

## REGISTRATION

The conference will be from 8:00-5:00 each day. Watch your email on Jan. 16, 2018 for a link for registration containing additional details. Registration will be on a first come first serve basis and the registration fee will be \$100 per day. Join us for one day or come for all three! LEAs will not be limited on the number of participants they may bring.

**CONTACT US** (919) 807-3298



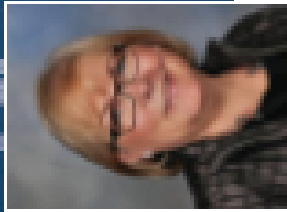
**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction



# KEYS for STUDENT SUCCESS

NC SIP Spring Network  
Conference 2018

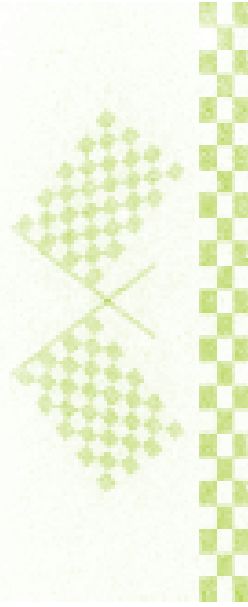
**March 20-22, 2018**  
Embassy Suites, Greensboro, NC



Dr. Nancy  
**FREY**

Nancy Frey, Ph.D. is a professor of Educational Leadership at San Diego State University. She is a recipient of the Christa McAuliffe award for excellence in teacher education from the American Association of State Colleges and Universities. She has co-authored several books on teaching and learning with Doug Fisher, and was a co-recipient with Fisher of the NCTE's 2004 Kate and Paul Farmer award for outstanding writing for their article, *Using Graphic Novels, Anime, and The Internet in an Urban High School*, published in NCTE's *English Journal*. In 2008, she received the Early Career Achievement Award from the Literacy Research Association.

Nancy teaches a variety of courses in school improvement and literacy leadership. Her favorite place to be is Health Sciences High and Middle College, where she learns from teachers and students every day.



Dr. Bradley  
**WITZEL**

Bradley Witzel, Ph.D. is an award-winning teacher and researcher who works as a full professor and program director of the MEd in Intervention at Winthrop University, the flagship education college for the state of South Carolina. As a classroom teacher, he worked in multiple settings teaching mainly math and science to high achieving students with disabilities and at-risk concerns. Dr. Witzel has authored over 50 publications, including the recently published books *Rigor in the RTI* and *MTSS Classroom* through Routledge, *Teaching Elementary Mathematics to Struggling Learners* through Guilford Press and the edited book *Bridging the Arithmetic to Algebra Gap* through the Council for Exceptional Children (CEC).

A popular professional developer, he works with many districts and state departments delivering over 400 workshop, conference, and video presentations on intervention delivery and mathematics. He has served as a board member consulting with several states RTI and MTSS plans, served as a panelist on the Institute of Education Science RTI Math Practice Guide and as an invited reviewer of the National Mathematics Advisory Panel Final Report. Most importantly, he is a father of two, husband of an educator, and son of two educators.



Dr. John  
**ALMARODE**

John Almarode, Ph.D. has worked with schools, classrooms, and teachers all over the world. He has presented locally, nationally, and internationally on the application of the science of learning to the classroom, school, and home environments. He has worked with hundreds of school districts and thousands of teachers in countries as far away as Australia, Canada, England, Saudi Arabia, Scotland, South Korea, and Thailand. In addition to his time in Pre-12 schools and classrooms he is an Associate Professor in the Department of Early, Elementary, and Reading Education and the Co-Director of James Madison University's Center for STEM Education and Outreach. At James Madison University, he works with pre-service teachers in elementary science methods, and actively pursued his research interests including the science of learning, the design and measurement of classroom environments that promote student engagement and learning. John began his career in Augusta County, Virginia, teaching mathematics and science to a wide range of students. The work of John and his colleagues has been presented to the United States Congress, Virginia Senate, at the United States Department of Education as well as the Office of Science and Technology Policy at The White House. John has authored multiple articles, reports, book chapters, and two books including *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12* (Corwin Press, 2013). He is currently working on the K-5 version of the same book as well as a book on teacher clarity, both with Corwin Press. He is the co-editor of the *Teacher Educator's Journal*. However, what really sustains John, and his greatest accomplishment is his family. John lives in Waynsboro, Virginia with his wife Daniela, a fellow educator, their two children, Tessa and Jackson, and Labrador retrievers, Angel and Forrest.