January marks the start up of the most recent NC-PIMS Leadership Training and mid-year meetings of many District Leadership Teams. In this issue of Notes, I report on some of the happenings at these meetings, and training sessions. A central feature in this set of Notes is a brief review of the project-sponsored Leadership Training for Lead Teachers. I also feature our participation in the Annual Mathematics Science Partnership (MSP) Learning Network Conference 2006 held in Washington, DC, January 30-31. During the conference we were able to meet with our newly assigned National Science Foundation Program Officer.

Weldon City Schools District Leadership Team

NC-PIMS would like to welcome the new Superintendent of Weldon City Schools, Dr. Elie Bracy, III, to the project.

Special thanks to Nicolle and Sherrill for the layout and editing of this edition of Notes.

All past Notes issues are available at: http://www.ncpims.org/

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project Facilitators, Ms. Elfreda Robinson and Mr. Sherman Sumpter. Ms. Terry Sledge, who is Title I/Parent Involvement Coordinator and our NC-PIMS District Contact, organized the meeting. Dr. Elie Bracy, III, the newly appointed Superintendent of Weldon Schools was introduced to the project staff.

Most of the discussion focused on clarifying the partnership and the importance of maintaining the Lead Teacher model to support a legacy of mathematics curriculum leadership that is school-based. It is timely for the partnership to have Dr. Bracy on board as we set up professional development workshops for Year Five. Other members on hand were Harriett Walker, Director of Administrative Support; Ms. Matilda Campbell, Finance Officer; Mr. Marion “Butch” Hudson, Director of Curriculum, Assessment and Textbooks; Mr. Oliver Holley, 21st Century Community Learning Center Director; and Ms. Deborah Carroll, Exceptional Children Director.

Hoke County District Leadership Team

The Hoke County DLT met January 23rd at 3:15 in Raeford. After brief remarks by the Project Director, the meeting was facilitated by Ms. Tina Miller, Assistant Superintendent and NC-PIMS Primary Contact. Ms. Deb Bartz, Evaluator, Mr. Sherman Sumpter and Ms. Kacey Sensenich, NC-PIMS Facilitators, and selected Lead Teachers attended. Lead Teachers described their professional development workshops, some of the adjustments in the grade-level appropriateness that needed to be made in the workshops and the level of support from their school administrators. Ms. Miller described Hoke County Schools’ challenge in implementing a relatively large number of programs to meet their needs, some of which are demanded by the Court through the Leandro Ruling. It was noted that a relatively large teacher turnover rate among teachers creates some instability in the high schools especially in the mathematics program. Teacher attrition and the district’s mandated program response to the Leandro Ruling contribute to some of the tensions expressed by Lead Teachers, especially at the secondary level. Hoke County Schools remains a good NC-PIMS partner despite its recent challenges to install a new system of support for students and teachers. Along with the programmatic revitalization, it was announced recently that Mr. Allen Strickland, Hoke County Schools Superintendent, would be retiring in February with a replacement expected by July 2006. Hoke has an energetic group of seven K-5 and two secondary Lead Teachers continuing into Year Five with the project.
Wayne County District Leadership Team

The Wayne County DLT met January 25th at 3:45 in Goldsboro. Ms. Joyce Cunningham coordinated the meeting with Facilitators Ray Jernigan and Alice Brown leading discussion about the role of the group. The discussion included personal assessments by Lead Teachers, Patrice Barnes, Caroline Brown and Tracy Thomas, who described how the professional development workshops were going. Ms. Diane Watts, Assistant Principal at C.B. Aycock High School, expressed her observations from a school administrator’s point of view about NC-PIMS and tied that to her experience working in a similar project in Connecticut. Dr. Ralph Smith, the Science Coordinator, was also on hand to provide his insight from the perspective of science and the Lead Teacher concept in Wayne County. Beverly Kee, a Lead Teacher from Goldsboro Middle School, represented a secondary school perspective. As Project Director, I described how Wayne County Schools has become an ideal partner in the NC-PIMS alliance by being faithful to (1) long-term planning, (2) maintenance of a community of learners, especially among their Lead Teachers, (3) good communication across all levels of the district, and (4) strong administrative support that has been consistent with project ideals and needs of their students. An important focus of this meeting was on sustainability of the Lead Teacher Model. With but 20 months remaining in the life of current funding for NC-PIMS, Wayne County Schools is looking ahead to possible ways of maintaining integral features of the Lead Teacher concept. Some of their ideas for sustainability are expected to emerge at the Regional Leadership Team meeting at East Carolina University this spring. The Wayne County District Leadership Team has 14 members. Going into Year Five, the district has maintained a solid cadre of 28 K-5 Lead Teachers and eight 6-12 Lead Teachers. Congratulations!

Cumberland County Schools District Leadership Team

The Cumberland County Schools District Leadership Team met on Monday, January 30th, from 10:30 AM to Noon at E.E. Smith High School. The Superintendent, Dr. William Harrison, facilitated the meeting, which had 23 participants. The Culinary Arts class at the high school provided refreshments to the group. The full agenda included:

- Principal Donna Mims from Rockfish Elementary School shared her experience in the Lenses on Learning course, including ways that the course content relates to several initiatives underway in the Cumberland County Schools.
- Lori Stancill, NC-PIMS Facilitator, gave an overview of P.U.S.H. I, P.U.S.H. II and SAM and her hope for a P.U.S.H. III with a focus on Data/Measurement.

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• Tiffany DeCarlo, Curriculum Specialist for Mathematics K-5, provided a review of courses taken by the K-5 Cumberland County teachers.

• Alice Bender, teacher at Glendale Acres Elementary and Stephanie Cahoon, Lead Teacher at C. Wayne Collier Elementary were on hand to share their experiences with the NC-PIMS professional development (PD). In particular, as a teacher participating in the project’s PD, Alice described how it had helped her to focus on the “big ideas” of mathematics and stressed how important she has found it for students not to just do an activity, but to show “what they are thinking in a concrete way.” Stephanie explained how the NC-PIMS PD has broadened the impact that PD can have by reaching many more teachers and by including the whole school in the opportunity. She also noted how the PD contributes to increased content rigor in the classroom.

• Judy Musgrave, Curriculum Specialist for Mathematics 6-12 and Sherman Sumpter, NC-PIMS Facilitator, reviewed and gave updates on the PD for secondary schools. Shonette Simmons, Lead Teacher at Seventy First High School, shared that during her first year with NC-PIMS she was very comfortable with the PD focusing on the Algebra strand, but that the Data-Measurement course taken last year had taken her “out of her comfort zone.” She explained that while overall the teachers enjoy the NC-PIMS PD, she had concerns for the needs of Pre-Calculus and Calculus teachers for more offerings that they can use in their classrooms. Shonette went on to say that “as a teacher it has changed how I do things in my classroom.”

• Joyce Hodges and Sherman Sumpter, NC-PIMS Facilitators, shared handouts and information related to the attrition of Lead Teachers. Members of the DLT began discussions about possible solutions.

Cumberland County Schools District Leadership Team – 1/30/06

Dr. William Harrison, Superintendent
Mary Emily Royal, School Board Member
Robin Tatun, Guidance Supervisor
Pamela Gibson, College Tech Prep Coordinator
Judy Babb, Staff Development Coordinator
Jeff Jernigan, Principal Cape Fear High School
Dawn Mathew, Parent/Teacher, Max Abbott Middle School
Alice Bender, Teacher, Glendale Acres Elementary School
Shonette Simmons, Mathematics Teacher, Seventy-First High School
Dr. Kim Smith-Burton, Mathematics Education Professor, Fayetteville State University
Dr. William Warren, Exec. Director of Middle Schools
Dr. Mary Black, Director of Elementary Schools
Judy Musgrave, Secondary Mathematics Curriculum Specialist
Tiffany DeCarlo, Elementary Mathematics Curriculum Specialist
Jami Inman, Secondary Science Curriculum Specialist
Connie Kinlaw, Elementary Science Curriculum Specialist
Donna Mims, Principal, Rockfish Elementary
Stephanie Cahoon, Lead Teacher, Collier Elementary
Joyce Hodges, NC-PIMS Facilitator K-5
Elfreda Robinson, NC-PIMS Facilitator K-5
Kacey Sensenich, NC-PIMS Facilitator K-5
Sherman Sumpter, NC-PIMS Facilitator 6-12
Lori Stancill, NC-PIMS P.U.S.H. Coordinator

Some of the Cumberland County Schools DLT Members: (left to right) Board Member Mary Emily Royal, Supt. William C. Harrison, Principal Jeff Jernigan, Science Curriculum Specialist for 6-12, Jami Inman
[Please see additional photo from the meeting at end of these Notes.]
Pilot for the Leadership Training

On Thursday, January 5th, in Room 107 of the Williams Building on the James Sprunt Community College campus, all Facilitators participated in the pilot of the Leadership Training that has been designed for our Lead Teachers. The Design Team has included Carol Midgett, Program Coordinator, and NC-PIMS Facilitators, Jo Ann Fitchett, Wilma Godwin, Karen Hill, Kacey Sensenich and Sherman Sumpter. The basic theme this year is Professional Learning Communities (PLCs). All other NC-PIMS Facilitators played the role of participants in the pilot. The External Evaluator, Deb Bartz was on hand for the two days to proffer constructive criticism and suggestions to the designers. I attended part of the Thursday session and consulted with Deb about the progress that was being made. The Design Team made modifications to the training program from the comments and recommendations of the Evaluator.
Leadership Training for Lead Teachers

The Professional Learning Communities theme represents the third level of training for Lead Teachers in the NC-PIMS project and is complimentary to the first two related themes, School Change Process and Teaching the Adult Learner. The third theme begins this month.

The inaugural training of Lead Teachers (Spring 2004) for the Change Process was based on portions of the work of Susan Loucks-Horsley, et al, *Designing Professional Development for Teachers of Science and Mathematics*. The second phase of Leadership Training (Spring 2005) focused more specifically on the Concerns-Based Adoption Model (CBAM) and teaching the adult learner.

Here is a brief description of the CBAM model extracted from a web site of The National Academies and applicable to NC-PIMS (for more information please see [http://www.nationalacademies.org/rise/backg4a.htm](http://www.nationalacademies.org/rise/backg4a.htm)):

The CBAM model (and other developmental models of its type) holds that people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is. In general, early questions are more self-oriented: What is it? And How will it affect me? When these questions are resolved, questions emerge that are more task-oriented: How do I do it? How can I use these materials efficiently? How can I organize myself? And Why is it taking so much time? Finally, when self- and task concerns are largely resolved, the individual can focus on impact. Educators ask: Is this change working for students? And Is there something that will work even better?

The concerns model identifies and provides ways to assess seven stages of concern, which are displayed in the following table. These stages have major implications for professional development. First, they point out the importance of attending to where people are and addressing the questions they are asking when they are asking them. Often, we get to the how-to-do-it before addressing self-concerns. We want to focus on student learning before teachers are comfortable with the materials and strategies. The kinds and content of professional-development opportunities can be informed by ongoing monitoring of the concerns of teachers. Second, this model suggests the importance of paying attention to implementation for several years, because it takes at least three years for early concerns to be resolved and later ones to emerge. We know that teachers need to have their self-concerns addressed before they are ready to attend hands-on workshops. We know that management concerns can last at least a year, especially when teachers are implementing a school year's worth of new curricula and also when new approaches to teaching require practice and each topic brings new surprises. We also know that help over time is necessary to work the kinks out and then to reinforce good teaching once use of the new practice smooths out. Finally, with all the demands on teachers, it is often the case that once their practice becomes routine, they never have the time and space to focus on whether and in what ways students are learning. This often requires some organizational priority setting, as well as stimulating interest and concern about specific student learning outcomes. [Extracted from a website of The National Academies: www.nationalacademies.org/rise/backg4a.htm]

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<tr>
<th>Stage of Concern</th>
<th>Expression of Concern</th>
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<tr>
<td>6. Refocusing</td>
<td>I have some ideas about something that would work even better.</td>
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<tr>
<td>5. Collaboration</td>
<td>How can I relate what I am doing to what others are doing?</td>
</tr>
<tr>
<td>4. Consequence</td>
<td>How is my use affecting learners? How can I refine it to have more impact?</td>
</tr>
<tr>
<td>3. Management</td>
<td>I seem to be spending all my time getting materials ready.</td>
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<tr>
<td>2. Personal</td>
<td>How will using it affect me?</td>
</tr>
<tr>
<td>1. Informational</td>
<td>I would like to know more about it.</td>
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<tr>
<td>0. Awareness</td>
<td>I am not concerned about it.</td>
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Leadership Training Day One at Fayetteville State University

The third phase of Leadership Training began at the School of Business and Economics Building on January 21st with 84 Lead Teachers attending. Lead Teachers from five school district partners participated: Cumberland (73), Hoke (5), Pitt (2), Weldon City (1), and Wayne (3). As Project Director, I was on hand to observe how the training was going and to assist in the collection of information from the participants. Deb Bartz, our Evaluator from UNCG, was on hand throughout the day to evaluate the training and to provide feedback to Program Coordinator Carol Midgett and to the training design team. The immediate feedback provides the means of making timely improvements to the program for its next rendition of Day One at the East Carolina University and UNC Wilmington sites that follow.

Leadership Training Day One at East Carolina University

The first day of training for the ECU hub was conducted on Saturday, January 28th, in the Howell Science and Technology Building on the university campus. Approximately 120 Lead Teachers registered for the training that began at 8:30 AM and finished at 4:00 PM. The session was led by Ms. Carol Midgett, Leadership Coordinator, and NC-PIMS Facilitators Karen Hill and Sherman Sumpter. Other Facilitators were on hand to assist with logistics and registrations. I would like to express my gratitude to our NC-PIMS Site Coordinator, continued on page 8
Ms. Gayle Baker, and other staff and students who work with the Mathematics, Science and Technology Center at East Carolina for coordinating the details that made the day run smoothly. Sherman provided that energetic spark that focused the group on Change(!) that may have sounded like a tent revival to a passerby outside.

Carol and Karen were the task masters that guided the Lead Teachers to understand the relevance of the “creature communities” to professional learning communities, as well as the “seven shapes” of experiences in NC-PIMS. Their guidance was effective in assisting the Lead Teachers toward making connections between their roles as mathematics resources for teachers in their schools to a more structured concept of Professional Learning Communities—the theme of the Year Four Leadership Training.

Brunswick County P.U.S.H.—NC-PIMS
Facilitator Wilma Godwin presented to 20 parents and 21 students at the Parents Utilizing Standards at Home (P.U.S.H.) at the Jessie Mae Monroe Elementary School on January 25th. Ms. Fran Thomas, Parent Facilitator/CIS Site Coordinator made the arrangements for the event. We appreciate Wilma being able to respond to conducting the session for the original presenter who was ill. The participants gave very positive evaluations for the experience, as usual.

MSP Annual Learning Network Conference in DC:

The Annual MSP Learning Network Conference 2006 was held at the Washington Hilton January 30-31. NC-PIMS representation included Dr. Verna Holoman, Principal Investigator and Executive Director of NC Mathematics and Science Education Network; Ms. Deborah Bartz, External Evaluator from C.E.R.E. at UNC Greensboro; Dr. Dargan Frierson, Professor at UNC Wilmington’s Mathematics and Statistics Department; Ms. Connie Cheston, K-5 Mathematics Resource Specialist and Pitt Contact for NC-PIMS; Ms. Wilma Godwin, Mathematics Facilitator and Dr. Thom Clark, Project Director.
The theme of the conference was Teacher Quality, Quantity and Diversity, which is one of the five Key Features of the MSP projects. On Monday evening, we took advantage of an opportunity to meet with Dr. Kathleen Bergin, our newly assigned National Science Foundation Program Officer. We had a good introductory meeting with her at dinner where we discussed the roles of the team members and the major components of the project. We will be setting up our NSF annual site visit to be scheduled this spring with Dr. Bergin and others from NSF and the US Department of Education.

Some important dates to keep in mind:

February 7—NC-PIMS Management Team Meeting
Agenda: NSF Site Visit & Updates

February 9—Regional Leadership Team meeting
Fayetteville State University

February 11—Leadership Training Makeup at FSU
February 18—Leadership Training at FSU (Day 2)

February 25—Leadership Training at ECU (Day 2)
March 4—Leadership Training at UNCW (Day 2)

Also during February, P.U.S.H. presentations have been scheduled for Carver Elementary and Eastern Wayne Elementary schools.

The NC-PIMS participants at the MSP Learning Network Conference—dinner meeting with Dr. Kathleen Bergin, our NSF Program Officer at Buca di Peppo Restaurant on Connecticut Avenue: Left to right: Thom Clark, Wilma Godwin, Deb Bartz, Connie Cheston, Kathleen Bergin, Verna Holoman, Darlan Frierson

MORE FROM THE CUMBERLAND COUNTY DLT MEETING:

Some of the Cumberland County Schools District Leadership Team Members: (Counter clockwise from the right) Ms. Joyce Hodges, Dr. William Warren, Ms. Robin Tutum, Ms. Dawn Mathew, Ms. Judy Babb (not seen), Ms. Tiffany DeCarlo, Ms. Connie Kinlaw, Ms. Stephanie Cahoon, Ms. Donna Mims, Ms. Pamela Gibson and Ms. Alice Bender. Participants at the Cumberland DLT meeting, but not shown in the accompanying photos include Ms. Shonette Simmons, Dr. Kimberly Smith-Burton, Dr. Mary Black, Ms. Judy Musgrave, Ms. Elfreda Robinson, Ms. Kacey Sensenich, Mr. Sherman Sumpter and Ms. Lori Stancill. [My apologies for having no photo of the latter participants.]