

# LEARN NC

## DIFFERENCE-MAKING PROFESSIONAL DEVELOPMENT

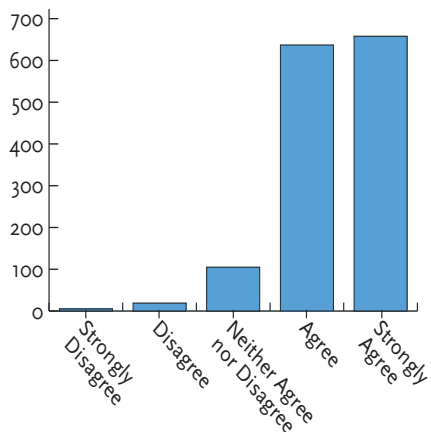
Research has established a link between effective professional development and student achievement<sup>1</sup>. Teachers who complete training that is directly applicable to their jobs, that focuses on how students learn a particular subject, see improved student achievement in the classroom<sup>2</sup>.

LEARN NC has been North Carolina's leader in online professional development since 2002. In partnership with North Carolina e-Learning for Educators, LEARN NC provides more than 50 courses in nearly every subject area. But why does LEARN NC professional development make a difference? What qualities make LEARN NC the best choice?

### RELEVANT

Effective professional development isn't about buzzwords or pie-in-the-sky theory. It's about learning skills that will make a difference in class on Monday.

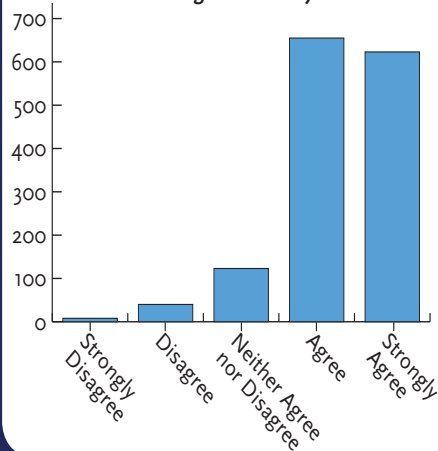
I learned a great deal in this course and will be able to use the knowledge and materials in my job.<sup>†</sup>



Teachers can bolster content knowledge in *Middle Grades Science Learning*, or learn to tailor instruction to students' needs in *A Crash Course in ESL*.

Educators who complete LEARN NC professional development gain concrete strategies and develop lesson plans they can use in their practice immediately.

I had a feeling of being a part of a learning community.<sup>†</sup>

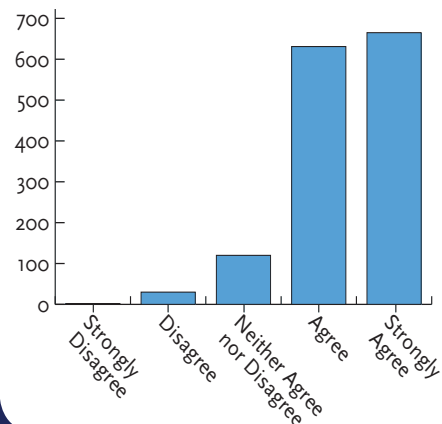


### INCLUSIVE

The "sit and get" professional development model is dead. In LEARN NC courses, educators join a community of professionals dedicated to improving their teaching. They encourage, challenge, and collaborate with a diverse group of educators in a collegial atmosphere.

Research shows that professional learning communities help schools reshape their culture, develop internal capacity, and most importantly, increase student achievement<sup>3</sup>.

The opportunity for peer feedback and discussion was helpful and appropriate.<sup>†</sup>



<sup>1</sup> Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. "Reviewing the evidence on how teacher professional development affects student achievement." Institute of Education Sciences. [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL\\_2007033\\_sum.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033_sum.pdf).

<sup>2</sup> Resnick (Ed.), Lauren B.. "Teaching Teachers: Professional Development To Improve Student Achievement." Project Profile: "Boston Science Partnership". <http://bsp.mspnet.org/index.cfm/11901>.

<sup>3</sup> Vescio, Vicki, Dorene Ross, and Alyson Adams. "A review of research on professional learning communities: What do we know?." National School Reform Faculty, [http://www.nsrffharmony.org/research.vescio\\_ross\\_adams.pdf](http://www.nsrffharmony.org/research.vescio_ross_adams.pdf), pp 14-16.

<sup>†</sup> Responses from end-of-course surveys for LEARN NC online courses.

## STANDARDS-BASED

A survey of North Carolina professional development coordinators found that a good deal of CEU credit awarded in North Carolina was based on quantity of hours, not quality of instruction<sup>4</sup>.

All LEARN NC online professional development courses follow a researched model for quality professional development and online learning. Through clear course objectives, adaptable learning activities and assessments, and intuitive instructional design, educators will know what they'll learn and how it will help them be the best teachers they can be.

Further, LEARN NC courses are aligned to the North Carolina Professional Teaching Standards. A quick glance at a course description tells teachers which courses can help shore up areas of need.

<sup>4</sup> Germuth, Amy. "Results of the 2009 Survey of District Professional Development Directors." EvalWorks, LLC. p. 13.

### NORTH CAROLINA PROFESSIONAL TEACHING STANDARD COURSES ALIGNED<sup>‡</sup>

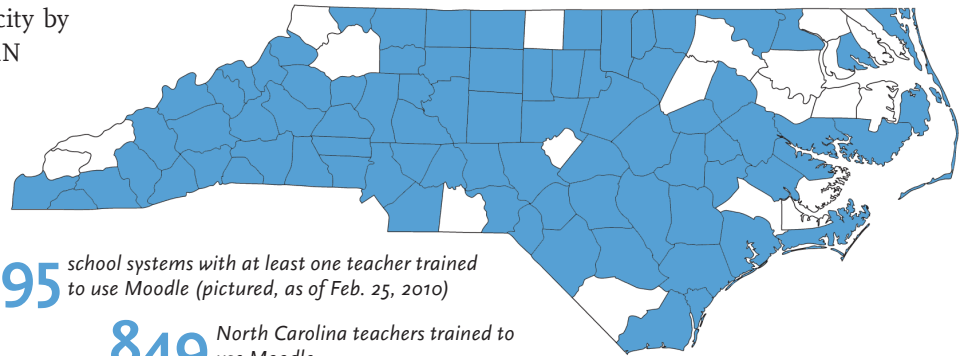
Standard	Description	Courses Aligned
Standard I	Teachers demonstrate leadership	9
Standard II	Teachers establish a respectful environment for a diverse population of students	18
Standard III	Teachers know the content they teach	32
Standard IV	Teachers facilitate learning for their students	50
Standard V	Teachers reflect on their practice	53

<sup>‡</sup>As of February 25, 2010

## SCALABLE

Schools can increase their teaching capacity by offering online courses hosted by LEARN NC. All public schools in North Carolina can offer online courses after their teachers complete LEARN NC's online *Moodle Training* course.

Choose a class from LEARN NC's online course library, or develop one from scratch. Students and teachers receive live technical support 24 hours a day, seven days a week. Teachers won't have to worry about technical issues and can focus on their teaching.



**95** school systems with at least one teacher trained to use Moodle (pictured, as of Feb. 25, 2010)

**849** North Carolina teachers trained to use Moodle

**673** online courses taught by NC educators on LEARN NC's Moodle platform

**72** local professional development courses taught by North Carolina educators on LEARN NC's Moodle platform

## AFFORDABLE

North Carolina school systems spend, on average, more than \$150 per CEU for professional development<sup>5</sup>. At only \$75 per CEU, **LEARN NC online professional development courses cost less than half the state average.**

At a time when schools are slashing professional development budgets and teachers must pay for professional development out-of-pocket, LEARN NC professional development remains a high-quality, cost-effective solution.

## ESSENTIAL

Only LEARN NC combines the quality, flexibility, and cost-effectiveness North Carolina educators need. Sign up for courses today at [www.learnnc.org/courses/](http://www.learnnc.org/courses/).

Questions? Contact Ross White, Associate Director, at [ross@learnnc.org](mailto:ross@learnnc.org) or 919-962-2475.

<sup>5</sup> Germuth, Amy. "Results of the 2009 Survey of District Professional Development Directors." EvalWorks, LLC. p. 10.

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