

DIFFERENCE-MAKING PROFESSIONAL DEVELOPMENT

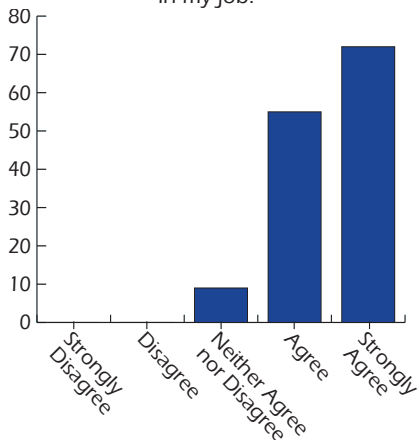
Research has established a link between effective professional development and student achievement¹. Teachers who complete training that is directly applicable to their jobs, that focuses on how students learn a particular subject, see improved student achievement in the classroom².

North Carolina e-Learning for Educators, in partnership with LEARN NC, The Friday Institute for Educational Innovation at North Carolina State University College of Education, UNG-TV, DPI, and the North Carolina Virtual Public School, provides courses in nearly every subject area. But why does e-Learning for Educators professional development make a difference? What qualities make it the best choice?

RELEVANT

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

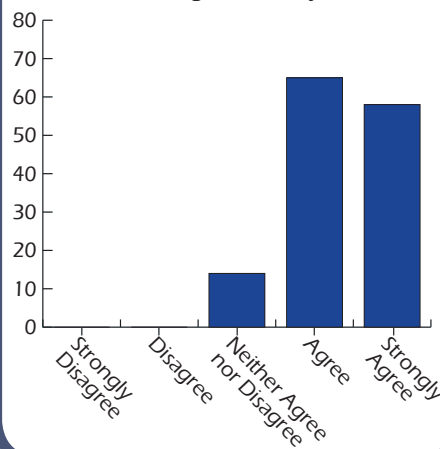
I learned a great deal in this course and will be able to use the knowledge and materials in my job.[†]



Bolster content knowledge in *Middle Grades Science Learning*. Tailor instruction to students' needs in *A Crash Course in ESL*.

Educators who complete e-Learning for Educators 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.[†]

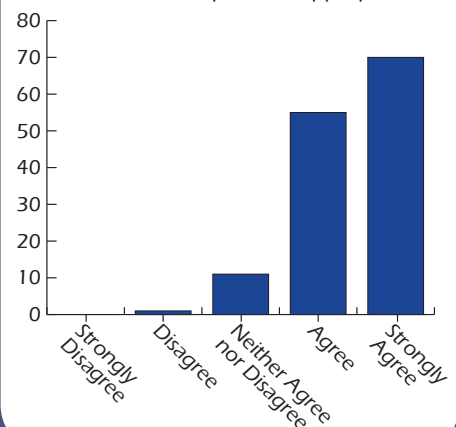


INCLUSIVE

The "sit and get" professional development model is dead. In e-Learning for Educators 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 achievement³.

The opportunity for peer feedback and discussion was helpful and appropriate.[†]



¹ 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.pdf.
² Resnick (Ed.), Lauren B. "Teaching Teachers: Professional Development To Improve Student Achievement." Project Profile: "Boston Science Partnership". <http://bsp.mspsnet.org/index.cfm/11901>.
³ 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.nsrforum.org/research/vescio_ross_adams.pdf. pp 14-16.
[†] Responses from end-of-course surveys for North Carolina e-Learning for Educators 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 instruction⁴.

All e-Learning for Educators 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, e-Learning for Educators 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.

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

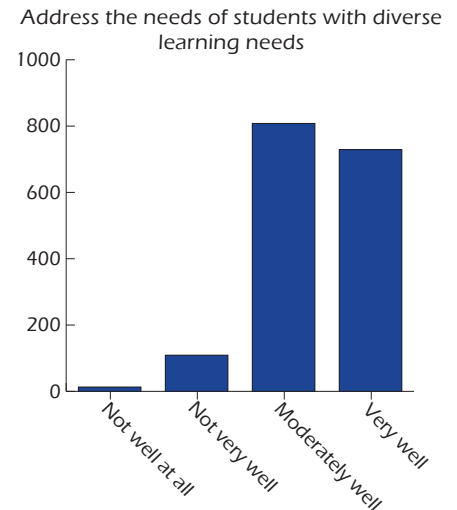
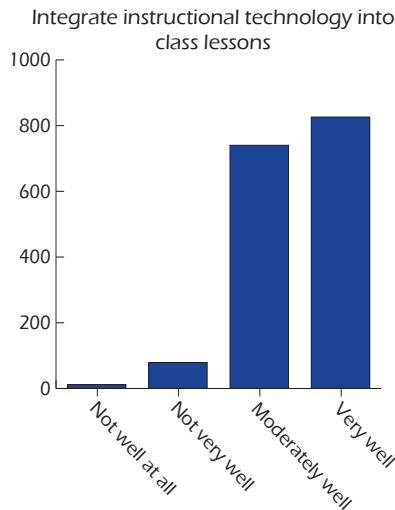
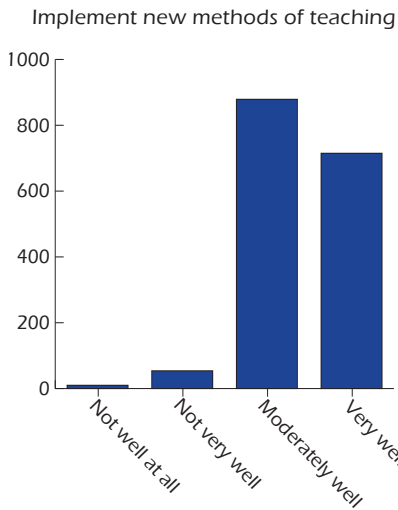
NORTH CAROLINA PROFESSIONAL TEACHING STANDARD COURSES ALIGNED[‡]

Standard	Description	Count
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

[‡] Includes LEARN NC and North Carolina e-Learning for Educators courses, as of February 25, 2010

PARTICIPANTS' PERCEPTIONS OF COURSE EFFECTIVENESS

According to a survey of course participants nationwide, e-Learning for Educators courses help participants to:



AFFORDABLE

North Carolina school systems spend, on average, more than \$150 per CEU for professional development⁵. At \$75 or less per CEU, North Carolina e-Learning for Educators 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

North Carolina e-Learning for Educators combines the quality, flexibility, and cost-effectiveness North Carolina educators need. Sign up for courses today at www.learnnc.org/courses/.

Questions? Contact Ross White, North Carolina e-Learning for Educators Director, at ross@learnnc.org or 919-962-2475.

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

