



**Alignment with North Carolina
Professional Development Standards**

<http://www.ncwiseowl.org/ebistro>

The North Carolina professional development standards begin with the premise that a primary goal of professional development is to help educators develop the knowledge, skills, behavior, and insights needed to become effective classroom teachers and school leaders. Based on research by the National Staff Development Council (NSDC), the State standards provide the vision and framework for making professional development more responsive to the learning needs of both educators and students. The standards clearly describe behaviors and attitudes that will lead to maximized teaching and learning.¹

The following tables show the alignment of the eBistro Professional Development Modules provided by the Instructional Technology Division of NC DPI with these standards - <http://www.ncpublicschools.org/profdev/guidelines/>.

AREA	STANDARD	EXPLANATION
CONTEXT		
Learning Communities	Professional development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.	eBistro is designed to be either an independent learning experience or to be facilitated by professional development trainers in the district. In the facilitated option, trainers are encouraged to develop a cohort of participants that may support one another. In the independent learning option, individuals are provided the tools to contact/share their ongoing module development with a mentor for evaluation and conversation.
Leadership	Professional development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.	Tools are provided that enable school and district leaders to provide ongoing feedback to any teacher learning module.
Resources	Professional development that improves the learning of all students requires resources to support adult learning and collaboration.	Each module in eBistro includes professional articles in support of the topic. Rubrics, worksheets, and short video clips are examples of resources made available within the module to support the curriculum. Tools are provided that enable participants to share portfolios portions with colleagues and mentors.
PROCESS		
Data-Driven	Professional development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.	Individuals are encouraged to use their own classroom data, experience, and skills in selecting portfolio modules to complete.

Evaluation	Professional development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.	A standard part of each eBistro module is the opportunity for teachers to reflect on their own teaching and learning practices and the impact it has on students. The Confidence Register is a tool within eBistro that compiles this data. Upon the completion of each module, participants are asked to submit an overall evaluation of the learning.
Research-Based	Professional development that improves the learning of all students prepares educators to apply research to decision making.	Each learning module in eBistro begins with a Preparation section grounded in research pertinent to the topic. All sources are cited at the end of each module. Each module is tied directly to the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers, NETS-T.
Design	Professional development that improves the learning of all students uses learning strategies appropriate to the intended goal.	Each module is designed by an expert in the topic area covered. Each module asks teachers to evaluate their own classroom and curriculum to determine the appropriate use of the learning. Each module is tied directly to the ISTE NETS-T.
Learning	Professional development that improves the learning of all students applies knowledge about human learning and change.	Teachers are asked to use the Confidence Register before, during, and after completing a module to reflect on their development in curriculum, technology and pedagogy.
Collaboration	Professional development that improves the learning of all students provides educators with the knowledge and skills to collaborate.	Tools are provided that enable teachers to share portions of their portfolios with colleagues and mentors for comment and review.
CONTENT		
Equity	Professional development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.	Each module requires teachers to reflect on their learning, implement the learning within the context of their classroom, and then show evidence of and reflect on that implementation. Each module encourages teachers to identify and meet the needs of diverse learners.
Quality Teaching	Professional development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.	Teachers are asked to use the Confidence Register before, during, and after completing a module to reflect on their development in curriculum, technology and pedagogy. Each module is tied directly the IST NETS-T.
Family Involvement	Professional development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.	The overall purpose of eBistro is to provide teachers with the necessary skills to use technology tools. Embedded in eBistro modules are activities that enable teachers to use technology tools to better communicate with parents and the community.



Alignment with U.S. Department of Education High-Quality Professional Development Principles

<http://www.ncwiseowl.org/ebistro>

The following principles have been identified by the U.S. Department of Education as necessary for high-quality professional development. The tables show the alignment of the eBistro Professional Development Modules provided by the Instructional Technology Division of NC DPI with these standards.

Principle	eBistro Alignment
<ul style="list-style-type: none"> • Focuses on teachers as central to student learning 	<p>Each eBistro module is designed to improve teacher knowledge and requires application of knowledge to classroom practice. The application is required before the module is considered complete.</p>
<ul style="list-style-type: none"> • Focuses on individual, collegial, and organizational improvement 	<p>The overall focus of eBistro is to improve technology integration in the classroom. Communication tools are provided that enable collaboration and mentoring.</p>
<ul style="list-style-type: none"> • Respects and nurtures educator capacity 	<p>Each module is designed so that teachers may reflect on current practice, implement new learning and then reflect on that implementation. Teachers are encouraged to consider their confidence level in curriculum, pedagogy, and technology as a way to guide their learning.</p>
<ul style="list-style-type: none"> • Reflects best available research and practice 	<p>Each module is grounded in professional research that supports its topic. Teachers are required to implement the module activities within their classrooms and curricula for successful completion.</p>
<ul style="list-style-type: none"> • Enables learners to develop further experience (e.g. content, strategies, pedagogy, technology) 	<p>Each module is grounded in professional research that supports its topic. Teachers are required to implement module activities within their classrooms and curricula for successful completion.</p>
<ul style="list-style-type: none"> • Promotes continuous inquiry and improvement embedded in the daily life of schools 	<p>Each module is grounded in professional research that supports its topic. Teachers are required to implement module activities within their classrooms and curricula for successful completion; ongoing reflection is a key component of every module.</p>
<ul style="list-style-type: none"> • Is planned collaboratively by participants 	<p>Participants are able to select their modules for completion and work at their own pace based on individual needs.</p>
<ul style="list-style-type: none"> • Requires substantial time 	<p>Each module is designed to take approximately 10 hours to complete. Actual classroom implementation may take much longer.</p>

<ul style="list-style-type: none"> • Is driven by coherent long-term plan 	<p>The overall plan for eBistro is the steady roll out of new modules to increase technology use in North Carolina classrooms. Completion of modules by teachers can easily be incorporated into their professional growth plans.</p>
<ul style="list-style-type: none"> • Is evaluated on basis of impact on teacher effectiveness and student learning ² 	<p>The final section of every eBistro module includes implementation in the classroom and reflection on implementation. Module evaluation forms also address impact on teacher effectiveness and student learning.</p>

Cited Works

¹ Public Schools of North Carolina. "North Carolina Professional Development: Standards-at-a Glance". 02 Sep 2005
 <<http://www.ncpublicschools.org/profdev/guidelines/toolkit/>>.

² Public Schools of North Carolina. "Assessing your Professional Development". 02 Sep 2005
 <<http://www.ncpublicschools.org/profdev/guidelines/toolkit/>>.