

**TEACHER COMPENSATION MODELS AND
ADVANCED TEACHING ROLES**



Challenging young minds to soar.

**Phyllis Yates, Superintendent
Ashe County Schools
320 South Street
Jefferson, NC 28640**

APPENDIX C

Proposal Cover Page

(Print or duplicate and complete this form *and include it in your application package.*)

Project Title: _____

Section 1. Applicant Information	
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Section 2. Project Information	
Project Director Name and Position (if different from contact): _____	
Phone: _____	Email: _____
Total Project Budget: <u>\$700,000</u>	Requested Grant Amount: <u>Year 1 - \$135,070.15</u>
Estimated Number of Schools Served: <u>6</u>	Estimated Number of Students Served: <u>3000</u>

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (*check each box so as to indicate your review and certification*):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink) Phyllis Yates
 Title: Superintendent Phone: (336) 246-7175

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MENTORING AND COACHING—CAPACITY BUILDING PROJECT

Proposal Narrative

Ashe County is located in the extreme northwest corner of North Carolina, bordered by Tennessee and Virginia. The county has a total area of 427 square miles, population of 26,924, with a median income of \$33,155. Our county is designated as a Tier I county, ranking in the 40 most distressed counties in the State, with a poverty rate over 20%. This percentage is 5% above the US and for children under 18 years of age, the rate is 28% which is 4% above the State and 7% above the US. Unfortunately, like many rural communities within the State, a dwindling tax base and declining industrial presence creates economic challenges that place a greater decline in budgetary funding for our system. Ashe County Schools is a small but progressive school system with approximately 3000 students enrolled in its three elementary schools, all of which are school-wide Title I, a middle school, a high school and an early college. Four preschool classes serve 72 four-year olds. We employ approximately 400 full time employees. Of that number, we have 245 certified teachers and instructional staff.

Our school system averages 30-35 Beginning Teachers (BTs) in their first, second and third year annually. This group is made up of personnel that have graduated from an accredited teacher licensure program and through the Lateral Entry Licensure route based on eligibility and criteria. The district annually has a teacher turnover rate between 8 and 15% which is relatively high for the number of certified teachers employed. The region is predominately surrounded by districts with highly competitive salary structures which tends to draw many applicants and inhibits the ability to attract and retain a highly qualified workforce, especially in hard-to-fill positions. Traditionally, we have funded the Beginning Teacher Support Program through the Title II allocation which provided stipends for mentors, resources, substitutes for BTs to observe

master teachers, and intense, sustained, research-based professional development designed for the novice teachers. Due to budget decreases federally, our Title II has diminished to the level that these supports are no longer funded through this allocation. Our local funding has been able to appropriate a small stipend to mentors of first and second year beginning teachers. We were fortunate to participate in the NC New Teacher Support Program during the 2017-2018 school year. Due to this being the first year, the cost was minimal – \$1000 per teacher. This opportunity provided for five ‘first-year’ teachers to participate. Resources allowed for the continuance of this program in our district for the 2018-2019 school year. This program provides a phenomenal coach, professional development and a Fall Institute for participants. However, due to loss in funding again this school year, we will not be able to continue this program in the future.

Ashe County Schools’ commitment is to keep a vital program for our BTs, as well as extend this support to teachers that are in years 4 through 7, in order to develop and retain the most effective teachers. Research states that a third of beginning teachers quit within their first three years on the job. The reasons are multiple including lack of administrative support, difficulties with student discipline, and low salary levels. Our desire is to build teachers’ capacity for success in the profession. Research indicates that teacher effectiveness is the number one determinant of student success. The main purpose of this grant is to engage in practices that support the ongoing growth and development of our teachers in order to improve school-wide/district-wide performance and provide small stipends for their work. This grant would provide necessary funds to continue developing our newest teachers to become teacher-leaders in and out of the classroom and increase expertise in our veteran teachers, while contributing to student success.

Why Is Teacher Leadership Important?

The ability to develop quality teacher-leaders in a school system is paramount. This is work that can be done that will support our system long-term. If a principal leads it is being facilitated to and for teachers. If a teacher provides the leadership it is accepted due to the mutual understanding and respect. Michael Fullan states in **Leading in a Culture of Change**, “The litmus test of all leadership is whether it mobilises people’s commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilization.” Teaching can become “flat”. This type of leadership will improve and empower teaching and learning with all involved, novice or veteran. The structures addressed in this proposal will promote learning in several ways:

- Decision-making focused on instructional need
- Instructional teams to improve practice
- Dedicated roles for teacher leaders to coordinate and coach
- Training for teacher leaders in curriculum, assessment, analysis of student work, facilitation skills, digital teaching and learning, etc.

The main goal is to create opportunities to build on-going teacher leadership capacity to support beginning teachers, retain novice teachers and support lead mentors through providing supplements/stipends for their work. The goals of the grant align with other key State initiatives seeking to strengthen teacher retention through more effective supports during the initial years and developing professional development for new Residency Licensure Route teachers. The specific goals addressed will be:

- Develop and implement a high-quality program of professional learning to prepare teacher leaders to serve as lead mentors and peer observer coaches for novice teachers and support teachers in years 4-7 needing assistance as well as any teachers at-risk;
- Continue the North Carolina New Teacher Support Program;
- Create, design, develop and deliver the ten-day induction program and high-quality professional learning opportunities for new teachers entering the profession through the new Residency Licensure route;
- Provide support for aspiring National Board Candidates by using National Board Certified Lead Learners to guide the program and provide leadership in the Core Propositions, reflecting and writing, submission, etc.
- Continue support through our Digital Teaching and Learning Team for guidance in competencies and school-wide initiatives (e.g. Canvas and SAMR)

The benefits and outcomes will be recognized by:

- Personal growth
- Greater comradery
- Empowering people to grow
- Facilitators that create a risk-free environment for everybody to be able to share
- Building confidence in the specified role
- Developing listening skills
- Making better professionals that promotes a direct effect on instruction – total improvement

Reflective conversations and instructional coaching are at the core of moving teachers forward in their professional work and ensuring academic success for their students. Reflective practice promotes a greater understanding of the fundamentals of good teaching. The North Carolina Educator's Evaluation System (NCEES) provides the structure and pathway to move instruction to a higher level. By utilizing trained lead peer observers to navigate what effective teaching looks like, we will enable our novice teachers to grow through the process. A February 2013 survey of National Association of Elementary School Principals (NAESP) and National Association of Secondary School Principals (NASSP) members found that a substantive teacher evaluation requires 11 to 15 hours per teacher over the course of a school year. On average, principals in our system manage 40-45 staff members in smaller schools and upwards of 75 in our high school. Providing an accurate and actionable evaluation for every teacher poses a growing dilemma for principals, given their full range of responsibilities. The time factor has emerged as an overwhelming concern. As directed in policy, a principal may select peer observers to evaluate staff. The goal is for this observation to be purposeful for the observer and teacher. By providing explicit coaching training to peer observers and supporting their efforts, high-quality conversations will be established and the rubric will show evidence of growth during the school year. The partnership between assigned mentors will result in meaningful support alongside a teacher. It is job-embedded and addresses issues teachers face daily in their classroom. The end result is improved instructional practice and student learning. Mentoring is confidential, non-evaluative, and supportive. The principals follow State guidelines when assigning mentors to BTs. Developing this capacity among lead teachers is essential for growth. Through collaborative meetings with administrators (beginning, mid, and end-of-year reviews; data days; etc.), principals gain insight regarding where the teachers and students are and where

they need to be. This holds teachers accountable to take the necessary steps for increasing student achievement and give specific areas of concerns for professional development.

Digital Teaching and Learning

Our system is rich with technological devices and tools. A Digital Teaching and Learning Team was chosen by principals at each school site and has been immersed in the recently released NC State Digital Learning Competencies (DLC). Throughout all the competencies is the underlying assumption of leadership and excellence to improve practice and drive student learning within classrooms. This team will collaborate to develop an avenue for teachers to imbed DLC in their daily lessons and assist in the work required within the established competencies which aid in assessing and improving teacher performance. This will enable our team to go deeper into our district-wide initiatives that support Canvas, the State's learning management system, and the SAMR model to promote effective teaching using digital learning.

Data Reflection/Needs Statement

Over the past 10 years, Ashe County Schools Beginning Teacher Turnover Rate has ranged from 15% to 8%, with the last percentage being the most current. Elementary has been around 7%. Mostly, this is due to the close proximity of Appalachian State University and the opportunity to partner with the Reich College of Education for placements of interns and student teachers. The elementary certified, pre-service teachers choose our county because it is nearby. Once in our county, they want to stay. Our middle school averages around 9% and these are in the hard-to-fill areas, (exceptional children, math and science). The high school has the highest teacher turnover rate—at one time as high as 14%. This percentage is based on a certified staff

of 70. Losing ten teachers in one year is huge. Of that ten, five were beginning teachers. Our high school has not met growth for the past four years. When reviewing teaching assignments for end-of-course exams, beginning teachers were placed in English II and Math 1. A great deal of research literature documents the extent to which beginning teachers struggle in their early classroom years. This reflects the need for extra support and coaching in these core, tested subjects. The elementary schools have exceeded growth for several years; however, a large percentage of the faculties will be retirement eligible within the next two to five years.

Each year, needs assessments/surveys are distributed to Ashe County Schools BTs. Among the greatest challenges perceived by novice teachers were classroom management, motivation of students, dealing with the individual differences among students, assessing student work and relations with parents. These well, educated graduates know their content and may have had a great student teaching experience, but they do not always have the tools and range of classroom strategies needed to encounter struggles and frustration. Our system fulfills mandated requirements set by State Board policy for induction and provide support as needed. Because of cuts in the State's central office funding, staff to provide targeted professional development has decreased. By participating in the North Carolina New Teacher Support Program, the greatest needs are met timely at the surface. This grant would allow for the consultation of a third-party consultant to provide evidence-based, high-quality professional development to teacher leads and observers in order to coach our BTs and teachers in their 4th-7th years with strategies and pedagogy to increase student productivity and achievement. With the decline in teachers in our State, it is crucial to keep and cultivate our BTs and provide extended help to our continuing teachers. As we look to National Board Certification, this grant would provide support through Board Certified teachers to begin working with BTs in their 3rd year. This will reinforce the NC

Teaching Standards of which the Five Core Propositions of the certification mirrors and enhance the self-reflection piece that can lead directly to improved learning in a new teacher’s classroom.

Lead Teaching Roles and Qualifications

Recruiting and retaining the very best teachers begins by empowering our very best accomplished teachers to inspire and encourage all new teachers.

Ashe County Schools will implement six types of Teacher Lead roles:

Lead Teacher Role	Responsibilities
BT Mentor	Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instruction, and organizational support, each first, second, and third year beginning teacher will be assigned a mentor teacher. While not directly involved in the formal evaluation process, the mentor is responsible for observation, demonstration, and support as a coach.
Peer Observer Coach	Each teacher on a comprehensive or standard plan in the teacher evaluation process requires a peer observation. The peer observer is responsible for observing and providing guidance and assistance to improve instruction and student outcomes at a deeper level. This coach will give explicit feedback and follow-up guidance and modeling.
National Board Coach	Provide assistance and support through the National Board Process – targeting 3 rd year beginning teachers and other new candidates
Digital Teaching & Learning Mentors	Supporting teachers in incorporating technology into teaching and learning; providing expertise in explicit lesson planning to increase a digitally-infused pedagogy that fully takes into account how technology affects teaching; support district initiatives by providing training in CANVAS and SAMR; providing district-wide professional development; creating model lesson and evaluating current hardware and software relating to impact on instruction during the summer months.
Teacher lead for Residency License Induction	Develop, design and deliver a ten-day induction for all new residency license teachers based on State criteria
STEAM/Literacy Mentor	This mentor type will coach teachers, using student peer mentors, how to integrate literacy and STEAM which incorporates active inquiry, critical thinking, and problem-solving skills providing learning-by-doing professional development. The majority of this work will be conducted during the summer months.

Ashe County Schools' candidates must:

- Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system;
- Demonstrate evidence that the teacher has exceeded expected student growth based on three years of data in EVAAS
- Demonstrate mastery of teaching skills as captured by classroom observations and artifacts of student learning including, but not inclusive master's degrees and National Board Certification

Third-Party Consultants

- *North Carolina New Teacher Support Program (NCNTSP)*

Born out of North Carolina's Race to the Top grant, the New Teacher Support Program was created to address high-rates of teacher turnover and low retention in the state's high-need schools, institutions that typically have more new teacher, lateral-entry teachers, and teachers trained out-of-state. Data shows that improving teacher quality and retention is key to reducing educational achievement gaps. The program transitioned from Race to the Top funds to funding from a variety of sources. Ashe County Schools took the opportunity to partner with NCNTSP during the 2017-2018 school year. A grant made it possible for a district to pay \$1,000 per participant. The partnership was successful. Our new teachers had high remarks to share with our Board of Education regarding the program and the coach. Due to that presentation, our Board funded the cost for five 1st year beginning teachers for the 2018-2019 school year. The cost for participant increased to \$2,200. This was a major decision for our Board since these

funds were taken from the district's fund balance which is depleting rapidly. We connected the coach with an exceptional children's lateral entry teacher, secondary English, certified Spanish teacher, who passed the State assessments in elementary education, and placed her in a kindergarten classroom, a 3rd grade teacher under the pressure of Read To Achieve, and a high school Spanish teacher—all 1st year teachers in our system.

- *Howard Pitler and Bj Stone*, co-authors of Classroom Instruction that Works, 2nd Edition

Ashe County Schools is fortunate to have a previous working partnership with Dr. Howard Pitler, co-author of Classroom Instruction that Works, 2nd Edition and Using Technology with Classroom Instruction that Works, 2nd Edition. Dr. Pitler and Bj Stone will lead professional development face-to-face and virtually to train our mentors and coaches in evidence-based insights and classroom strategies that has been proven to increase student learning. Dr. Pitler is an international speaker, coach, and facilitator with a passion for improving education for all learners. He brings years of experience with the goal of improving teaching and learning for all.

✓ Selection, Assignment, and Training – Teacher Leads

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, each first, second, and third year beginning teacher will be assigned a mentor teacher. While not directly involved in the formal evaluation process, the mentor is responsible for observation, demonstration, and support as a coach.

Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Veteran teachers who strive to become mentors to beginning teachers will undergo a mentor training program.

Standards for mentor training which have been adopted by the State Board of Education will be embedded in the training. The third-party consultant will bring coaching strategies that are proven for success.

Mentors will go through an application/selection process. They are assigned to each beginning teacher by the principal or designee as soon as possible after employment. The Director of Human Resources will assist administration as necessary in the process of recruiting and assigning mentors. Any teacher who is assigned to be a mentor to a beginning teacher must meet eligibility requirements in the year of the assignment.

The following guidelines will be used for teacher lead selection:

1. Successful teaching in the area of licensure

- Appraisal ratings among the highest in the school—receive accomplished or higher on standards 1-5 on the teacher evaluation system (NCEES)
- Exceeded expectations for student growth
- Strong recommendations from principal and peers

2. Commitment

- Willingness to serve as a teacher lead
- Willingness to participate in on-going annual professional development related to mentoring/coaching

3. Other

- Strong ability to build relationship
- Trustworthy
- Ability to use data to ‘inform’ instruction to target student success
- Positive attitude

Informing Employees and Public about Teacher Lead Roles

Ashe County Schools will hold informational sessions to share information about the teacher lead roles being offered and the application process with all interested teachers and members of the public. This session will include basic descriptions about the roles and salary supplements/stipends that will be available. Information will be posted on the district webpage. The information will be shared on our local radio station by our Superintendent during the monthly new events. Updates will be posted on the Beginning Teacher page of our home webpage.

Voluntary or In-Voluntary Relinquishment of a Teacher Lead Role

Should, at any time, a teacher lead falls below the requirements needed to be selected, the teacher will no longer be paid the associated supplement/stipend and will only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation. This applies to any teacher lead that desires to stop mentoring or coaching.

Salary Supplements/Stipends

Based on Ashe County Schools previous stipends for mentors, each mentor and coach will receive a monthly stipend of \$100. This will apply to the following teacher lead roles: BT mentor, peer observer coach, National Board coach, and DTL mentor. The teacher lead that develops, designs and delivers the ten-day induction for Residency Licensure teachers will receive a supplement of \$5000 given in portions over the time of the grant with the largest amount given in the initial stages due to the work encumbered. The STEAM/literacy mentors will receive \$1,500 per month with most of the work occurring during the summer months.

Implementation Plan

Ashe County Schools will utilize the Human Resource Director, who also coordinates the Beginning Teacher Program, to drive the purpose and implementation of the Teacher Lead grant. The plan will encompass all of our school sites as beginning teachers are presently at each site and will most likely be employed during the grant period. A team will be comprised of the Human Resource Director, the Director of Technology, a principal, a mix of excellent teachers and any other staff crucial to implementation (eg. finance). This group will aid and oversee key decisions and activities including:

- Establishing the overall vision for the initiative including the recruitment and retention of highly-qualified and effective teachers
- Communicating the purpose and vision of the grant
- Identifying necessary resources for implementation
- Identifying any concerns and organizing changes to assure success
- Monitoring progress/collecting data at various data points and defined times

This plan will be established in all our six schools which have an average student population of approximately 3000. By concentrating on mentorship/coaching and the development of professional development, Ashe County Schools will enhance employee recruitment and retention and provide ways to tap into the knowledge and experience of the existing employees and use this to train new employees. The number one success of a student is the effectiveness of the teacher. This will enable teachers to learn the difference between assessment of learning and assessment for learning.

Activities	Time Frame	Impact
Ashe County Schools will contract Dr. Howard Pitler and Bj Stone	January, 2019 Make contact and begin the vision for instructional coaching and digital teaching and learning.	Design plans for training—structure, calendar, vision, communication and clear accountability
Second, the team will be organized to review the grant and follow the steps and responsibilities identified for this team to complete. Planning of the grant implementation will begin	February-March, 2019 Initial meeting with group	This team will guide the goals/outcomes/steps of the grant in order for success.
Third, educate all stakeholders of the grant and begin the process of application and selection of teacher lead roles along with criteria for selection.	April, 2019 Selection of teacher leads with defined roles and responsibilities as they engage in the highly individual process of mentoring/coaching/and building professional development	A school system’s vision of any initiative must be shared to give meaning and direction.
Fourth, training of teacher lead roles Invitation and development of stakeholder advisory team	May-August, 2019	The primary purpose of this facilitation is to provide teacher leads with tools and protocols to provide a consistent level of support to all teachers involved as coaches based on their individual needs. The advisory team will assist in driving the grant goals and purpose
Fifth, teacher leads will be invited to participate in online focus groups to meet regularly to discuss the successes, concerns and any area of need for support from the consultants.	September – May, 2019	To provide teacher leads with a common coaching framework and build coherence within the school district. This will produce best results by engaging with consultants, both in person and view web conferences, in

Implementation of roles will begin and support shared to new teachers		a long-term program to strengthen coaching.
Sixth, evaluate all participants (teacher leads and beginning teachers) both qualitative and quantitative	June-July, 2019 Surveys, video, questionnaires, data—EVAAS, Teacher Working Conditions, NCEES and other data sources	This will give needed feedback to adjust the areas of need and provide positive reflection to the areas of growth.
YEAR 2	August, 2019	After reflection with advisory team and grant team, improvement concerns and outcomes will be modified per identified areas.
Continuing years		On-going reflection, evaluation, and adjustments

Financial Sustainability

As the time of the grant moves forward, we will continue to look at cost-cutting measures, reallocation of funds and other local grants that will supply the stipends to mentors and coaches. The funding used for development of professional development and consulting fees will not be needed. A memorandum of agreement will be used to request a participant of the program to “give-back” two years of mentorship/coaching to new beginning teachers.

Replicability for the State

Much of the work of lesson development, digital teaching and learning modules, and lessons learned will be added to Canvas Commons through a repository for other districts to use. The development of the ten-day induction will be shared through the district’s website along with podcasts of professional development. Since Canvas is our district-wide learning management system, all videoed presentations, professional development, lessons and etc. will be shared through this platform to all personnel across the district for usage of best practices.

Participation of Others

Ashe County Schools will devise an advisory team to discuss recruitment and retention for our beginning teachers by involving parents, community members, businesses—including a member from the Ashe County Economic Development group. This team will meet once a year with the grant team for conversation and feedback regarding the grant and its goals and initiatives.

Measurable Objectives

The main objectives of this project are to improve instruction within our district and to dramatically improve student academic growth.

During the second semester of the 2018-2019 school year, Ashe County Schools will design and communicate the Teacher Lead Project. Outcomes to be measured during the design will be the selection of an adequate number of mentors and coaches to support all BTs in years 1, 2, and 3 as well as 4th-7th year teachers. Training for mentors and coaches will be finalized.

During the implementation of the grant, beginning 2019-2020 school year

Mentees will:

- Explain how the mentor/coach has supported continual growth
- Evaluate the work of the mentor/coach
- Demonstrate effective teaching strategies through video/self-reflection
- By end-of-year, show evidence of student achievement through test analysis/EVASS
- Show growth on the teacher evaluation rubric

Mentors/Coaches will:

- Participate in all required training (State and Local)

- At the beginning of the school year, a need's assessment of the mentee and current level of expertise will be conducted
- Assist mentee with professional development plan – beginning/mid/end-of-year
- Log monthly time and topics discussed relating to types of support and/or the NC Teaching Standards.

Types of Support: Personal/Emotional/Task/Problem-Focused/Critical

Reflection/Teaching Practice/Digital Teaching and Learning

Mentor/Coach Evaluation

- Aligned with the North Carolina Beginning Teacher Standards, ACS will use the Mentor Continuum to evaluate mentors
- Aligned with newly developed Ashe County Schools Coaching Evaluation Form

District Evaluation

- Ashe County Schools participates in the North Carolina Beginning Teacher Collaboration which requires an annual peer review. The evaluation tool is based on the State's mentor standards which align with the North Carolina Educator's Evaluation System.
- District-wide survey to all participants measuring effectiveness of the mentor/coach based on the mentor standards/rubric

District-wide Outcomes

- Decrease the Teacher Turnover rate by 2% - targeting our high school and focusing on beginning teachers and teacher in their 4-7 years by the 2022-2023 school year.
- Increase growth at our high school by reaching "met growth" at the school level by 2022-2023—allowing for four years of a well-developed mentoring/coaching program.

- All teachers will successfully meet the DTL competency requirement for license renewal as based on license renewal year.
- Twenty-five percent of our third year beginning teachers will begin preparation toward National Board certification annually.
- Increase the knowledge of blending STEAM and literacy in instruction among teachers and students annually by providing workshops during the summer months.

Professional Development

- Participants complete a questionnaire that describes the effectiveness of the third-party consultants in the improvement in the quality of classroom instruction and increased student achievement.

Conclusion

Highly effective teachers want to stay in the teaching profession whether novice or veteran. They love what they do and want to impact their profession by being successful. Retaining effective teachers requires school districts to move outside the norm and implement specific strategies aimed at retention. Does one-to-one coaching—helping a teacher set goals and provide critical, tailored feedback to enhance teaching—improve teachers’ practice? Researchers Matthew Kraft and David Blazar examined what 60 studies showed about the efficacy of coaching for strengthening teachers and lifting student achievement. The two-word conclusion of the meta-analysis, “coaching works.”

Highly effective teachers are school system’s best asset for helping students succeed. The Teacher Lead Project will be most effective for our school system. The impact will be greater due to the number of participants and the effectiveness of our teacher leads. This project

will help teachers stimulate one another's growth through building relationships and developing ownership for their individual personal needs. The result of this program will reduce beginning teacher turnover, increase capacity in novice and veteran teachers and increase engagement and ultimately student achievement within our district.

Appendix A

Proposed Budget

Fund Category	Expenditure Amounts	Rational for Proposed Expenditure
Dr. Howard Pitler/Bj Stone	<p>Third-party consultants \$20,000 (estimate). This category will not exceed the \$20,000 and will probably be lower. This is inclusive of travel, food and housing.</p> <p>TOTAL: \$20,000</p>	<p>ACS has found that a third party consultant brings the best results. This type of opportunity breaks down barriers and builds a “room of trust”. This leads to greater gains and by-in. Dr. Pitler has previous knowledge of our district and knows our needs related to instruction. He brings decades of experience to our district with the goal of improving teaching and learning for all.</p>
North Carolina New Teacher Support Program	<p>\$2,200 per BT @ 5 per year \$11,000</p> <p>Intensive coaching provided to the very newest teachers in EOC/EOG tested assignments</p> <p>TOTAL: \$11,000</p>	<p>This partnership provides a coach who visits our newest BTs weekly and provides face-to-face coaching, district level professional development and statewide institutes to participating beginning teachers in our district.</p>
Stipends for Teacher Leads in all 6 sites	<p>BT Mentors - \$100 x 10 months (August-May) x 30 BTs = \$30,000 (30 mentors) Including taxes/retirement \$37,953</p> <p>Peer Observer Coaches – based on number of teachers observed and coaching sessions - \$20,000 (estimated 20) Including taxes/retirement \$25,302</p> <p>National Board Coach(es) \$2,530 This mentor will be a NBCT</p>	<p>This will provide:</p> <p>New research from NCSU finds that young people who have had mentors promote career success. (Adenle, 2014)</p> <p>Mentors can:</p> <ul style="list-style-type: none"> • Support and encourage • Impact knowledge and expertise • Facilitate professional networking • Provide a life-long career advice and friendship <p>Coaches will:</p>

	<p>Digital Teaching and Learning Mentors (selected DTL team consisting of 6 mentors from each site) \$10,000 Including taxes/retirement \$12,651</p> <p>STEAM/Literacy Mentors \$1500 x 3 months x 2 mentors \$9,000 including taxes/retirement \$11,385.90</p> <p>TOTAL: \$89,821.90 – This total reflects all the stipends projected.</p>	<ul style="list-style-type: none"> • Have an impact on teaching and learning in the classroom <p>STEAM/Literacy mentors will build on a project that has been implemented through the utilization of a mobile unit that travels throughout our county during the summer. These mentors will add a new level by working with</p>
Swivel/iPad	<p>Provide for 6 sites Includes subscription/floor stand \$1,030.65 @ 5 = \$5,153.25 \$299.00 @ 5 = \$1,495.00 Taxes/Shipping \$105.00</p> <p>TOTAL: \$6,753.25</p>	<p>Swivel is used to retrieve video and audio data using a recording device (iPad). This allows for review/self-as well as reflection/collaboration with mentor/coach</p>
eWalk	<p>12 subscriptions (2 at each site) x \$340 = \$4,080.00 Account setup and Implementation fee (first year only) \$500</p> <p>TOTAL: \$4,580.00</p>	<p>A universal software program designed by the lead teachers in conducting peer classroom walkthroughs containing components recommended by consultants. This will also be used for “learning walks”.</p>
Cisco WebEx	<p>\$385 annual subscription for up to 25 participants per meeting</p> <p>TOTAL: \$385</p>	<p>This software will enable the participants, mentors/coaches, consultants to collaborate online (not only face-to-face) providing flexibility and the ability to clarify and redirect.</p>
Teacher Lead Supplement Residency Licensure Teacher Induction	<p>\$2,000 Including taxes/retirement</p> <p>TOTAL: \$2,530.00</p>	<p>Develop, design and deliver Residency Licensure Ten-Day Induction (1st year will require the most work)</p>

GRAND TOTAL:	\$135,070.15	Year 1

Funding will be more the first year due to the digital hardware/software and intense professional development. Further annual funding will be lower. If funds are not available for the total amount, Ashe County Schools is willing to modify the budget in Year 1 to fit in the \$125,000 allowed for budget.

Budgets for the remaining years of the grant cycle will not exceed the allowable amount of \$700,000. Adjustments to budget categories will be based upon annual evaluations.

Logic Model – Teacher Lead Roles

Appendix B

Goal(s): To provide excellent mentoring and coaching professional development to highly effective teachers in order to provide support and guidance, immediate feedback, and on-going modeling to build capacity in our youngest teachers in the profession

INPUTS	OUTPUTS		OUTCOMES		
	ACTIVITIES	PARTICIPANTS	SHORT TERM	MEDIUM TERM	LONG TERM
<p><i>What we invest</i></p> <ul style="list-style-type: none"> • Staff – central office admin., site admin, volunteers, time, • Instructional materials • Performance development of our highly-qualified teachers and beginning teachers to build capacity • STEAM/literacy specifically: utilizing the mobile learning environment rich in literacy and STEAM • Grant funding used to: <ul style="list-style-type: none"> • contract consultant to train; coach from NCBTSP 	<p><i>What we do</i></p> <ul style="list-style-type: none"> • Contract third-party consultants • Develop the grant team • Communicate Teacher Lead roles • Application/Selection • Train the Teacher Leads • Devise an advisory team • Begin the mentor/coach support • On-going training and reflection • Evaluate • Modify 	<p><i>Whom we reach</i></p> <ul style="list-style-type: none"> • Beginning Teachers and Teachers in year 4-7 • Teachers in need of additional support • Growing veteran teachers • Increasing knowledge of instruction that works in the classroom 	<p><i>What the short term results are</i></p> <ul style="list-style-type: none"> • Awareness of the importance of growing as a teacher to enhance instruction and student success (professional dialogue) • Building trust • Ongoing support and feedback/self-reflection • Support through the good and bad as a beginning 	<p><i>What the long term results are</i></p> <ul style="list-style-type: none"> • Increased student success through the support of highly effective teachers. • Review and action planning • Greater problem solving ability to produce skill sets for the classroom and all its facets • Developing a 	<p><i>What the ultimate impact(s) are</i></p> <p>All beginning teacher/teachers in year 4-7 and any teacher at risk in Ashe County will have the opportunity to participate in a fully developed mentoring/coaching project that increases capacity in teachers, increased student success, and teacher retention in the district.</p> <p>The building of an evolving process in which control and leadership pass from the coach to the professional learner over time as skills,</p>

<ul style="list-style-type: none"> • purchase minimal technology equipment (hardware and software) • Provide stipends equaling \$1000 per teacher per year on a monthly basis of \$100 at all 6 sites • Supplement to teacher who develops, designs and deliver 10-day induction for new Residency Licensure teachers 			<p><i>teacher through modeling, motivating and raising awareness for sustain commitment</i></p>	<p><i>connection to learning and the student</i></p> <ul style="list-style-type: none"> • <i>Increased differentiation for students aligned with (Multi-tiered Student Support)</i> 	<p><i>knowledge and self-awareness increase</i></p>
<p>OUTCOME MEASURES</p>					
<p>Benefits for all the new teachers at each school will be monitored through the evaluation rubric and state-wide reports</p> <p>Teacher Turnover Report</p> <p>Beginning Teacher Turnover Report</p> <p>Teachers Working Condition Survey using 2018 as baseline</p>			<p>Significant pedagogic benefits for mentors and coaches that focus on classroom teacher professional growth and student outcomes</p> <p>NCEES EVAAS Questionnaire</p>	<p>An increase of school wide instruction improvement reform (focusing on the greatest need)</p> <ul style="list-style-type: none"> • 2% decrease in teacher turnover rate focusing on BTs and teachers in 4-7 years/at-risk • All teachers successfully meeting DTL competence licensure requirement at time of license renewal • 25% of BTs 	

						<p>participating in workshops</p> <ul style="list-style-type: none">• Meet growth at ACHS within 4 years of coaching/mentoring model
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Appendix C

References

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