

Project Title: CHCCS Project ADVANCE

Section 1. Applicant Information

LEA: Chapel Hill-Carrboro City Schools

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Section 2. Project Information

Project Director Name and Position (if different from contact) : same as above

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Total Project Budget: \$2,258,952.50

Requested Grant Amount: \$2,258,952.50

Estimated Number of Schools Served: 20

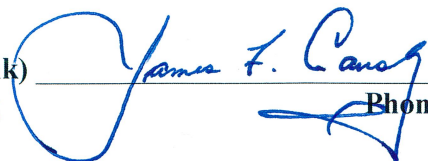
Estimated Number of Students Served: 12,000

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, 2017.

Signature and date: (in blue ink)

Title: Interim Superintendent



10-19-16

Phone: (919) 967 - 8211 ext 28226

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(1) - Description of the program structure

The Chapel Hill-Carrboro City Schools have undertaken work to create a knowledge and skills-based teacher compensation system known as Project ADVANCE. In this title, ADVANCE stands for Advancing our District Vision: Accelerating North Carolina Education. The system focuses on advancing teachers through four levels of a career ladder based on professional development and demonstrated success with students. In addition, the system will establish criteria for teachers holding advanced teaching or teacher leadership roles. These criteria will be based on the career ladder level system. In the terminology of Project ADVANCE these two components are called Levels and Roles.

Project ADVANCE established four levels on the teacher career ladder. The levels are known as Learn, Grow, Impact, and Inspire. The four levels are listed below with brief descriptions of each of those levels.

- Learn - Teachers at the Learn level are working on developing their professional competencies.
- Grow - Teachers at the Grow level are working on enhancing their professional competencies.
- Impact - Teachers at the Impact level continue their own learning while also supporting the learning and growth of others.
- Inspire - Teachers at the Inspire level are masters at their craft who continue to advance their own learning while also advancing learning and growth throughout the district.

Teachers advance between the levels by completing professional development or professional learning coursework. Within each level, the professional development work is broken down into four core competencies areas. Those are:

- Data literacy
- Instruction
- Content Knowledge
- Engaging with Diverse Populations.

These core competencies were selected to align with our district's vision on what makes an excellent teacher and our district's goals. Each of the four levels of the career ladder has some required professional development in each of these four core competencies.

At the Learn level, all of the professional development courses are pre-determined and required. This allows our district to ensure that all teachers have certain baseline knowledge in each of the four Core competency areas. At the higher levels there is a combination of required coursework and professional learning that teachers can have flexibility around so that they can personalize their learning and growth.

Professional learning by individual teachers is tracked and monitored through a system of digital badging or micro-credentialing. These badges are available at the end of each course and require teachers to not only show evidence of course completion but also evidence that they have implemented what they have learned

The four levels on the career ladder do not necessarily mean that a teacher at a higher level holds greater level of responsibility, however part of our long-range plan with Project ADVANCE is to tie teacher leadership or advanced teaching roles in our

district to levels within Project ADVANCE. For instance, once Project ADVANCE was fully implemented we would expect our PLC leaders to be at least at the Grow level, and our teacher mentors and Instructional Coaches to be at the Impact level.

In addition, Project ADVANCE will create additional teacher leadership roles including professional learning course author and personalized learning course facilitator. In these roles, teacher leaders will create professional learning courses for their colleagues or support and give feedback to colleagues as they work their way through personalized professional learning done in an online, self-paced, environment.

(1a) Preliminary Implementation Steps

CHCCS has been engaged in the work to plan this model for several years. Steps taken in the planning of Project ADVANCE include:

- In the fall of 2012, the district released our 2013-2018 Long Range Plan. The plan included two goals that relate directly to the creation of this kind of model. Those goals are:
 - Goal 4.1 - Create a model for career and financial advancement based on instructional excellence and professional growth.
 - Goal 4.3 - Create new systems and practices and/or adjust current systems and practices that will sustain effective professional development and proven research based practices
- Fall of 2013: the district surveyed teachers to seek feedback on what a new compensation model should include. The district also held an all day workshop

with the Superintendent's Teacher Advisory Council, which includes teacher representatives from all schools, to discuss how to address LRP Goals 4.1 and 4.3.

- February 2014: The district conducted a conceptual financial analysis to ensure that a new compensation model would be affordable.
- August 2014: A team of teachers and administrators met with respondents to a district request for proposals for companies to work with the district on creating a new compensation system. Battelle for Kids was the recommended choice and they were brought on board to work on the project.
- September 2014: Volunteers for the Design Team were solicited and a team was selected that included 18 teachers and 12 administrators. The team varied in areas of practice and years of experience. The team was also supported by outside advisors and observers from a variety of institutions including The University of North Carolina at Chapel Hill, The Department of Public Instructions, and the Office of the Governor of North Carolina.
- Throughout the 2014-2015 school year, the Design team met six times to create a framework for a new compensation system based on professional development. The outline that the Design Team created is included in the supporting documents attached to this proposal.
- In the spring of 2015, the district re-constituted the former Director of Professional Development position, which was vacant, and created Executive Director of Professional Learning and Project ADVANCE. This position was initially filled in May 2015.

- During the 2015-2016 school year, the district formed a Project ADVANCE Implementation Team made up of 13 members including a principal, an assistant principal, ten certified staff representing various job roles, and the Executive Director of Professional Learning and Project ADVANCE. The team met throughout the year to help work out the details of the program based on the outline model created by the Design team during the previous year. The detailed program is summarized in a publish flyer, the content of which is included in the attached supporting documents.
- During the 2015-2016 school year, members of the Implementation Team conducted a study of extra-duty contracts issued for teacher leadership roles in previous years. Under current district procedures principals at each of the schools in the district write these contracts. The review focused on the amount paid for teacher leadership roles, patterns or disparities between schools or levels, and any selection criteria that may exist for selecting individuals to hold those teacher leadership roles. Following the review, the Implementation Team created and recommended tiered structure for teacher leadership or advanced teaching roles.
- In May 2016, all certified staff received information about the more detailed model and were asked to opt-in or opt-out of Project ADVANCE for the 2016-2017 school year. Opting-in meant agreeing to a new local supplement schedule that included a higher baseline supplement for most employees, participating in the professional learning associated with Project ADVANCE, and being eligible to receive Project ADVANCE differential payments. Opting-out meant maintaining the existing local supplement structure and being ineligible for

Project ADVANCE differential payments, though some of the professional learning associated with Project ADVANCE would still be required as part of the basic expectations of certain roles. At that time, over 75% of eligible employees opted-in.

- On June 7th, the CHCCS Board of Education approved changes to Project ADVANCE that blended the new and old local supplement pay structures making all employees eligible for the higher baseline supplement but also requiring all eligible employees to participate in Project ADVANCE by completing the required elements of the two initial levels of the teacher career ladder. This effectively meant that all eligible employees were all opted-in.

(1b) Schedule for Implementation

This year the district has, and will continue to, take steps to begin the initial implementation stages of Project ADVANCE. These steps include:

- Distribute a video to all staff in August that explains next steps in Project ADVANCE.
- On September 26, registration for Learn level course work was open to all eligible employees.
- Between September 26 and October 31, we will be recruiting and training experienced teachers to serve as online course facilitators to support and give feedback to their colleagues.
- Mid October 2016, the Project ADVANCE Implementation Team will have its first of at least five meetings during the 2016-2017 school year. The

Implementation Team will review initial rollout, consider questions or concerns that have come up, and recommend changes or additions to the model throughout the year.

- On or before October 31, 2016, Learn level courses will be available for staff through Canvas, our online learning environment. Staff will work to complete these courses at their own pace between October 31, 2016, and January 20, 2017
- January 24, a second opportunity to register for Learn level courses will open to all eligible staff. Staff will participate in these courses from February 20 to June 16, 2017.
- May 2017, the Project ADVANCE implementation team will work with additional district administrators to conduct an end of year review on the progress of Project ADVANCE implementation. This review team will make recommendations to changes or additions made to the model for the following school year.
- June 19 - June 30, 2017: The Executive Director of Professional Learning and Project ADVANCE will review completed courses and determine if any employees have completed all of the requirements for the Learn level. All employees who have completed the Learn level will be informed of this in writing.
- August 2017, all employees who have completed the requirement of the Learn level by June 30th, 2017, will begin receiving their Project ADVANCE differential as part of their local supplements starting with their August paycheck.

(1c) Background Research

In designing Project ADVANCE, we referenced a great deal of research. Probably the most influential research was the work of Allen Odden and his colleagues at the Consortium for Policy Research in Education. Odden and his colleagues have been writing about alternative compensation systems for teachers since the late 1990's, focusing specifically at knowledge and skills-based compensation models. Key works in this field of research include:

- Odden, A., & Kelley, C. (1997). *Paying teachers for what they know and do: New and smarter compensation strategies to improve schools*. Thousand Oaks, CA: Corwin Press.
- Odden, A., Kelley, C., Heneman III, H. G., & Milanowski, A. (2001). *Enhancing teacher quality through knowledge-and-skills based pay*. (No. RB-34). Philadelphia, PA: University of Pennsylvania, Graduate School of Education, Consortium for Policy Research in Education.
- Odden, Allan & Wallace, Marc. (2007). *Rewarding teacher excellence; A teacher compensation handbook for state and local policy makers*. Madison, Wisconsin: Consortium for Policy Research in Education, Wisconsin Center for Education Research, University of Wisconsin.
- Odden, Allan & Wallace, Marc. (2008). *How to achieve world-class teacher compensation*. United States of America: Freeload Press.

In addition to this research, we have also examined sources on digital badging including a 2016 report written by Lauren Acree of the Friday Institute entitled; *Seven Lessons Learned From Implementing Micro-credentials*. This article summarizes what has been

learned through the implementation of digital badging or micro-credentialing in the education setting.

(2 & 3) Descriptions of the advanced teaching roles and job responsibilities

While the four levels of the teacher career ladder do not necessarily include advanced teaching roles or greater responsibility, our plan for creating Roles fits into the description of Advanced Teaching Roles. The long-term plan is to include all teacher leadership or advanced teaching roles into the Roles portion of Project ADVANCE. These would include mentor teacher, instructional coach, department or grade level leads, professional development providers, and curriculum writers. A full list of the different levels of Roles, including qualification by Level and proposed compensation, is included in the supporting materials that accompany this proposal.

In the first year of implementation (2017-2018) we will look to focus on three Roles as part of Project ADVANCE. These three roles are; mentor teacher, professional development creator, and professional development facilitator. The table below contains the descriptions for these roles, expectations and job responsibilities of the role, qualifications for the role, and the proposed compensation for the role.

Role	Expectations	Qualifications	Proposed Compensation
Mentor Teacher	Serve as a mentor to an individual beginning teacher. <ul style="list-style-type: none">• Meet with the teacher weekly to provide support• Observe the teacher at least quarterly including once in the first three weeks of school• Review observation	Teacher must be on the Grow level or higher AND have completed district created mentor training.	\$1200 Paid as part of local supplement over 10 months

	<p>notes with the mentee and provide feedback.</p> <ul style="list-style-type: none"> • Advocate for the mentee teacher with school administration as needed. • Provide job embedded professional development to the mentee on an as needed basis. 		
Professional Development Course Creator	<p>Create a course or courses to be included as part of the Project ADVANCE course catalog.</p> <ul style="list-style-type: none"> • Using an Understanding by Design template, create a course overview including content to be taught, essential questions for the course, transfer goals, and evidence of what it will look like when the learning is implemented. • Design either an online course in Canvas or a face-to-face course delivery plan that includes a series of modules that are planned using a Learner Focused Lesson plan template. 	<p>Completion of Learn level professional learning in the core competency for which they are writing the course.</p> <p>Demonstrated expertise in the content area based on previous professional learning, advanced degrees, or other significant experience.</p>	<p>\$500 per course paid at the completion of the course writing process.</p>
Professional Development Course Facilitator	<p>Provide feedback to peers who are engaging in professional learning through a personalized online environment (Canvas) or a blended learning environment.</p> <ul style="list-style-type: none"> • Course Facilitators will be asked to provide feedback to other teachers who are engaging in professional learning through Canvas. • This feedback will 	<p>Completion of Learn level professional learning in the core competency for which they are writing the course.</p> <p>Demonstrated expertise in the content area based on previous</p>	<p>\$500 per course paid as part of the local supplement for the semester in which they are facilitating the course.</p>

	include constructive criticism on assignments or activities completed and uploaded as part of the PD taken through Canvas.	professional learning, advanced degrees, or other significant experience. Completion of in-district training as an online professional development facilitator.	
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(4) How will CHCCS inform employees and the public about the availability, qualifications, and evaluation of advanced teaching roles?

Information on Roles is included on the publicly accessible website. This information includes the breakdown of different types of roles and the qualifications necessary to serve in those roles. As we move forward with expanding the Roles portion of Project ADVANCE we will be working with principals to establish specific job responsibilities and evaluations measures for each of these roles.

(5) How will CHCCS inform employees and the public about criteria for movement on the proposed new local compensation model?

The requirements to move from one level on the career ladder will be available on both the public and employee only Project ADVANCE and professional learning websites. In addition, teachers will receive regular updates from the Executive Director of Professional Learning about steps that they can take to progress through the required

professional learning ~~required~~ to move from one level to another. Currently the public website includes information on what professional learning is required to move from the Learn level to the Grow level.

(6) The process for the voluntary relinquishment of an advanced teaching role, including the associated additional duties.

The Roles established in Project ADVANCE will all be set up for a teacher to serve in that role based on non-recurring extra-duty contract. This means that at the end of the contract a teacher may voluntarily relinquish that role or chose to re-apply to serve in that role. The majority of roles will be set up as one-year roles. Exceptions to this include teacher mentor, which is a two-year agreement, and online professional learning course facilitator, which is a semester at a time commitment. If a teacher feels the need to relinquish the role during the term of the contract, he/she will also be allowed to do so without penalty except for the loss of the additional salary supplement.

(7) Salary supplement information

Our base local supplement scale, as of June 2016, is included in the table below.

CHCCS Local Supplement Schedule (Supplement is listed as a percentage of state salary)	0-19 years of experience	20-24 years of experience	25+ years of experience
Employees hired during or prior to the 2015-2016 school year	16%	20%	25%
Employees hired after the 2015-2016 school year	16%	16%	16%

In addition to these percentage based local supplements, teachers can earn additional local supplement payments based on the Level they have attained within the Project ADVANCE career ladder. Those payments are:

Level	Learn	Grow	Impact	Inspire
Supplement Addition	\$0	\$1500	\$3000	\$5000
Payments are paid as part of an employee's local supplement and are divided by the number of months of employment for that employee. These amounts may be adjusted based on changes to the state salary schedule if necessary.				

Once a teacher reaches an advanced Level within Project ADVANCE they cannot move backward on the schedule unless they receive an unsatisfactory evaluation. An unsatisfactory evaluation would lead to that teacher being placed on a monitored or directed professional development plan. If that teacher effectively completed that plan and received a satisfactory evaluation at the end of the following year they would be returned to their previous level. If they were unable to successfully make the changes directed by the plan they would be recommended for nonrenewal or termination from the district.

The Roles within Project ADVANCE carry with them differing amounts that would be awarded to the employee for the period of time in which they were serving in that role. If the employee failed to successfully complete the requirements of that role or voluntarily relinquished that role they would no longer be paid the additional supplement associated with that role, however they would continue to receive the local supplement they had been receiving based on their years of experience and their Level within Project ADVANCE.

(8) The implementation plan including the scope and timing of implementation

Originally Project ADVANCE was going to launch this year for teachers who chose to opt-in. Last spring, teachers were given the choice to opt-in or opt-out. At the time over 75% of eligible teachers chose to opt-in. At that time district administration met with teacher leaders in the district to determine if changes could be made that would make 100% implementation possible. An agreement was reached and on June 7th the CHCCS Board of Education approved changes that made the new 16% base supplement available to all eligible staff, maintained the 20% and 25% supplement levels for existing employees when they reach 20 and 25 years of experience respectfully. This agreement also establish the expectation that all eligible employees would be expected to participate in Project ADVANCE and complete at least the elements of the Learn level and the required elements of the Grow level. This means that the implementation of Project ADVANCE now includes all eligible employees. Non-eligible employee groups include:

- Administrators
- Classified staff
- Occupational and Physical Therapists
- Speech Pathologists
- Athletic Directors

Included employee groups include:

- Classroom teachers
- Exceptional Children's Teachers

- Reading, ESL, and other instructional support teachers
- Instructional Coaches
- Counselors, Social Workers, and other student service employees

(9) Plans for financial sustainability

Project ADVANCE differentials paid by grant funds will eventually transition to local funds that are currently paying veteran staff at supplements greater than the new schedule. A model of supplement expenditure is included in the supporting documents in appendix B. This model was used to develop the attached budget. The attached budget assumes the high-end predictions from the model. They will also transition to funds that have been used to pay for professional trainers and workshops for professional development. Project ADVANCE, as designed, will reduce the need for all of these expenditures by creating in-house trainers and providing opportunities for employees to engage in course modules at a time that is convenient for them. Most notably, the creation of in-house trainers will result in significant savings and reductions in the use of outside consultants.

(10) Objectives and Outcomes

Conventional research tells us that in order to improve student outcomes, districts should invest in quality professional learning for teachers and support staff. Through Project ADVANCE, teachers and support staff will engage in personalized professional learning that is tied to their specific job responsibilities, aligned with district-created core professional competencies and designed to produce measurable outcomes. Outcomes for

each of the four objectives of Project ADVANCE will be measured in two categories—Teacher Efficacy and Student Improvement. Outcomes will be measured annually and will include an analysis of the following existing data sources: NCEES, NC Teacher Working Conditions Survey, and student achievement data (mClass, EOG/EOC, NCFE, etc.) in addition to newly created data sources: Teacher Perception Survey, Badge Progression, and professional learning course completion data, The table below highlights the four objectives of Project ADVANCE, the key indicators for each category, and the established time frame.

	Teacher Efficacy	Student Improvement
Levels for Career Advancement	<p>Teachers and support staff become more effective as they advance through the Levels for Career Advancement.</p> <p>Key Indicators: -Distribution of teachers on NCEES rubric (Proficient, Accomplished, Distinguished) aligns with the distribution of teachers across the Four Levels for Career Advancement (Learn, Grow, Impact, Lead). -Teacher Perception survey data.</p> <p>Time Frame: Review data at the end of 2017-2018 school year. Teacher perception survey in Spring of 2018</p>	<p>Teachers and support staff have a greater impact on students' academic growth as they advance through the Levels for Career Advancement.</p> <p>Key Indicators: -Positive correlation between Levels for Career Advancement and EVAAS data. -Positive correlation between Levels for Career Advancement and achievement data.</p> <p>Time Frame: Review data at the end of 2017-2018 school year.</p>
Core Professional Competencies	<p>The Core Professional Competencies provides a framework to ensure personalized professional learning is aligned to district goals <i>and</i> reflects individual professional goals and interests.</p>	<p>The Core Professional Competencies are align with district goals to improve instruction for ALL students and reduce achievement gaps.</p>

	<p>Indicators: -Alignment of Teacher Perception Survey and NCEES data.</p> <p>Time Frame: Review data at the end of 2017-2018 school year.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> - Increased achievement for ALL students. - Decrease in achievement gaps in terms of proficiency, growth, and discipline disproportionality. <p>Time Frame: Review data at the end of 2017-2018 school year.</p>
Implementation of New Skills	<p>Teachers and support staff will demonstrate mastery of new skills learned during professional learning via implementation.</p> <p>Indicators: -Annual Badge Progression analysis</p> <p>Time Frame: Review badge progression annually</p>	<p>As new skills are implemented instruction will become more rigorous, relevant, and engaging for all students. Leading to measure</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Increased growth for ALL students. - Decrease in achievement gaps in terms of proficiency, growth, and discipline disproportionality. <p>Time Frame: Review data at the end of 2017-2018 school year.</p>
Teacher Leadership Roles	<p>Highly skilled teachers will be able to take on leadership roles that allow them to share their skills and knowledge with their colleagues in order to improve teaching throughout our district.</p>	<p>The spread of knowledge and skills throughout our teaching staff leads to decrease discrepancies in results based on different teachers.</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Increased achievement and growth for ALL students. - Decrease in measurable student results between different teachers.

(11) Involvement of the local community

Four years ago, the district embarked on the creation of a new strategic plan and sought specific input from community stakeholders to ascertain the critical needs and issues facing the district. In March of 2012, approximately 300 stakeholders participated in a visioning event known as The Greenhouse Project. Three themes emerged and have been the focus for our district ever since. These include the belief in a growth mindset; the critical need to eliminate the achievement gap, and the need for meaningful, job-embedded, professional development for our staff. This work culminated in the creation of the district's Long Range Plan and set the framework for the development of Project ADVANCE.

Local community members have been involved throughout the design and implementation phases of Project ADVANCE. To support the work of the design team, the district enlisted community stakeholders to serve as Project Advisors. Eric Houck (Associate Professor of Educational Leadership and Policy UNC Chapel Hill School of Education), Peter Wooldridge (Vice President of Corporate and Continuing Education Durham Technical Community College), and Penny Gluck (Executive Dean Orange County Campus Durham Technical Community College) worked collaboratively with members of the design team to discuss entry points for community input and strategies to develop strategic partnerships to support the overall professional learning goals. During the implementation phase, the Executive Director of Professional Learning shared the Project ADVANCE framework and collected feedback from the CHCCS PTA Council, League of Women Voters, Chapel Hill Town Managers and our local teacher organizations.

(12) Needs statement

Need Statement: *To achieve its goal of instructional excellence, Chapel Hill-Carrboro City Schools needs a knowledge and skills-based compensation system that affords teachers and support staff opportunities for career advancement, aligns personalized professional learning to core professional competencies, provides comprehensive improvement support focused on implementation, and leverages talent and builds capacity across the district through leadership roles.*

“Districts need to make sure that teachers have accurate information about how their performance compares to the vision of instructional excellence—which skills they’ve already mastered, and which they need to improve” (TNTP-Mirage, p. 36)

(13) How will project information be shared with other school systems throughout the state?

Project ADVANCE was presented as a conference session at the 2016 NC Association of School Administrators conference. In addition, public website includes detailed information about the program, the structure, and the research behind our model. Moving forward we will continue to present at statewide conferences on the process of building and implementing Project ADVANCE and we will be happy to meet with any and all districts that are interested in learning more about our model. In addition, since most of our Learn level professional learning content is housed in Canvas

it would be possible to make arrangements to share those resources through the Canvas Commons once that resource is set up statewide.

(14) Local evaluation procedures

The Executive Director of Professional Learning and Project ADVANCE will lead the Project ADVANCE Implementation team in conducting an end-of-year evaluation of the program each June using available indicator data and comparing those to the established goals for Project ADVANCE for the year. For this evaluation the Assistant Superintendent for Instructional Service and the Assistant Superintendent for Support Services will join the Implementation Team. Based on that assessment the team will make recommendations for changes, adjustments, or additions to Project ADVANCE. The Executive Director of Professional Learning and Project ADVANCE will use this input to create an action plan for Project ADVANCE for the following year and present this plan to the Superintendent and the members of the Board of Education. This process will be followed for each year of implementation of Project ADVANCE.

Appendix A: Budget

Chapel Hill-Carrboro City Schools Teacher Compensation and Advance Teaching Roles RFP Response Budget Narrative

Year 1: (2016-17)

Professional Development Coordinator: \$70,000

Primary Job Goal: To oversee and support implementation of personalized professional learning for teachers throughout the district and ensure that these opportunities are high quality, relevant, rigorous, and lead to positive achievement outcomes for students.

- Oversee personalized professional learning
- Hire and supervise online learning facilitators
- Coordinate administrative functions, including extra duty contracts, and course development
- Coordinate micro-credential and badge management system
- Coordinate materials for face to face content delivery

Advanced Teaching Roles Contracts: \$37,500

- 15 Course writers: Teachers contracted through an advanced teaching role to create professional learning offerings for other teachers in the district. (\$500 per course)
- 60 Course facilitators: Teacher leaders contracted to support and provide feedback to other teachers engaged in personalized professional learning. (\$500 per semester)

Social Security, Federal and State Taxes, Retirement- will be deducted every pay period at an annual total: \$25,262.50

$\$8,062.50 \text{ payroll taxes} + \$17,200.00 \text{ Retirement} = \$25,262.50$

Micro-credential Management Software: \$5,310

Customized online management system for collection of implementation evidence and badge awards.

Year 1 (2016-2017) Total: \$138,072.50

Year 2: (2017-18)

Professional Development Coordinator: \$70,000

Primary Job Goal: To oversee and support implementation of personalized professional learning for teachers throughout the district and ensure that these opportunities are high quality, relevant, rigorous, and lead to positive achievement outcomes for students.

- Oversee personalized professional learning
- Hire and supervise online learning facilitators

- Coordinate administrative functions, including extra duty contracts, and course development
- Coordinate micro-credential and badge management system
- Coordinate materials for face to face content delivery

Advanced Teaching Roles Contracts: \$57,500

- 15 Course writers: Teachers contracted through an advanced teaching role to create professional learning offerings for other teachers in the district. (\$500 per course)
- 60 Course facilitators: Teacher leaders contracted to support and provide feedback to other teachers engaged in personalized professional learning. (\$500 per semester)
- 100 Teacher Mentors: Mentors provide support for beginning teachers in their first two years of employment. (\$200 per mentor)*
 - *Currently CHCCS pays mentors teachers a stipend of \$1000 /year using Title II funds. Under the proposed Roles structure in Project ADVANCE mentor teacher would be a Level 2 Role and be paid \$1200 a year. The \$200/teacher in this budget represents the difference in what is currently paid and what we propose to pay for teachers in the mentor role.

Supplements for teachers who achieve advanced “Levels”: \$643,500

- 429 Employees eligible for Grow level differential of \$1500

Social Security, Federal and State Taxes, Retirement- will be deducted every pay period at an annual total: \$176,485.00

\$57,825.00 payroll taxes + \$123,360.00 Retirement = \$181,185.00

Micro-credential Management Software: \$1,810

Customized online management system for collection of implementation evidence and badge awards.

Year 2 (2017-2018) Total: \$950,995.00

Year 3: (2018-19)

Professional Development Coordinator: \$70,000

Primary Job Goal: To oversee and support implementation of personalized professional learning for teachers throughout the district and ensure that these opportunities are high quality, relevant, rigorous, and lead to positive achievement outcomes for students.

- Oversee personalized professional learning
- Hire and supervise online learning facilitators
- Coordinate administrative functions, including extra duty contracts, and course development
- Coordinate micro-credential and badge management system
- Coordinate materials for face to face content delivery

Advanced Teaching Roles Contracts: \$57,500

- 15 Course writers: Teachers contracted through an advanced teaching role to create professional learning offerings for other teachers in the district. (\$500 per course)
- 60 Course facilitators: Teacher leaders contracted to support and provide feedback to other teachers engaged in personalized professional learning. (\$500 per semester)
- 100 Teacher Mentors: Mentors provide support for beginning teachers in their first two years of employment. (\$200 per mentor)*
 - *Currently CHCCS pays mentors teachers a stipend of \$1000 /year using Title II funds. Under the proposed Roles structure in Project ADVANCE mentor teacher would be a Level 2 Role and be paid \$1200 a year. The \$200/teacher in this budget represents the difference in what is currently paid and what we propose to pay for teachers in the mentor role.

Supplements for teachers who achieve advanced “Levels”: \$817,500

- 545 Employees eligible for Grow level differential of \$1500

Social Security, Federal and State Taxes, Retirement- will be deducted every pay period at an annual total: \$217,375.00

\$70,875.00 payroll taxes + \$151,200.00 Retirement =\$222,075.00

Micro-credential Management Software: \$1,810

Customized online management system for collection of implementation evidence and badge awards.

Year 3 (2018-2019) Total: \$1,169,885.00

Total Project Budget (2016-2019): \$2,258,952.50

Appendix B: Supporting Documents

Project ADVANCE Model as of April 2015 at the conclusion of the Design Team's work

The Project **ADVANCE** Model

Achieving our District Vision: Accelerating North Carolina Education

The Project **ADVANCE** Model Design

Over six sessions, the CHCCS design team created the **ADVANCE** model for professional growth, leadership, and compensation. The **ADVANCE** model provides a structure for CHCCS to achieve its vision of growing globally-competitive learners through instructional excellence, while also allowing staff the opportunity to take ownership of their growth and impact over the course of their career. The model is also flexible enough for districts across the state to adopt it to support their unique district goals, providing the opportunity for this model to accelerate teacher effectiveness across the state of North Carolina.

ADVANCE Model

Achieving our District Vision: Accelerating North Carolina Education



Key features of the **ADVANCE** model:

- 1 Credits for Practice and Outcomes.** Ongoing professional learning and achieving meaningful results for students are cornerstones of the **ADVANCE** model. In this model, everyone—from individuals to teams to building and district leadership—plays a role in setting and aligning priorities for growing their skills, supporting others, and making an impact. Staff earn credits as they learn and implement new skills in their role, and achieve meaningful results for their students. Credits vary based on several factors, such as level of commitment and evidence of implementation for practice, and scale and quality of evidence for outcomes.
- 2 Levels.** Staff advance to higher levels of compensation when they have accumulated enough credits and meet the minimum criteria for the next level. The criteria required to advance to higher levels becomes more rigorous as the levels increase and can include elements of competencies and minimum years in profession or in service at CHCCS.
- 3 Roles.** Staff will be able to take on additional roles, as they choose, throughout the course of their career. CHCCS will clearly define roles, create job descriptions, and establish qualifications. While some roles will require that staff to be at higher levels, roles will be available to all staff in the GROW, IMPACT, and LEAD levels.

2016 Project ADVANCE Flyer (front and back covers):



2016 Project ADVANCE Flyer (interior pages):

Credits for Practice & Outcomes

Provides personalized professional learning opportunities to build educators' capacity to improve instructional practice and student outcomes.

Levels for Career Advancement

Includes pathways to earning additional compensation.

Roles

Offers options for career advancement and additional pay through building- and district-level leadership roles.



Frequently Asked Questions

Do all teachers enter at the LEARN level?

All new teachers will enter at the LEARN Level, but will have opportunities to earn credit for prior learning by demonstrating mastery.

Are salaries negotiable?

Salaries are set by the State of North Carolina, and the 16 percent supplement is set by the school district for all teachers. However, a teacher can control the time needed to move up the Levels, thus earning a higher salary.

How can I move to the next level?

Teachers advance through the levels by engaging in professional learning, implementing newly learned skills and positively impacting student outcomes.

Do I get to choose my professional learning, or will that be prescribed for me?

Both - while some modules will be required (lesson planning, diversity, etc.), Project ADVANCE encourages teachers to explore their interest through personalized professional learning.

If I am content at a particular level, am I required to advance?

Every teacher is expected to master the competencies at the LEARN and GROW Levels. However, we realize teachers have lives outside of work. Graduate school, family obligations or other influences may prevent a teacher from pursuing higher Levels. We want all of our teachers to enjoy rich, full and well-rounded lives.

Teachers and support staff can advance through four levels over the course of their career by earning digital badges. These badges are awarded for participating in professional learning and implementing new skills in four specific areas: data literacy, content, instruction and diverse populations.







Learn

Level 1
developing your professional competencies

State Salary + 16 percent



Grow

Level 2
enhancing your professional competencies

State Salary + 16 percent + \$1,500



Impact

Level 3
supporting the learning and growing of others

State Salary + 16 percent + \$3,000



Inspire

Level 4
achieving district learning and growth

State Salary + 16 percent + \$5,000

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Proposed Advanced Teaching Roles:

Level	Descriptors	Roles Included	Proposed Payment	Training/Qualifications
Level 1	Responsible for district level leadership of department or division including curriculum planning and peer supervision, without it being part of their “regular job” or reduced duties OR Similar	<ul style="list-style-type: none"> District Lead (with curricular planning responsibility) 	≥\$1500	Impact
Level 2	<p>Leads large groups in buildings with at least weekly meetings and significant planning and output expectations for the group and responsibility to oversee implementation of plans, strategies, interventions, etc.</p> <p>OR</p> <p>Leads large group a district level without it being part of their “regular job” or reduced duties</p> <p>OR</p> <p>Serves as the individual mentor for a beginning teacher, including quarterly observations, weekly meetings, and on-demand support and guidance.</p> <p>OR</p> <p>Similar</p>	<ul style="list-style-type: none"> HS Department Chair (Department >7) MTSS Co-Chair (non-admin) Teacher Mentor District Lead (Group ≥12) 	\$1200	Impact
Level 3	Leads medium size groups in buildings with at least weekly meetings and significant planning and	<ul style="list-style-type: none"> Course/Grade PLC Lead (PLC ≥ 5) Equity Chair 	\$1000	Grow

	<p>output expectations for the group and responsibility to oversee implementation of plans, strategies, interventions, etc.</p> <p>OR</p> <p>Leads medium size district level without it being part of their “regular job” or reduced duties</p> <p>OR</p> <p>Leads school wide initiatives including monthly committee or group meetings and providing some professional development to colleagues</p> <p>OR</p> <p>Similar</p>	<ul style="list-style-type: none"> • Test Coordinator (non -admin) • PBIS Chair • District Lead (Group 8-12) 		
Level 4	<p>Leads small groups in buildings with at least weekly meetings and significant planning and output expectations for the group and responsibility to oversee implementation of plans, strategies, interventions, etc.</p> <p>OR</p> <p>Leads medium size a district level without it being part of their “regular job” or reduced duties</p> <p>OR</p> <p>Similar</p>	<ul style="list-style-type: none"> • HS Department Chair (Department Size 4-7) • Course/Grade PLC Lead (PLC 3-4) • MS Team Lead • District Lead (Group 5-8) 	\$750	Grow
Level 5	<p>Leads very small groups in buildings with at least weekly meetings and significant planning and output expectations for the group and responsibility to oversee implementation of plans, strategies,</p>	<ul style="list-style-type: none"> • Course/Grade PLC Lead (PLC of 2) • SIT Co-Chair • HS Chemical Safety Rep • Building PD provider 	\$500	Grow

	<p>interventions, etc. OR Leads medium size a district level without it being part of their “regular job” or reduced duties OR Leads middle school departments with less frequent meetings and few instructional planning responsibilities. OR Provides PD to colleagues on a specific topic as approved and requested by school admin on a recurring basis OR Similar</p>	<ul style="list-style-type: none"> MS Dept. Chair (Dept. ≥ 6) 		
Level 6	<p>Leads small middle school departments with less frequent meetings and few instructional planning responsibilities. OR Takes on role with infrequent responsibilities or few responsibilities outside of attending meetings. OR Similar</p>	<ul style="list-style-type: none"> Faculty PTSA Rep SIT Rep MS Chemical Safety Rep MS Dept. Chair (Dept. 3-5) 	\$250	Learn

Project ADVANCE Salary Differential Cost Analysis:

2016-2017

Level	Differential	Max Employees Eligible	Max Total Cost	Low Estimate of Employees Eligible	Low Est. Total Cost	High Estimate of Employees Eligible	High Est. Total Cost
Learn	\$-	1100	\$-	1100	\$-	1100	\$-
Grow	\$1,500	0	\$-	0	\$-	0	\$-
Impact	\$3,000	0	\$-	0	\$-	0	\$-
Inspire	\$5,000	0	\$-	0	\$-	0	\$-
		Total	\$-	Total	\$-	Total	\$-

2017-2018

Level	Differential	Max Employees Eligible	Max Total Cost	Low Estimate of Employees Eligible	Low Est. Total Cost	High Estimate of Employees Eligible	High Est. Total Cost
Learn	\$-	0	\$-	0	\$-	0	\$-
Grow	\$1,500	857	\$1,285,500	171	\$256,500	429	\$643,500
Impact	\$3,000	0	\$-	0	\$-	0	\$-
Inspire	\$5,000	0	\$-	0	\$-	0	\$-
		Total	\$1,285,500	Total	\$256,500	Total	\$643,500

Chapel Hill-Carrboro City Schools

2018-2019

Level	Differential	Max Employees Eligible	Max Total Cost	Low Estimate of Employees Eligible	Low Est. Total Cost	High Estimate of Employees Eligible	High Est. Total Cost
Learn	\$-	0	\$-	0	\$-	0	\$-
Grow	\$1,500	909	\$1,363,500	273	\$409,500	545	\$817,500
Impact	\$3,000	0	\$-	0	\$-	0	\$-
Inspire	\$5,000	0	\$-	0	\$-	0	\$-
		Total	\$1,363,500	Total	\$409,500	Total	\$817,500