

**APPENDIX C**

**Proposal Cover Page**

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

Project Title: Linking Effective Accomplished Professionals (LEAP)

**Section 1. Applicant Information**

LEA: Cherokee County Schools \_\_\_\_\_ Tax ID/EIN: 56-6000211

Website www.cherokee.k12.nc.us \_\_\_\_\_ Fax: 828-837-5799

Mailing Address: 911 Andrews Rd \_\_\_\_\_ City/State/Zip: Murphy, NC 28906

RFP Contact Name and Position: Julia Higdon, PD and Federal Programs Director

Phone: 828-837-2722 \_\_\_\_\_ Email: julie.higdon@cherokee.k12.nc.us

**Section 2. Project Information**

Project Director Name and Position (if different from contact): \_\_\_\_\_

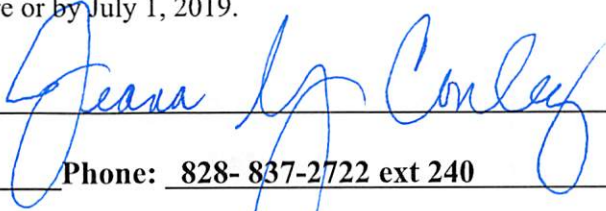
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Total Project Budget: \$780,271 Requested Grant Amount: \$780,271

Estimated Number of Schools Served: 13 Estimated Number of Students Served: 3300

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) 

Title: Superintendent \_\_\_\_\_ Phone: 828-837-2722 ext 240

**APPENDIX D**  
**Proposal Package Contents**

The proposal package should be composed of the following documents in the order below. Each original and copy should be stapled or clipped. The electronic copy on CD or USB drive should be composed of all documents in one PDF file.

Cover Page

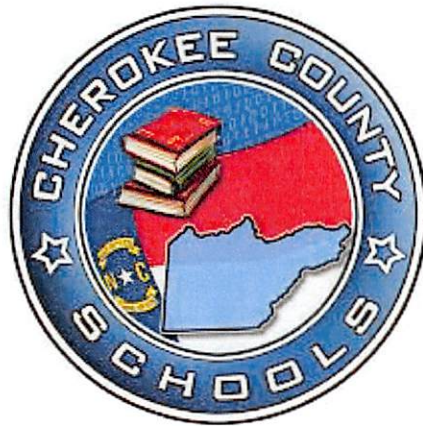
Table of Contents

Proposal Narrative (limited to maximum of 30 pages)

Attachment A: Budget

Allowable Supplementary Materials

## TEACHER COMPENSATION MODELS AND ADVANCED TEACHING ROLES



*Every. Single. One.*

**Dr. Jeana Y. Conley**

**Superintendent**

**911 Andrews Rd**

**Murphy NC, 28906**

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**Statement of Need:**

Cherokee County Schools, (CCS) is a district in a rural Tier 1 county in Western North Carolina bordering Georgia and Tennessee. CCS is comprised of 14 small schools serving approximately 3,330 students: 6 elementary, 3 middle, 4 high schools, and 1 alternative academy. Being an economically distressed county, 67% of students qualify for free/reduced lunch, unemployment rates rank in among the top ten counties in the state, and all schools qualify for Title 1 funding. The district spans across 90 square miles, encompassing small community schools miles apart from each other – often yielding concerns of the ineffectiveness of teachers teaching in isolation, being the only teacher in a grade level. Data from the smaller schools with teachers in isolating circumstances are performing lower on student proficiency and growth ratings than teachers who have more collaboration and accountability. 7 schools were identified in 2019 as TSI schools, not meeting growth expectations in the students with disabilities subgroup. 3 schools were identified on the Comprehensive School of Improvement Watch list in 2019.

CCS is challenged with recruiting, retaining, and hiring highly effective educators due to several factors:

- Our rural district is geographically isolated “two hours from anywhere”, which is a barrier to attracting and retaining teachers.
- CCS borders Georgia and Tennessee, states that compensate teachers in excess of what NC offers by \$8,000 annually. Furthermore, bordering states also honor graduate degrees as an additional payment, as NC does not. ([www.mapquest.com](http://www.mapquest.com), n.d) Schools in both states are 20 miles away from our schools, so CCS is not only hemorrhaging effective teachers to neighboring districts offering supplements, teachers are willing to drive 20 minutes to Georgia for the additional income.

- CCS is one of 3 counties in NC that does not offer a teaching supplement, as the county commissioners vote the proposal down annually.
- CCS struggles to get teachers to attend high quality professional development as Asheville is 2 hours driving distance. Teachers attending professional development in Asheville leave CCS at 5:30am and return at 6:00pm, which is not appealing. Profession Development in Raleigh is roughly 6 hours drive time, so an overnight is required to attend. CCS does not have a county vehicle, hence we rent vehicles from a car dealership to avoid paying mileage rates. This is another barrier to CCS having the latest and trending information surrounding instructional practices the state adopts.
- Several schools have teachers who teach the only grade level, one has a combined grade level (K/1), being a lone ranger with no one to collaborate or support them. Our data reveals this negatively affects student achievement.

**Narrative of the preliminary program structure:**

Stakeholders in the district improvement plan and on the advanced teaching roles design team acknowledge highly effective educators are needed in order to close the achievement gaps to increase student proficiency and increase the number of students who are College and Career Ready. That said, funding is limited in rural low-wealth districts for professional resources and career growth models. Stakeholders examined the work of Allen Odden at the Consortium for Policy Research in Education in *Preparing teachers for what they know and do: New and smarter compensation strategies to improve schools* and realized the need to be open to new models appropriate for our demographic and funding sources. Research showed, “most school districts

lack a model that establishes more leaders in each school with end-to-end responsibility for teacher development and student outcomes” (Bierly, 2015).

CCS stakeholders established a premier workforce of educators in a cadre unit, **Linking Effective Accomplished Professionals (LEAP)**. Educators who have consistently exceeded growth in a content area over a 3 year span are invited to participate in LEAP, coaching other low performing teachers in the same content area across the district. The cadre aligns with the state’s priority goals that fall under the Education Human Capital Policy & Research Division that addresses developing and supporting highly effective teachers and principals (Public Schools of North Carolina). The strategic workforce also completes an indicator to reach Goal 1: Maximize academic achievement for every child, and Goal 2: develop a premier workforce that offers opportunity for advancement for highly effective educators.

Due to the logistics of our district, LEAP teachers Zoom with educators throughout the school year for continuous support. Sessions occur during duty free lunch, after school, or during planning times. Substitutes are provided for teachers to observe the elite LEAP educators to gain insight on classroom management, instructional design and best practice, and receive content area expertise. This has proven to be successful, but funding is limited. The school board awarded teachers who exceeded growth a \$100 stipend and other small supplements (\$800) were funding through Title II Federal Programs Grants.

In addition to recognizing effective teaching through LEAP, the district presently has 4 highly coveted Lead Teacher positions. Teachers in this position are highly effective educators who now assist classroom teachers with analyzing and interpreting data, pushing into the classrooms to model lessons, attend regional professional development in Asheville to bring back and deliver to all teachers throughout the district. The teachers split duties throughout the district amongst

schools, leading continuous and unilateral Professional Learning Communities linking data to best practice, and assisting with designing interventions in the MTSS framework. Cherokee County Lead Teachers participate in ongoing professional development for advanced teaching roles and teachers leaders through the North Carolina Center for the Advancement of Teaching. There is an unfair penalty to becoming a Lead Teacher: Due to the state compensatory model, these positions are not given “performance bonuses” based on student performance, even though they are the primary support person assisting teachers who are awarded the state bonus for exceeding growth, which is problematic.

### **Project Design**

**Theory of Action: If we recruit, develop, and reward excellent teachers we will retain a premier workforce that will significantly impact student achievement.**

CCS stakeholders realizes the need for growing, planning, and exploring innovative school models to provide a culture of advancement and opportunity for effective teachers. CCS wants to reorganize the concept of teachers as leaders, and organize the school day in a manner in which effective educators are expanded to more students. Doing this would amplify student achievement and support teachers. CCS is interested in the Opportunity Culture (OC) initiative launched by Public Impact (PI) – to “extend the reach” of the nation’s excellent teachers to students. Through the re-examination of budgets, schedules, and reorganization of roles, OC places highly effective teachers into teacher leader roles, within the existing school budget. Teacher-leaders taking on these advanced roles can move along a career path in which they earn more and have more impact, while continuing to teach. School districts can fund these new teacher-leader positions within existing school budgets, making Opportunity Culture models sustainable for the long-haul without grant funding. Those paid career paths in turn help attract and keep great teachers, who in turn help



other teachers develop daily on the job in small teams. The principal gains access to a “team of leaders,” a great improvement over individually managing each teacher. CCS has mimicked this to a degree, but feels it could offer more lucrative positions with assistance with support from PI and funding from this grant. Professional development opportunities offered through PI on the OC Dashboard will expand effective teachers and help them grasp the OC concept. According to the OC website, up to “75% of students will attain growth and have access to effective educators” (<https://www.opportunityculture.org/>). The growth process through professional development in attaining a status to qualify for an advanced teaching role would be beneficial to our culture and student success. Several counties have implemented the OC model with significant success: Charlotte Mecklenburg (CMS), Vance, and Cabarrus counties have OC schools. “59% of schools with this model exceeded student growth expectations” (<https://opportunityculture.org/teaching-in-an-opportunity-culture/>, n.d).

A partnership with PI will facilitate the development of a design team to implement Opportunity Culture throughout the district. LEAP will be restructured to recognize more effective teachers, recreate classroom teaching and outdated master scheduling, positively impact student achievement, enhance a team approach to teaching, and provide a salary differential to teacher leaders in these roles. Members of LEAP will agree to undergo much professional development to hone their instructional craft to emerge as instructional leaders. An interesting caveat to our district is that the advanced teaching roles will offer support to classrooms not only directly but digitally through Zoom conferences to collaborate and share information. Cherokee County Schools will use funds to implement the following:

- Contract with PI and implement the OC initiative across the district in an effort to retain, recognize, and reward highly effective teachers and impact student success.

- Professional Development through PI and OC of administrators and teachers to assist in designing effective schedules for successful implementation, examining models to enhance OC, reallocation of funding, and strengthening our weaknesses in a collaborative approach. We want to be a sustainable, replicable model for Advanced Teaching Roles
- Design and implement a new teacher career ladder providing opportunities for highly effective teachers to remain in the classroom working with more students through online professional development modules designed by the district.
- Increase the number of students taught by highly effective educators across the district
- Recruit highly effective classroom teachers to become Multi Classroom Leaders (MCLs) who, after undergoing professional development, will remain in a classroom but also be the teacher of record for other classrooms. The MCL will support other classroom teachers through coaching, modeling, co-teaching, and providing supportive feedback.
- IMPACT – recruit ICF’s to analyze data, tie curriculum resources with standards, implement interventions, coach and support the MCL, attend state and regional professional development, model effective research strategies and blended learning, and participate in stakeholder collaboratives.
- Redesign present traditional school models to implement sustainable OC models to support MCL’s, IMPACT ICF’s to be successful
- Create a sustainable system to supplement salaries of ICF’s and MCL’s.
- Gathering quantitative and qualitative data on the success of OC, feeding information back to district and school personnel with state benchmarking/ summative data to drive improvements in implementation.

## Project Implementation Timeline

	Spg 2020	Sum 2020	Fall 2020	Spr 2021	Sum 2021	Fall 2021	Spr 2022	Fall 2022	Spg 2023
Present Grant Proposal to School Board- Feb 13, 2020	X								
Design OC Model with PI March-April 2020	X	X			X		X		
Disseminate Information to Stakeholder		X	X	X	X	X	X	X	X
PD for administrators ICF's and MCL's about OC, best practice, coaching, leadership, social emotional behaviors, and parent engagement	X	X	X	X	X	X	X	X	X
School Based training for OC Model		X	X		X			X	
Coaching ICF's and MCL's			X	X		X	X	X	X
Advertise for ICF's and MCL's		X							
Hire ICF's and MCL's		X							
Collect iStation data	X		X	X		X	X	X	X
Collect EVAAS data			X			X		X	
Teacher Turnover Report Data Collection			X			X		X	

## Responsibilities of the Design Team and the RFP Design Planning Committee

Activity	District Lead/ Team
District Level Design Work <ul style="list-style-type: none"> <li>• Ensure initiative meets Opportunity Culture Principles</li> <li>• Ensure Board Commitment</li> <li>• Advocate for Needed Policy Changes</li> <li>• Ensure Leadership Commitment</li> <li>• Data collection</li> <li>• Ongoing support</li> </ul>	Dr. Jeana Conley         Julia Higdon, Director

	Dr. Jeremy Gibbs, DPI
<p>School –level design work</p> <ul style="list-style-type: none"> <li>• Organize school level design teams</li> <li>• Facilitate school teams to select/tailor models</li> <li>• Facilitate master scheduling</li> <li>• Document school level plan</li> <li>• Work with school administrators to implement program</li> <li>• Incorporate new digital instruction and other technology tools into schools designs</li> </ul>	<p>Julia Higdon, Director  Dane Rickett, principal  Melissa Godfrey, principal  Ruby Cutshaw, principal  Dr. Lisa Fletcher, principal  T. Clapsaddle, principal  K.MacDonald, principal  Paul Wilson, principal  J. Forrister. principal  D. McNabb, principal  T. Mathews, principal  SIP teams at each site  Leslie Ledford, Digital Learning</p>
<p>Human Resources Management</p> <ul style="list-style-type: none"> <li>• Lead recruitment, hiring, and internal selection for new positions</li> <li>• Internally transfer teachers to develop school model</li> <li>• Advertise internally through newsletters and emails for IMPACT and MCL opportunity</li> </ul>	<p>Kim Gibson, Associate Superintendent</p>
<p>Professional Development</p> <ul style="list-style-type: none"> <li>• Arrange OC professional development and trainings for school, admins, and ICF's and MCL's</li> <li>• Oversee training, development, evaluation, and design career path design modules</li> <li>• Collaborate with NCCAT for PD opportunities</li> <li>• Collaborate with WRESA for PD opportunities</li> </ul>	<p>Julie Higdon  Mary Leah Dockery - AP  Lana Parker – AP  John Parker – CTO</p> <p>Dr. Karen Sumner, NCCAT  Dr, April Spencer, WRESA</p>
<p>Finance</p> <ul style="list-style-type: none"> <li>• Determine funding for transition to OC model</li> <li>• Sustainability through Title II Funding</li> </ul>	<p>Stephanie Hass CFO</p> <p>Julie Higdon, Director</p>

### Measurable Objectives

Measurable objectives are:

- Increase the amount of students taught by highly effective educators in Cherokee County Schools by 40%. Highly Effective teachers in CCS is defined as an educator scoring accomplished on Standards 1-5 on the North Carolina Educator Evaluation System and exceeding growth expectations consistently over a 3 year span for student growth performance as indicated in EVAAS.
- Increase student proficiency by 20% in Math and 20 % ELA on EOC/EOG assessments and iStation within 2 years
- .2SD increase in Teacher Working Condition Survey for professional development, teacher satisfaction, and overall teacher retention rate in one year.
- Retention of beginning classroom teachers and assistance via the teacher turnover report
- Improvement in the effective use of technology and digital learning using research-based practices.

### **What will we do with the data?**

The design plan will be adjusted based on the outcomes of the data received to meet the needs of the school opportunity culture, students, and teachers. We will report our findings and share knowledge of our OC using Advanced Teaching Roles at conferences, and aim to host our own Advanced Teaching Roles professional development and invite other school districts to attend.

### **Advanced Teaching Roles and Qualifications:**

Cherokee County Schools will create two types of advanced roles: IMPACT ICF and the Multi Classroom Leader (MCL). The district will provide supplements to 4 IMPACT ICF's of and 8 MCL's.

Advanced Teaching Roles for Cherokee County Schools

<p>IMPACT ICF – 4 positions</p>	<ul style="list-style-type: none"> <li>• Complete all initial and ongoing training that certifies the teacher as an in-house provider of professional development or functioning as an instructional content area coach</li> <li>• Be open to traveling district wide to coach, model, and attend train the trainer workshops</li> <li>• Train, model lessons and coach teachers in various under-performing classrooms school-wide students 80% of the day. Lead vertical alignment of standards, and lead Professional Learning Communities mandated by the principal and district.</li> <li>• Be a champion for CCS teachers</li> <li>• Coach teachers to interpret and analyze data to convey to parents, and provide next steps for student success.</li> </ul>
<p>Multi-Classroom Leader – 8 positions</p>	<ul style="list-style-type: none"> <li>• Teaching an increased number of students and being accountable for their performance as the teacher of record for those students</li> <li>• Becoming a lead classroom teacher among a group of 4-8 teachers and being the teacher of record for all students taught by that group of teachers.</li> <li>• Co-teach and model effective instructional practices</li> <li>• Design and plan lessons that teach conceptually and promotes higher order thinking</li> <li>• Reinforce the IMPACT ICF using data from formative assessments to drive instruction</li> <li>• Lead a team of teachers to develop a hybrid of instruction with technology</li> <li>• Establish a collaborative positive community culture for teachers to grow</li> </ul>

**Teachers interested in the position of IMPACT ICF must perform the following responsibilities:**

- Lead school and district wide efforts to implement data driven instructional models that included blended learning environments, literacy, best practices, utilizing digital learning and resources, and focuses on methods of improvement for school-wide performance issues.
- Complete all initial and ongoing training that certifies the teacher as an in-house provider of professional development or functioning as an instructional content area coach
- Be open to traveling district wide to coach, model, and attend train the trainer workshops
- Train, model lessons and coach teachers in various under-performing classrooms with students 80% of the day. Lead vertical alignment of standards, and lead Professional Learning Communities mandated by the principal and district.
- Be a champion for CCS teachers
- Coach teachers to interpret and analyze data to convey to parents, and provide next steps for student success.
- Actively connect teachers to the community, encourage parent engagement activities to take place outside of school settings, to reach families teachers never see.

**Teachers wishing to advance to the role of ICF must:**

- Achieve a rating of accomplished or better on the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument.
- Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education.

- Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area of teaching.
- Demonstrated mastery of teaching skills as required by conducting observations and providing critical feedback as part of the evaluation process.
- Exhibit advanced team and leadership characteristics as defined on the rubric for evaluating Cherokee County Schools through job performance

**Teachers interested in the position of Multi-Classroom Leader (MCL) must perform the following responsibilities:**

- Teaching an increased number of students and being accountable for their performance as the teacher of record for those students
- Becoming a lead classroom teacher among a group of 3-8 teachers and being the teacher of record for all students taught by that group of teachers.
- Co-teach and model effective instructional practices
- Design and plan lessons that teach conceptually and promotes higher order thinking
- Reinforce the IMPACT ICF using data from formative assessments to drive instruction
- Lead a team of teachers to develop a hybrid of instruction with technology
- Establish a collaborative positive community culture for teachers to grow
- Complete the professional development path in order to obtain the supplement

**Teachers interested in applying to the position of MCL must:**

- Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Educator Evaluation System (NCEES).



- Demonstrate evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education;
- Demonstrate mastery of teaching skills as captured by classroom observations and artifacts of student learning.
- Exhibit advanced team and leadership characteristics as defined on the rubric for evaluating Cherokee County Schools through job performance

**IMPACT ICF**

**Alignment to RFP Approved Responsibilities, Weighting of Responsibilities, and Types of Measures for Each Responsibility**

<b>Job Responsibility</b>	<b>Alignment with Approved Responsibilities in the RFP</b>	<b>Percent of Total Contract Hours (1,544)</b>	<b>Percent of Total Instructional Hours (1,025)</b>	<b>Evaluation</b>
<b>Planning and Preparation</b>	<b>A</b>	<b>20%</b>		<b>Observations and Feedback (Qualitative)</b>
<b>Classroom Environment</b>	<b>A</b>	<b>5%</b>		<b>Observations (Qualitative)</b>
<b>Instruction</b>	<b>A</b>	<b>55%</b>	<b>80%</b>	<b>Student Assessment results including EVAAS (Quantitative)</b>
<b>Develop Team Teachers</b>	<b>A</b>	<b>10%</b>		<b>Student Assessment results including EVAAS (Quantitative)</b>
<b>Professional Responsibility</b>	<b>A</b>	<b>10%</b>		<b>Artifacts, Feedback, and Observations (Qualitative)</b>

**Multi-Classroom Leader and Job Responsibilities:**

**Alignment to RFP Approved Responsibilities, and Types of Measures for Each Responsibilities**

<b>Job Responsibility</b>	<b>Alignment with Approved Responsibilities in the RFP</b>	<b>Percent of Total Contract Hours (1,544)</b>	<b>Percent of Total Instructional Hours (1,025)</b>	<b>Evaluation</b>
<b>Planning and Preparation</b>	<b>B</b>	<b>20%</b>		<b>Observations and Feedback (Qualitative)</b>
<b>Classroom Environment</b>	<b>B</b>	<b>5%</b>		<b>Observations (Qualitative)</b>
<b>Instruction</b>	<b>A and B</b>	<b>46%</b>	<b>70%</b>	<b>Student Assessment results including EVAAS (Quantitative)</b>
<b>Develop Team Teachers</b>	<b>B</b>	<b>24%</b>		<b>Student Assessment results including EVAAS (Quantitative)</b>
<b>Professional Responsibility</b>	<b>B</b>	<b>5%</b>		<b>Artifacts, Feedback, and Observations (Qualitative)</b>

**Descriptions of ICF and MCL Job Responsibility**

Working with each team, both roles assume responsibility for an increased number of students, using technology delivered content.

**1. Planning and Preparation**

- Effectively reach a greater number of students with excellent teaching despite having less time per student, the ICF must plan activities promoting engagement and feedback loops.

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments
- Determine how students engage in instructional time
- Design in-person modeling that provides enrichment and higher order thinking skills
- Design assessments that accurately assess student progress and incorporates digital assessments

## **2. Classroom Environment**

- “Growth Mindset” and hold students and teachers accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments research based and that foster collaboration
- Establish a culture of respect, enthusiasm, and rapport

## **3. Instruction**

- Hold students accountable for ambitious, measurable standards of academic achievement,
- Identify and address individual students’ social, emotional, and behavioral needs and barriers
- Identify and address individual students’ development of organizational and time management skills
- Incorporate questioning and discussion in student learning
- Personalize student instruction in small groups and tailor to individual needs
- Communicate with parents and stakeholders and students to keep them informed of their progress

## **4. Manage Facilitation of Learning Activities by Other Adults**

- Monitor and Analyze student data from assessments to inform enriched instruction by teacher,
- Develop systems and processes for Professional Learning Communities
- Provide ongoing surveys to identify specific teacher support concerns and areas for assistance
- Provide and evaluate program feedback from teachers

### **5. Professional Responsibilities**

- Solicit and receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and encourage a home life conducive to learning success
- Collaborate with other teaches to analyze student data, group students, and assign interventions
- Participate in professional development at school

### **Salary Supplement Information**

CCS will designate salary supplements as a flat dollar amount for each role, common in Opportunity Culture models. That said, it has been observed supplements vary in other districts that have implemented OC across the state. Funding from supplements will stem from the grant initially, and will be sustained through Title II funding. One of the first tasks of the district using level process will be financial modeling to determine supplement amounts that are competitive and sustainable with pay offered in neighboring districts and bordering states. Initiatives for

MCL's and ICF's will be supported by the grant as well – MCL's and ICF's wishing to renew or pursue National Board Certification will have the initial/renewal fee covered with the support of this grant after the employee signs a notarized 5 year commitment to Cherokee County Schools.

The salary supplements will be paid as a supplement to the classroom teacher's regular salary and not be included in the average salary calculation used for budgeting. Should a teacher fail to maintain the minimum criteria for the position or is not successfully performing the additional duties associated with the advanced teaching role, the teacher shall 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.

*Ideal Supplements*

IMPACT ICF	\$12,000 Annually
MCL	\$10,000 Annually

**Dissemination of Information to Employees and Community Stakeholders**

Cherokee County Schools has a streamlined method of communicating with employees. Julia Higdon, program lead, will hold information sessions to communicate about the career paths and hiring process for LEAP with all interested teachers and included stakeholder input at School Improvement Meetings as well as publish information regarding the advanced teaching role opportunities in the monthly *Around Cherokee County Schools Newsletter*. Information regarding job responsibilities, qualifications, salary supplements, application, and vetting process will be shared in both modalities. Julie Higdon will work with Associate Superintendent Kim Gibson to

advertise internally using district email, school wide meetings, and board meetings as a platform. A FAQ sheet will be disseminated internally through email and principals will post the sheet in the workroom. Best practices and other techniques will be shared via the CCS newsletter published monthly *Around Cherokee County Schools*.

Parents and other community stakeholders will also have a chance to learn about the OC design and participate by providing input in open meetings, advertised on the school website and in the local newspaper. The design team should consider volunteer opportunities to incorporate into the model, particularly Americorps workers, Big Brothers Big Sisters, and foster grandparents.

**Cherokee County Schools Dissemination of Information Organization Chart**

Stakeholder	Key Message	Responsibility	Feedback	Resources
Teachers	Advance Teaching Role Opportunity Culture  Position Openings	Julia Higdon  Kim Gibson	Q& A SIP Meetings	<a href="#">Intro</a> <a href="#">Where is this?</a> <a href="#">OC videos</a> <a href="#">PD Tools</a>  Online OC platform Advertisements
Students	Changing teaching roles and the benefit to students	Principal	Surveys	Communication with students
Parents	Problems students face OC solution Benefits for students and teachers Classes, grades, subjects	Principal  Teachers	Q&A  Newsletters  Social Media	<a href="#">Talking Points</a>
Community Stakeholders	Benefits Timing Problems Students Face			

**Criteria and Selection for Advanced Teaching Roles**

Selection for the Impact ICF and Multi-Classroom Leader, will be based on a set of weighted criteria (Appendix B) and interview process, including 1) prior evidence of high-progress student outcomes in the relevant subjects, 2) knowledge of subject matter being taught, 3) Bachelor's degree and valid teaching certificate, 4) experience successfully leading and managing a team of adults to accomplish goals, and 5) evidence of competencies needed to perform the role as indicated on the coaching evaluation rubric (Appendix C). In addition to the above criteria, Cherokee County Schools plans to use the Teacher and Staff Selection Toolkit offered by Public Impact on the Opportunity Culture Website. (<https://www.opportunityculture.org/selection-toolkit/>)

After using the criterion and finding eligible candidates, Cherokee County Schools will conduct event interviews to determine if a candidate has the competencies to excel in either the MCL or ICF advanced roles according to the Instructional Coaching Rubric indicators.

### **Voluntary Relinquishment of Advanced Teaching Role**

In the event an ICF or MCL relinquishes his/her role and associated duties, the removal of that title is not considered a demotion (G.S. Article 22 Part III, Chapter 115C). Upon voluntary relinquishment of the role, the teacher will no longer be paid the associated supplement and will be compensated for the qualifying state teacher salary indicated on the state salary schedule.

### **Local Evaluation of Project**

MCLs and ICF's will be evaluated in NCEES on the Teacher as Leader rubric – by the school administrator and Curriculum Director. The Associate Superintendent will use criterion from the Instructional Coach Rubric to develop questions for interviewing potential candidate. (Appendix C). Administrators will use Teacher Working Condition Surveys, Teacher Attrition rate, evaluations in NCEES, EVAAS, and student performance scores to evaluate LEAP's success.

Enrollment in career pathway professional development will also determine teachers who would like to advance to be an MCL or ICF.

### **Life after the Grant – Program Sustainability**

CCS has identified Federal Programs Title II, Student Success and Academic Enrichment (SSAE), and Rural Low Income Schools (RLIS) funding sources to provide supplements after the grant is completed. CCS will continuously analyze and collect data that will add to the OC dashboard and advanced teaching roles pilot. CCS will have reduced and reorganized personnel within 3 years for sustainability, examining the possibility of replacing a teacher with a teacher assistant in certain content areas. We will continue using Federal Program grant funding to contract with PI for guidance as needed, and to provide ongoing professional development opportunities for teachers in the LEAP program.

CCS will host site visits from district and school leaders who are interesting in witnessing advanced teaching roles in action and explore how OC could improve student achievement and teacher effectiveness in their districts. After we feel we have implemented it successfully, CCS will host a conference about OC and how we made it work in a demographic that is surrounded by isolated geographical barriers, our beautiful yet primitive mountains.



## References

- Odden, A. (2012). Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools, 2<sup>nd</sup>.

[www.mapquest.com](http://www.mapquest.com) (n.d.) MapQuest

<https://opportunityculture.org/teaching-in-an-opportunity-culture/>. (n.d.).



## CCS Linking Effective Accomplished Professionals (LEAP)

	YR 1	YR 2	YR 3	YR 4	YR 5	
Salary Supplements for Instructional Curriculum Facilitators	48,000.00	48,000.00	48,000.00	48,000.00	48,000.00	
Matching FICA	3,672.00	3,672.00	3,672.00	3,672.00	3,672.00	
Matching Retirement	9,052.80	9,052.80	9,052.80	9,052.80	9,052.80	
Development of Advance Teaching Roles						
Multi-Classroom Leaders 8 positions	80,000.00	80,000.00	80,000.00	80,000.00	80,000.00	
Development of Professional Development						
National Board Certifications	5,700.00					
Workshop Expenses	10,000.00	10,000.00	10,000.00	6,000.00	5,000.00	
Transition Costs						
Partnership with Public Impact	10,000.00	10,000.00	10,000.00	-	-	
Development of the Design & Implementation of Compensation Plans	2,000			-	-	
	166,424.80	160,724.80	160,724.80	146,724.80	145,724.80	780,324.00

## Allowable Support Materials

### Appendix A: Committee Members for District LEAP Plan Design

Design Team Member Name	Position
Dr. Jeana Conley	Superintendent
Ms. Julia Higdon	Director, Curriculum and Federal Programs
Dr. Jeremy Gibbs	DPI Support Consultant
Dr. Karen Sumner	NCCAT Executive Director
Ms. Kim Gibson	Associate Superintendent of Human Resources
Ms. Stephanie Hass	Chief Finance Officer
Mr. John Parker	Chief of Technology
Melissa Godfrey	Principal, Andrews Elementary
Ruby Cutshaw	Principal, Hiwassee Dam Elementary Middle
Mr. Jason Forrister	Principal, Murphy High School
Leah Dockery	District Lead Instructional Coach

**Appendix B: Selection Criteria of MCL and ICF**

<b>Qualification</b>	<b>Weight</b>	<b>Measurement</b>
<p align="center">A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 AND Evidence the teacher has exceeded growth expectations over a 3 year span as indicated in EVAAS</p>	50%	Quantitative
<p align="center">Experience successfully leading and managing a team of adults</p>	40%	Quantitative and qualitative (background checks and interviews)
<p align="center">Advanced Teaching Degree or National Board Certification</p>	10%	Quantitative

## Rubric for Evaluating Cherokee County Schools Instructional Coaches

This form should be used for the instructional coach self-assessment and informal evaluations by principal and curriculum director.

Name:

Assignment:

Year:

Evaluator:

<b>Standard 1 DATA: Supports analysis and interpretation of data from multiple sources</b>				
<b>Progressing</b>	<b>Skilled</b>	<b>Advanced</b>	<b>Distinguished</b>	<b>Expectations</b>
<input type="checkbox"/> Is knowledgeable of a variety of data sources  <input type="checkbox"/> Understands how data can be utilized to inform instruction	<p style="text-align: center;"><i>and</i></p> <input type="checkbox"/> Shares with teachers and other coaches knowledge of how data can be utilized to inform instruction  <input type="checkbox"/> Coach, teacher and Leadership teams examine multiple data to inform instruction, set goals and regularly monitor progress.  <input type="checkbox"/> The coach takes an active role with participants to establish and monitor meeting norms. (grade level, PL)  <input type="checkbox"/> Teachers have data walls in classrooms in which students take ownership of standards mastery.	<p style="text-align: center;"><i>and</i></p> <input type="checkbox"/> Collaborates with teachers in using a variety of data on student progress to differentiate instruction  <input type="checkbox"/> Facilitates data-based conversations to identify interventions to close achievement gaps  <input type="checkbox"/> Assists teachers in development and implementation of results-driven interventions focused on closing achievement gaps	<p style="text-align: center;"><i>and</i></p> <input type="checkbox"/> Routinely meets with school and district teams to facilitate the use of assessment results and the analysis of data from multiple sources to inform instruction  <input type="checkbox"/> Routinely assists teachers and leadership teams to use data from multiple sources to determine how professional development has impacted teacher practice and implement next steps for teacher practice and student learning	<p>Coach, teacher and/or Leadership teams examine multiple data to inform instruction, set goals and regularly monitor progress</p> <p>Coach collaborates with teachers to set, monitor, and adjust goals to secure 75% proficiency on assessments.</p> <p>Teachers frequently initiate requests to coach for support.</p> <p>Prior to a co-planning session coach identifies students data to determine the need for supplemental text and graphic organizer to differentiate a lessons</p> <p>Confidentiality is maintained by coach and can be relied on for complete discretion by all stakeholders (teachers, administrators, other coaches).</p> <p>Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect; and relational trust.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Overall Rating for Standard 1</b>

Document 3

**Graduate Incentive Course Plan**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

University: \_\_\_\_\_

Degree Pursued: \_\_\_\_\_

Semester:     Fall        20\_\_  
                   Spring      20\_\_  
                   Summer     20\_\_

Courses taken:

_____	Semester Hours _____
_____	Semester Hours _____
_____	Semester Hours _____
_____	Semester Hours _____

Please attach:

- Proof of payment for courses which shows
  - The courses registered for
  - The semester hours for each course
  - The amount paid

I understand that reimbursement will be based on the rates of Western Carolina University distance learning and that reimbursement contingent on the availability of funds. I further understand that if my grade is not submitted to central office within 30 days of the semester's end, reimbursement requests will not be honored.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Appendix C

<p>Indicators/Artifacts</p>
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**Standard 2 CURRICULUM: Leads in the design and implementation of adopted curriculum and use of research.**

Progressing	Developing	Effective	Highly Effective	Expectations
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates knowledge of current research findings</li> <li><input checked="" type="checkbox"/> Demonstrates knowledge of Common Core/Essential standards in assigned areas</li> <li><input checked="" type="checkbox"/> Exhibits understanding of processes used by Professional Learning Communities</li> <li><input checked="" type="checkbox"/> Demonstrates knowledge of resources for planning / implementation of curriculum</li> </ul>	<p><i>and</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with administration and staff to support use of educational research in making instructional and program decisions</li> <li><input type="checkbox"/> Supports teachers in the integration of district curriculums with Wit and Wisdom, Eureka Math, and Wilson Language Learning and essential standards in content areas</li> <li><input type="checkbox"/> Engages in a Professional Learning Community to enhance own knowledge and skills</li> <li><input type="checkbox"/> Utilizes pacing guides to focus on the standards being learned and assessed.</li> </ul>	<p><i>and</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Incorporates best practices research into decision making processes at the classroom and/or school level</li> <li><input checked="" type="checkbox"/> Collaborates with teachers to align curriculum with standards through individual, small and large group professional development</li> <li><input checked="" type="checkbox"/> Facilitates curriculum mapping/dissection while intentionally unpacking the standards in PLC's with teachers.</li> </ul>	<p><i>and</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Takes a leadership role in translating best practices research into authentic learning applications in the school and/or district level</li> <li><input checked="" type="checkbox"/> Systematically applies new learning to support continuous improvement of self and others in the work of the district's strategic plan</li> <li><input checked="" type="checkbox"/> Leads and collaborates with district teams to develop curricular maps/ pacing guides</li> </ul>	<p>Coach holds a team meeting to plan a unit (close reading, tape diagrams, etc.) and provides websites, strategies</p> <p>Coach and teacher plan a lesson using text-based evidence and coach provides web-sites and a template students can use.</p> <p>Coach co-plans then models a lesson on higher level questioning with an extensive structured debrief session.</p> <p>Coach seeks and shares professional learning feedback after a workshop from and with teachers, then offers solutions for better meeting teacher interests and needs.</p> <p>Analyzes results with individuals and teams (e.g. changes in teacher knowledge, skills, and practice in student learning) to identify strengths and improvements in coaching.</p>



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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Overall Rating for Standard 2</b>
<b>Indicators/Artifacts</b>				

<b>Standard 3 INSTRUCTION: Provides support for implementation of adopted instructional practices</b>				
<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Expectations</b>
<p><input type="checkbox"/> During a professional development seminar, coach attempts to provide resources but lacks deep knowledge of the topic.</p> <p><input type="checkbox"/> Visits classrooms sporadically to support teachers.</p> <p><input type="checkbox"/> Gives little support and does not encourage teachers to take risks to implement curriculum.</p> <p><input type="checkbox"/> Coach fails to model and co-teach within classrooms</p>	<p><i>and</i></p> <p><input type="checkbox"/> Supports teachers in selecting research-based practices to create differentiated lessons to meet student needs</p> <p><input type="checkbox"/> Coach models and co-teaches within classrooms and provides activities that allow for feedback and personal growth.</p> <p><input type="checkbox"/> Assists teachers in learning how to integrate technology with teaching practices</p>	<p><i>and</i></p> <p><input type="checkbox"/> A teacher initiates taking "risks" in the implementation of new curriculum and strategies with support from the coach using a variety of resources (ie.protocols, projects).</p> <p><input type="checkbox"/> Models technology integration that impacts instructional practices and increases student learning, engagement, and interaction.</p> <p><input type="checkbox"/> Creates opportunities for teachers to learn instructional practices through individual, small and large group professional development</p>	<p><i>and</i></p> <p><input type="checkbox"/> Shows evidence that reflective discourse led to change in teacher practice</p> <p><input type="checkbox"/> Uses measures and tools to assist teachers to reflect upon instructional practices and implementation of district initiatives</p> <p><input type="checkbox"/> Designs and supports multiple experiences that deepen understanding and meaning of instructional practices</p>	<p>Coach models a lesson on higher level questioning based on teacher's request with an informal debrief discussion.</p> <p>Coach co-plans with teacher to present to parents at Curriculum Night. The coach attends and co-facilitates with the teacher and provides extensive feedback.</p> <p>Seeks and uses, with colleagues and principal, external and internal resources for professional learning to enhance existing resources to achieve student learning goals.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Overall Rating for Standard 3</b>

Appendix C

Indicators/Artifacts
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<b>STANDARD 4 LEARNING FACILITATOR/CHANGE AGENT: Designs and leads sustained professional learning experiences aligned with district initiatives</b>				
<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Expectations</b>
<p><input type="checkbox"/> Demonstrates knowledge of the assigned subject matter and curriculum consistent with learning needs of staff and/or students</p> <p><input type="checkbox"/> Assists in planning school-based staff development to deepen teachers' knowledge of teaching and learning</p> <p><input type="checkbox"/> Communicates with colleagues on a regular basis for shared professional learning planning</p> <p><input type="checkbox"/> Works with teachers and/or teams to facilitate the access to resources</p>	<p><i>and</i></p> <p><input type="checkbox"/> Facilitates job-embedded professional learning that aligns with district curriculum goals and initiatives</p> <p><input type="checkbox"/> Models a variety of instructional strategies and teaching techniques including technology appropriate for the content area</p> <p><input type="checkbox"/> Plans professional learning relevant to teacher/staff needs</p> <p><input type="checkbox"/> Supports the Professional Learning Communities at the school site</p> <p><input type="checkbox"/> Addresses the needs of EC, LEP, and AIG students when designing and delivering staff development</p>	<p><i>and</i></p> <p><input type="checkbox"/> Assists teachers and/or teams in planning ongoing professional learning, with follow-up and support, based on assessed student and teacher needs</p> <p><input type="checkbox"/> Co-teaches to build capacity to implement district initiatives</p> <p><input type="checkbox"/> Works with teachers and/or teams to facilitate the creation and sharing of resources</p> <p><input type="checkbox"/> Creates opportunities for teachers and/teams to learn effective practice from each other</p>	<p><i>and</i></p> <p><input type="checkbox"/> Assists teachers to make curricular connections for levels below and above current scope of work</p> <p><input type="checkbox"/> Collects evidence that shows how teachers increase rigor and/or refine instructional practices as a result of professional learning experiences</p> <p><input type="checkbox"/> Effectively plans and paces professional learning to maximize adult learning</p> <p><input type="checkbox"/> Purposefully supports the development of communication and collaboration skills for teachers and teams</p>	<p>Coach and administrative team holds meeting and provides hand-out describing roles and responsibilities of coach for staff.</p> <p>Coach takes initiative to formally collect input from teachers using a survey or questionnaire in order to adjust his/her scheduling.</p> <p>Coach provides, outlook calendar access, current phone number, e-mail, location and other contact information on ways he/she is available to staff.</p> <p>Coach looks at master schedule and determines times to meet with teachers.</p> <p>Coach facilitates with a team a protocol to un-pack domains/modules and the utilization of eLearning.</p> <p>Coach facilitates a looking at student work protocol at a team meeting to identify student deficits and determine strategies to address needs and follows up at future meetings and monitors progress.</p> <p>Coach co-plans with teacher to present to parents at Curriculum Night. The coach attends and co-</p>

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				facilitates with the teacher and provides extensive feedback.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Overall Rating for Standard 4</b>
Indicators/Artifacts				

**Standard 5 LEADERSHIP: Creates and maintains collaborative and professional partnerships to support teacher growth and impact student learning**

Developing	Skilled	Effective	Highly Effective	Expectations
<input type="checkbox"/> Maintains regular communications within the school and district community (colleagues, administrators, coaches, etc.)  <input type="checkbox"/> Illustrates knowledge of coaching practices that affect relationships  <input type="checkbox"/>  <input type="checkbox"/> Supports district and school vision, mission, beliefs, and goals.  <input type="checkbox"/> Models the tenets of the <i>North Carolina Code of Ethics for Educators</i>	<i>and</i> <input type="checkbox"/> Builds relationships within the school and district community to foster teacher success and student achievement.  <input type="checkbox"/> Utilizes effective communication skills to create an environment of trust, caring, and honesty.  <input type="checkbox"/> Provides leadership for teachers' progress in implementing strategies in the classroom to ensure that students are career and college ready	<i>and</i> <input type="checkbox"/> Regularly partners with school and district personnel to review and address instructional plans and progress.  <input type="checkbox"/> Provides opportunities for teacher leadership that promote professional growth and impact school-wide teaching and learning.  <input type="checkbox"/> Regularly implements best practices in coaching such as effective listening, clarifying, questioning, and communicating understanding.  <input type="checkbox"/> Facilitates teacher	<i>and</i> <input type="checkbox"/> Is a role model that creates long-term, positive, collaborative peer relationships that promote sustained teacher growth.  <input type="checkbox"/> Helps grow a positive culture of shared- practice, collaboration, and collegiality to improve coaching, teaching, and learning in the school and district  <input type="checkbox"/> Purposefully supports the	<p>Coach anticipates the need for materials (e.g. manipulatives, rice, egg cartons, electronic resources) and locates the resource materials necessary to implement instruction.</p> <p>Coach is reflective and actively seeks out feedback/surveys from teachers and administrators, and adapts and modifies support based on program updates or changes.</p> <p>Teacher's schedule changes and the coach adapts their schedule to meet the teacher's current needs if possible</p> <p>Coach responds within the school day to teachers' requests and or questions.</p> <p>The weekly coaching logs are submitted into drop box on time with suggestions for increasing the efficiency and reducing redundancies of required documentations.</p>

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<p><i>and Standards for Professional Conduct</i> and encourages others to do the same</p> <p><input type="checkbox"/> Assists teachers in establishing a safe and orderly classroom</p>	<p><input type="checkbox"/> Instructional coach routines and procedures are effectively prioritized</p> <p><input type="checkbox"/> Uses self-reflection to inform coaching and teaching practices</p> <p><input type="checkbox"/> Serves as a liaison between schools and district to communicate goals and identify needs.</p>	<p>reflection that promotes development of teachers' professional and leadership roles within the broader school community.</p> <p><input type="checkbox"/> Addresses with the school community gaps between goals and practice for the purpose of promoting instructional growth.</p> <p><input type="checkbox"/> Models consistently and actively leads in the development of a positive school climate</p>	<p>development of communication and collaboration skills for teachers and teams</p>	
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><b>Overall Rating for Standard 5</b></p>
<p>Indicators/Artifacts</p>				

Coach Signature \_\_\_\_\_

Date \_\_\_\_\_

Director/Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

Comments Attached  Yes  No

## AN OPPORTUNITY CULTURE FOR STUDENTS AND TEACHERS: AN INTRODUCTION FOR PARENTS

We care very much about your child’s learning—which includes academic, social, and emotional needs. We believe that all students can learn well when their differing needs are met and when adults believe in them.

Because we are committed to providing **excellent learning experiences as consistently as possible for all students**, our school will use an “**Opportunity Culture**” teaching model.

In Opportunity Culture schools, teams of teachers work together to help students excel. These models let our best teachers reach more students with excellent instruction and help everyone teach more effectively. We expect more students to reach grade-level and subject standards faster, and more students to advance further.

We are part of a national community of Opportunity Culture schools committed to reaching every student with excellent teaching consistently. You can read more about this on [OpportunityCulture.org](http://OpportunityCulture.org).

The cornerstone of an Opportunity Culture is **Multi-Classroom Leadership**: small, collaborative teaching teams led by teachers with leadership skills and a record of high-growth student learning. Some or all of the teachers on a multi-classroom leader’s team may be “team reach teachers,” meaning they directly reach more students with support from other staff.

Schools and districts around the country have joined the national Opportunity Culture initiative, and research shows that teams led by multi-classroom leaders produced strong learning gains for students.

If your child is served by a multi-classroom leader’s team, **one teacher will be the main point of contact, to keep you informed and keep the team informed about your child.**

In the classrooms where our school has implemented an Opportunity Culture, you can expect:

- High expectations that your child can learn and advance, even when facing challenges
- Consistent monitoring of your child’s progress
- Concrete actions to help your child address individual challenges, or advance further
- Personally engaging instruction by teachers who are excited to teach and supported by a team
- Approaches that motivate students to take ownership of their own learning
- Increased small-group instruction
- A team of adults who can focus on your child’s social, emotional, and time-management development

Teachers in an Opportunity Culture benefit from:

- Significantly higher pay that is funded by our regular budget, not temporary grants
- More time to plan for instructional excellence, alone and with a team of colleagues
- More opportunities for the best teachers to lead teams and help more students
- More on-the-job learning for all teachers, so everybody improves and excels
- More roles that let teachers focus on their teaching strengths

We welcome your feedback as we improve and expand our focus on teaching and learning excellence.

## TOOL: OPPORTUNITY CULTURE TALKING POINTS FOR SUPERINTENDENTS AND OPPORTUNITY CULTURE IMPLEMENTATION LEADERS

### WE ARE CREATING AN OPPORTUNITY CULTURE. IN AN OPPORTUNITY CULTURE:

- \* School teams tailor teaching roles to reach more students with excellent teachers and their teams.
- \* Far more students have access to excellent teaching consistently.
- \* Teachers have outstanding career opportunities: to learn on the job from accomplished peers and to advance their careers without leaving teaching.
- \* Teachers earn substantially more, within budget and without forcing class-size increases.
- \* The cornerstone of an Opportunity Culture is **Multi-Classroom Leadership**: small, collaborative teaching teams led by teachers with leadership skills and a record of high-growth student learning.
- \* Some or all of the teachers on a multi-classroom leader's team may be "team reach teachers," meaning they directly reach more students with support from other staff.
- \* Schools and districts around the country have joined the national Opportunity Culture initiative, and [research](#) shows that teams led by multi-classroom leaders (MCLs) produced strong learning gains for students.

### WHAT ARE OUR GOALS?

- \* We want students to reach their full learning potential. We are committed to:
  - ✓ Closing achievement gaps.
  - ✓ Helping students advance beyond standards, like their top international peers.
- \* We want all teachers to have opportunities to excel and advance while continuing to teach.

### WHY IS OUR DISTRICT MAKING THESE CHANGES?

- \* Research has long shown that excellent teachers help students make about an extra half-year of learning growth every year (above the standard one year of growth).
- \* These same teachers develop students' higher-order thinking skills exceptionally well.
- \* With these excellent teachers *consistently*, students can close achievement gaps.
- \* With these teachers, students can leap to honors work and beyond, like their top international peers.
- \* In most schools, only a fraction of classrooms—about 1 out of 4—have teachers at that level.
- \* Meanwhile, teachers who excel need more avenues to advance while continuing to teach.
- \* All teachers need the chance to learn on the job from excellent peers, so they can excel, too.
- \* We believe that far *more* teachers can teach at high levels, if they have the right support—available in an Opportunity Culture.

### WHAT ARE THE BENEFITS OF OPPORTUNITY CULTURE MODELS FOR TEACHERS?

- \* Better teachers can advance their careers and lead other teachers, *without* leaving teaching.
- \* These teachers earn far more, for whole careers—not just short-term pay boosts from temporary grants.
- \* Solid teachers working toward excellence may be able to earn more, too, by joining MCL teams.
- \* Pay increases are *substantial*, much more than from typical bonus programs and special roles.
- \* Teachers gain time to plan, collaborate, and learn on the job from outstanding peers.

### WHAT ARE THE BENEFITS OF OPPORTUNITY CULTURE MODELS FOR STUDENTS?

- \* Students experience excellent teaching far more consistently.
- \* More teachers will provide, and more students will experience, the personalized learning approaches that the best teachers use today.

- \* More students will close achievement gaps.
- \* More students will advance to honors work and beyond.
- \* A team of teachers and assistants will pay attention to each child’s social, emotional, and time-management learning: If the personal connection for a student is not as strong with one adult, it may be stronger with another one on the team.

## WHAT DOES OPPORTUNITY CULTURE LOOK LIKE IN ACTION?

Instead of teaching in isolation, teachers will **teach on teams led by an excellent teacher**, who helps everyone succeed.

Teachers may also:

- \* **Specialize** at the elementary level in their strongest subjects.
- \* **Alternate students between digital learning for the basics and in-person time with the teacher** for motivating, personalized, higher-order instruction.
- \* **In hard-to-staff subjects or schools, teach from another location**—down the hall or across the country—using technology to connect with students anywhere.
- \* **Delegate to new paraprofessionals** some administrative tasks, supervision of skills practice time (projects, digital work, or other skills practice), and help in fostering social, emotional, and time-management learning.
- \* **Reach more students, but not all at once—actual class and instructional group sizes can remain the same, or even decrease** through better use of small-group instruction.

## FREQUENTLY ASKED QUESTIONS FOR DISTRICT LEADERS

### Will my child’s class size(s) increase?

Opportunity Culture schools have not increased class sizes above state averages. In most schools, teachers use *more* small-group instruction. However, great teachers are the “teacher of record” for more students, even if actual class and instructional group sizes drop.

### How much time will my child spend using digital instruction?

If used at all, in a typical school, elementary students would use digital learning no more than an hour daily and secondary students no more than two hours daily. Some secondary students may choose course loads with more digital time. “Digital time” may include offline projects and skills practice, reducing screen time.

### How much will teacher pay increase?

Our district will design pay supplements that are ambitious but feasible for our schools. Supplements for Opportunity Culture multi-classroom leaders in other sites have averaged approximately 20 percent of average teacher pay. Teachers on multi-classroom leaders’ teams who extend their reach to more students also receive supplements. Lower and higher pay boosts are possible here.

### Will people lose their jobs?

Most schools implement an Opportunity Culture over three years, which allows natural attrition, rather than unwarranted dismissal, to reshape the school’s staffing levels. As always, we feel that dismissal, with proper due process, of truly and persistently ineffective teachers is in the best interest of our students and remaining teachers.

### Will my child’s school be more selective about who teaches?

Opportunity Culture schools can become highly selective, choosing experienced teachers with proven track records of success, and new teachers who have strong academic, service, and leadership records in college and prior work.

### Will teachers have larger student loads?

The “extended reach” allowed by these models inherently increases some teachers’ student loads, but within reasonable limits chosen by school design teams and while adding planning time. **Elementary** teachers may have larger numbers of students for whom they are responsible in just one or more subjects—33 to 100 students, for example. Opportunity Culture materials encourage **secondary** schools to limit student load increases, and to increase time for planning and, in some cases, for small-group pullouts of students.