

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: http://www.cherokee.k12.nc.us/ Fax: 828-837-5799

Mailing Address: 911 ANDREWS ROAD City/State/Zip: MURPHY, NC 28906

RFP Contact Name and Position: JULIE HIGDON, K-8 CURRICULUM DIRECTOR

Phone: 828-837-2722 EXT: 2425 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: 9 Estimated Number of Students Served: 2,125

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:2401

NOVEMBER 16, 2018
CHEROKEE COUNTY SCHOOLS
911 Andrews Rd Murphy, NC 28906



Linking Effective Accomplished Professionals

CHEROKEE COUNTY SCHOOLS



Table of Contents

Proposal Narrative	2
Need Statement.....	4
Project Design.....	5
Project Timeline.....	7
Responsibilities of Design Plan Team	8
Measurable Objectives.....	9
Roles and Process for Teacher Advancement.....	9
Salary Supplement Information.....	13
<i>Appendix A Projected Budget</i>	
<i>Appendix B Graduate Incentive Paperwork</i>	
<i>Appendix C Instructional Coach Evaluation Rubric</i>	

Narrative of the preliminary program structure:

Cherokee County Schools, the state's most western county, is a rural Tier 1 county bordering Georgia and Tennessee. Our district is comprised of 14 schools serving approximately 3,200 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, our unemployment rates rank among the highest in the state, and all schools qualify for Title 1 funding. CCS does much with very little – we are among the Top Ten in graduation rates and among the Top Twenty in Academic Performance on EOG's – however, we are also fragmented due to the logistics of Cherokee County. Our district spans over 90 square miles, encompassing small community schools miles apart from each other – often yielding concerns that teachers practice in isolation from other professionals. In a district this size, ensuring continuity in instructional practices is muddled.

Highly effective educators are needed in CCS in order to close the achievement gaps to increase the number of students reaching proficiency as well as increase the rate of students who are College and Career Ready, however, funding is limited in rural low-wealth districts for professional resources and career growth. Realizing this, the superintendent combated the barriers to teacher recruiting and retention by writing and receiving the GoldenLeaf grant – providing 1-1 Chromebook to all students and teachers in grades 3-8. (www.goldenleaf.org, n.d.). While this advancement made us competitive with other districts, many teachers were not familiar with digital competencies and blended learning, resulting in the Chromebooks being used as substituting tool and gaming. CCS partnered with the Friday Institute to examine digital badging and micro-credentialing teachers with Dr. Lisa Hervey. The district administration team also examined the work of Allen Odden at the Consortium for Policy Research in Education in

Paying teachers for what they know and do: New and smarter compensation strategies to improve schools. Instructional Technology Coaches (ITFs) were hired to coach teachers on blended learning, but again, retention became an issue, and the qualified ITF's later secured jobs in affluent areas offering considerably higher salaries. The district leadership team wanted CCS to "grow our own" and establish a premier workforce of educators in a cadre unit named **Linking Effective Accomplished Professionals (LEAP)**. LEAP is a strategic workforce the district relies on to reach Goal 1 in our strategic plan: Maximize academic achievement for every child, and Goal 2: develop a premier workforce that offers opportunity for advancement for highly effective educators. This aligns with the state's priority goals that fall under the Educational Human Capital Policy & Research Division that addresses developing and supporting highly effective teachers and principals (Public Schools of North Carolina, 2015).

Presently LEAP has 4 highly sought after instructional coaching positions shared among 6 Elementary Schools. The instructional coaching positions are fully funded with Title 1A funding and are used to support student learning. In a recent survey, one-third of instructional coaches indicated they did not feel responsible for the performance and growth of teachers they work with, and nearly two thirds did not feel accountable for their outcomes (Odden A. , 2012) , CCS has encountered this trial as well, realizing the need to be open to new school leadership models appropriate for our demographic and funding sources. As research shows "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))."Simply placing an effective teacher in the role of leadership does not automatically make him or her a leader" (Suescun, Romer, and MacDonald, 32). CCS strives to be advanced and up to date on instructional practices, and constantly seeks innovative approaches to budgeting, schedules, and instructional

coaching positions to maximize educational opportunities for students. “School districts experiencing success had the following common thread, “Models showing the most promise is strengthening the amount and quality of leadership capacity focused on the core mission of teaching and learning within each school building” (Bierly, 3).

Evidence of Need

Cherokee County Schools is challenged with recruiting, hiring, and retaining highly effective teachers due to several factors:

- Our rural community is geographically isolated “two hours from anywhere” and attracting teachers to our rural, desolate area is difficult.
- The Cherokee County Commissioners do not approve of a teaching supplement for teachers, leaving CCS as one of the few counties not offering a teaching supplement.
- CCS borders Georgia and Tennessee, states that honor Masters and Specialist degrees at a much higher rate than North Carolina. (www.mapquest.com, n.d.)
- CCS is not only losing experienced teachers, but also beginning teachers as well. CCS has become the county to go to if teachers are not hired in the higher paying Georgia and Tennessee counties. Until now, CCS has felt as though our hands are tied – it is hard to compete with a higher salary offered in a state 20 minutes away.
- CCS, due to the location and distance from nearby professional development opportunities in Asheville, struggles to get teachers to commit to attending PD 2 hours away. This is a barrier to teachers and the district in obtaining latest information to changes in curriculum, standards, licensure, etc.

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 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 where effective educators are expanded to more students to amplify and impact student achievement.

Recently CCS has become 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. These paid career paths are lucrative to teachers, rewards them, have proven to positively impact student achievement and will retain teachers employed with Cherokee County Schools. CCS has researched several counties who have implemented the OC model with significant successes.

Charlotte-Mecklenburg (CMS), Vance, and Cabarrus counties have OC schools. “59% of schools with this model exceeded student growth expectations in 2015-16 in those counties.”

(<https://opportunityculture.org/teaching-in-an-opportunity-culture/>, n.d.) Cherokee County Schools is open to examining our state, local, and federal budget to maximize monetary value and efficiency. With funding from the Teacher Compensation Model and Advanced Teacher Grant CCS will use grant funds to support the following activities:

- Contract with Public Impact (PI), and implement the Opportunity Culture (OC) initiative in 9 schools in an effort to retain, recognize, and reward highly effective teachers.

- Professional Development through PI and OC of administrators and teachers to assist in designing effective schedules for successful implementation, examining models to enhance Opportunity Culture, reallocation of funding, and strengthening our weaknesses in a collaborative approach to become a sustainable, replicable model for recruiting, retaining, and implementing advanced teaching roles.
- Design and implement a new teacher career path providing the best opportunities for highly effective teachers to remain in the classroom working with more students with guidance from PI.
- Increase the number of students taught by highly effective teachers across the district
- Retain and recognize highly effective educators
- Utilize professional development opportunities for teachers to bring consultants from The Friday Institute and Dr. Lisa Hervey to learn blended learning strategies and implement effective digital competencies.
- 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 the other classroom teachers by coaching, modeling, co-teaching, and providing informal observation and feedback.
- Recruit highly effective teachers to become Instructional Curriculum Facilitators (ICF) to analyze data, tie curriculum resources with standards, implement interventions for students, coach teachers on personalized learning techniques, model effective research strategies teachers and collaborate with teachers, MCLs, and Instructional Technology Facilitators.

- Redesign present traditional school models to implement a sustainable OC model to support MCL's, ICF's, and ITF's to be successful.
- Create a sustainable system to supplement salaries of ICF's and MCL's

Through the partnership with PI who will successfully facilitate design teams implement OC, LEAP will be recreated to recognize highly effective teachers, restructure classroom teaching and outdated master scheduling, positively impact student achievement, build a team approach to teaching, and provide a salary differential to teacher leaders hired in those roles. Through the guidance of PI, CCS will select pilot schools to transform into OC schools. Members of LEAP will undergo much professional development to hone their instructional craft and emerge as instructional leaders.

Project Timeline

	2018-19 SY			2019-2020 SY			2020-2021 SY		
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Advertise ICF and MCL positions		X			X			X	
Hire ICFs and MCLs		X							
School based training for OC model		X	X		X	X		X	X
Train ICFs and MCLs			X	X		X	X		
Supplements Paid						X			X
Coaching ICFs and MCLs			X	X	X	X	X	X	X
Collection of TWC data			X			X			X
Collection of EVAAS	X			X			X		
Collection of mClass	X	X	X	X	X	X	X	X	X
Collection of student performance data	X	X		X	X		X	X	
PD for administrators, ICFs, and MCLs surrounding data driven	X	X	X	X	X	X	X	X	X

instruction, blended learning, and OC models									
Design OC model conducive to rural school districts		X	X						
Present Grant Proposal to School Board	X	X							

Responsibilities of the District Design Team and RFP Planning Committee: February 2019 – June 2020

Activity	District Lead/Team
District Level design work <ul style="list-style-type: none"> • Ensure initiative meets Opportunity Culture Principles • Ensure district leadership commitment • Advocate for needed policy changes 	Dr. Jeana Conley, Superintendent Julia Higdon, K-8 Curriculum Director
School-level design work <ul style="list-style-type: none"> • Assist district choose schools to pilot OC • Organize school level design teams • Facilitate school teams to select/tailor models and develop implementation plans • Document school level plan 	Julia Higdon, Curriculum Director
Human Resources Management <ul style="list-style-type: none"> • Lead recruitment, hiring, and internal selection for new positions. • Oversee training, development, evaluation, and career path design. • Internally transfer teachers to develop school model • Advertise internally 	Kim Gibson, Associate Superintendent
Professional Development	Julie Higdon, Curriculum Director

<ul style="list-style-type: none"> • Arrange digital learning/blended learning PD for LEAP cadre with The Friday Institute and PI • Oversee training, development, evaluation, and career path design. 	
<p>Finance</p> <ul style="list-style-type: none"> • Determine funding for transition to OC model • Use PPA allotment formula to oversee school budgets • Policy recommendations for sustainability for supplemental pay when grant phases out 	Stephanie Hass, CFO

Measurable Objectives

Measurable objectives are:

- Increase the amount of students taught by highly effective educators in Cherokee County Schools by 50% in three years. Highly Effective teachers in CCS is defined as an educator scoring accomplished on Standards 1-5 on NCEES and an educator who has exceeded expectations for 3 years for student performance as indicated in EVAAS.
- Increase student proficiency by 10% in Math and 10% ELA on EOC/EOG assessments and mClass within 2 years.
- .2 SD increase in Teacher Working Condition survey for professional development, teacher satisfaction, and overall teacher retention rate in one year.

What will we do with the data?

The design plan will be adjusted based on the outcomes and data received to meet the needs of OC and students and teachers. We realize there will be obstacles along the way, and will rely on PI guidance for support.

Roles and Process for Teacher Advancement:

Teachers currently have the option to pursue a limited number of instructional leadership positions in Cherokee County Schools aside from being a Beginning Teacher or a Professional Teacher, both positions are reflected on the state salary scale. Teachers interested in the advancement into the cadre of LEAP will have a pathway available for advancement yet remain working with students in the classroom 80% of the time by applying to be a MCL or ICF.

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 teachers and being the teacher of record for all students taught by that group of teachers.
- Co-teach and model effective classroom management with team teachers
- Collaborate and lead all district and school initiatives positively
- Lead a team of teachers to develop a hybrid of instruction with technology
- Reinforce the ICF using data from formative assessments to drive instruction.
- Establish a collaborative positive community culture for teachers to grow
- Establish a PDP with the district lead to attend professional development to bring back to classroom cohort.

Teachers interesting in applying to the position of MCL must meet a minimum of 5 of the following qualifications below:

- Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching.
- A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system.
- 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.
- Equivalent demonstrated mastery of teaching skills as required by the new local compensation model.
- Provide evidence of effective parent communication skills using multiple modalities to involve stakeholders, parents, and community members.
- Google Certified Educator, Level 1
- Google Certified Educator , Level 2
- Present a demonstrated mastery coaching lesson digitally for the interview committee to review and offer feedback on.
- Principal recommendation with proven evidence of success.

Responsibilities of an Instructional Curriculum Facilitator:

- Lead a school-wide efforts to implement data-driven instructional models that include blended learning environments, 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 or a coach in another professional development area.
- Undergo professional development in digital learning competencies to emerge a leader in innovative strategies tying technology to practice.
- Be open to traveling district wide to coach, model to teachers, attend train the trainer workshops
- Train, model lessons and coach teachers on best practices in the classroom, educate teachers on vertical alignment of standards, and lead Professional Learning Communities (PLCs) mandated by the principal and district.
- Understand and analyze EVAAS, mClass, and Affirm data to train teachers
- Mentor beginning and newly hired teachers in the district
- Report to school principals data team meetings, familiarize with SIP plan of all schools in district
- Be a champion for teachers.
- Will be held accountable for school-wide performance
- Attend MLT trainings sponsored by the General Assembly

Teachers wishing to advance to role of ICF must meet a minimum 6 of the below criteria, as well as show mastery knowledge in understanding and interpreting mClass, EVAAS, and Affirm data.

- A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system.

- 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.
 - Equivalent demonstrated mastery of teaching skills as required by the new local compensation model.
 - Provide evidence of effective parent communication skills using multiple modalities to involve stakeholders, parents, and community members.
 - Google Certified Educator, Level 1
 - Google Certified Educator, Level 2
 - Present a demonstrated mastery coaching lesson digitally for the interview committee to review and offer feedback on.
 - Principal recommendation with proven evidence of success.
 - Advanced Certifications, such as National Board Certification of graduate degree in the content area in which they teach.

Salary Supplement Information

Cherokee County Schools will have Instructional Curriculum Facilitators and Multi-Classroom Leaders, and will designate salary supplements for each. In other Opportunity Culture districts, supplements are paid as flat dollar amounts for each role. Funding for supplements will stem from the grant initially. Incentives for MCLs and ICFs will be supported by the district as well – MCLs and ICFs wishing to pursue graduate degrees will automatically qualify for the already existing CCS Graduate Incentive Cohort. MCLs and ICFs qualify for up to 100% tuition reimbursement of 4 core classes, and 50% of courses. Teachers will commit to remaining employed with CCS for 5 years after degree completion. (Appendix B). Additionally, ICFs and MCLs wishing to become National Board Certified will have the initial fee/ renewal fee covered

with support from this grant with a 5 year commitment of employment with CCS. At this point in time, CCS would like to have 6 schools become OC schools, offering 6 MCL and 6 ICF positions, and gradually increasing those position amounts as the program continues by 2 MCL positions a year. Cherokee County Schools would like to then extend Opportunity to 9 schools in the district.

Description	Qualification	Supplement
MCL	No NBCT	\$3,500 + National Board Fees
MCL	NBCT	\$5,000
ICF	No NBCT	\$5,500 + National Board Fees
ICF	NBCT	\$7,000

Dissemination of Information to Employees

Cherokee County Schools has a streamlined method of communicating with employees in place. Julie Higdon, Program Lead, will hold informational sessions to communicate about the career paths and hiring process for LEAP with all interested teachers at schoolwide and district meetings as well as in a board meeting which is televised to the public. The session will include information regarding basic job responsibilities, salary supplements, and the application and vetting process. LEAP’s design lead Julie Higdon will work with Associate Superintendent Kim Gibson to advertise internally using district email, schoolwide meetings, and board meetings as a platform. A FAQ sheet will be disseminated internally through district email.

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 that 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

MCL's and ICF's will be evaluated in NCEES on the Teacher as Leader rubric – and observationally by the principal, Curriculum Director, and Associate Superintendent using the Instructional Coach Rubric for CCS. (Appendix C) Administrators will use Teacher Working Condition Surveys, Teacher Attrition rate, evaluations in NCEES, EVAAS, and student performance scores to evaluate the program's success. Cherokee County Schools hopes PI will provide feedback and tools to gauge the success of the implementation of Opportunity Culture.

Life after the Grant – Program Sustainability

CCS has already identified Title I and Title II funding sources to continue supplements after the grant is completed. CCS will have reduced and reorganized personnel in order to sustain this program within 5 years. We will continue using Title II funding to contract with PI for guidance as needed, and professional development opportunities for teachers in the LEAP program. We ensure this program will be innovative and replicable for rural districts and plan to share it at conferences, hold webinars, and invite school systems of similar demographic to our area.

References

Bierly, C. (2015). Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools.

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

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

Suescun, M., Romer, T., & MacDonald, E. (2012). Buoyed on All sides. *JSD*, 33(6), 32-
www.goldenleaf.org. (n.d.).

www.mapquest.com. (n.d.). *MapQuest*.

Linking Effective Accomplished Professionals (LEAP)

	YR 1	YR 2	YR 3	YR 4	YR 5	
Salary Supplements for Instructional Curriculum Facilitators	42,000.00	42,000.00	42,000.00	42,000.00	42,000.00	
Matching FICA	3,213.00	3,213.00	3,213.00	3,213.00	3,213.00	
Matching Retirement	7,921.20	7,921.20	7,921.20	7,921.20	7,921.20	
Development of Advance Teaching Roles						
Multi-classroom Leaders (3 YR 1, 8 YR2, 5 YR 3, and 6 YR 4 and YR 5) - w/o NBCT	10,500.00	14,000.00	17,500.00	21,000.00	21,000.00	
Multi-classroom Leaders (3 YR 1, 4 YR2, 5 YR 3, and 6 YR 4 and YR 5) - w/ NBCT	15,000.00	20,000.00	25,000.00	30,000.00	30,000.00	
Development of Professional Development						
National Board Certifications	5,700.00	7,600.00	9,500.00	11,400.00	11,400.00	
Highly Effective Teacher Incentives (Graduate Reimbursement)	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	
Workshop Expenses	35,000.00	25,000.00	15,000.00	10,000.00	5,000.00	
Transition Costs						
Partnership with Public Impact	45,000.00	45,000.00	45,000.00	-	-	
Development of the Design & Implementation of Compensation Plans	5,000.00	5,000.00	5,000.00	-	-	
	174,334.20	174,734.20	175,134.20	130,534.20	125,534.20	780,271.00

Graduate Incentive Tuition Reimbursement Application Instructions

Note: This is a brief description of the Tuition Reimbursement program application process. Refer to policy 1610/7800 Professional & Staff Development for more details about the program. Documents 1, 2, & 3 are included in this packet. You will provide Document 4 & 5 when submitting your reimbursement claim.

Document 1 (provided at the beginning of entry into the program—*one time only*)

A check list of courses required in his/her graduate course of study--Submitted when first making application for participation in the Graduate Incentive Program. You may submit a copy of the course outline provided by the university you are attending or fill out the Graduate Incentive Tuition Reimbursement Application provided herein.

Document 2 (provided at the beginning of entry into the program—*one time only*)

A notarized agreement to repay tuition if the program participant voluntarily terminates his/her employment with Cherokee County Schools within four years after receiving tuition reimbursement from this school system. This agreement is provided herein.

Document 3 (provided each time you make application for reimbursement)

You must submit the completed Graduate Incentive Course Plan each time you make application for reimbursement.

Document 4 (provided each time you make application for reimbursement)

When making application for reimbursement, you must provide proof of tuition payment (registrar's receipt, a canceled check, etc.) **NOTE:** Participants in this program *should not* request tuition reimbursement from Cherokee County if they have been or will be reimbursed through a scholarship, grant funding, or any other source.

Document 5 (provided each time you make application for reimbursement)

When making application for reimbursement, you must provide a grade card, transcript, or other evidence of successful completion of the course at the "A" or "B" level.
Classes completed with anything below a "B" will not be reimbursed.

Document 1

Graduate Incentive Tuition Reimbursement Application

First Name:	Application Date:
Last Name:	School Assignment:
Current Position:	Degree Held:

University Information

College or University:	
Graduate Course of Study (Major(s)):	
Campus Learning:	Distance Learning:
Graduate Degree Pursued:	
Graduate Degree Pursued: (additional choices)	

Reimbursements for college tuition will be limited to certified personnel employed by the Cherokee County Board of Education

Justification

(Check the appropriate justification below)

<input type="checkbox"/>	I am pursuing advanced degrees in areas of my <u>current</u> job assignment or an area approved by the superintendent.
<input type="checkbox"/>	I am adding areas of certification due to state requirements and/or local assignment.
<input type="checkbox"/>	I am fulfilling requirements to implement a Basic Education Plan (attached).
<input type="checkbox"/>	I am taking a course specified on my professional development plan (attached).

Curriculum Information

List your professional Core Courses and anticipated semesters:

Course#	Course Title	Anticipated Semester

List your Subject Matter Courses and anticipated semesters:

Course#	Course Title	Anticipated Semester

Estimated Degree Completion Year: _____

Semester: _____

Document 2

CHEROKEE COUNTY SCHOOLS
GRADUATE INCENTIVE PLAN
FOR TUITION REIMBURSEMENT

OBLIGATION AGREEMENT

As a recipient of graduate school tuition reimbursement through the Graduate Incentive Plan of Cherokee County Schools, I the undersigned affirm that I have read and understand the conditions of this policy of the Cherokee County Board of Education. I, furthermore, today appear before a Notary Public, affixing my signature to this document as my promise to abide by all the conditions stipulated in the policy. I particularly acknowledge my obligations as a recipient of this employment benefit. That is, I hereby promise to continue productive employment with Cherokee County Schools for at least four (4) years beyond my final receipt of graduate tuition reimbursement from this school system's funds. If, however, I for any reason opt to terminate my employment with Cherokee County Schools before completing my four-year obligation, I promise to repay all portions of the teacher assistant college tuition I will justly owe under the provisions of this policy.

Signature of Cherokee County Schools' employee
receiving Graduate School tuition reimbursement

NOTARY PUBLIC CERTIFICATION: State of _____

County of _____

I, as a Notary Public of the said State and County, do hereby certify that _____
personally appeared before me and acknowledge the due execution of the foregoing instrument.

Witness my hand and seal the _____ day of _____, _____.

Signature of Notary

My Commissions Expires: _____

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

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:

Standard 1 DATA: Supports analysis and interpretation of data from multiple sources				
Progressing	Skilled	Advanced	Distinguished	Expectations
<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"/>	Overall Rating for Standard 1

Appendix C

Indicators/Artifacts

Standard 2 CURRICULUM: Leads in the design and implementation of adopted curriculum and use of research.

Progressing	Developing	Effective	Highly Effective	Expectations
<p><input type="checkbox"/> Demonstrates knowledge of current research findings</p> <p><input type="checkbox"/> Demonstrates knowledge of Common Core/Essential standards in assigned areas</p> <p><input type="checkbox"/> Exhibits understanding of processes used by Professional Learning Communities</p> <p><input type="checkbox"/> Demonstrates knowledge of resources for planning / implementation of curriculum</p>	<p><i>and</i></p> <p><input type="checkbox"/> Works with administration and staff to support use of educational research in making instructional and program decisions</p> <p><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</p> <p><input type="checkbox"/> Engages in a Professional Learning Community to enhance own knowledge and skills</p> <p><input type="checkbox"/> Utilizes pacing guides to focus on the standards being learned and assessed.</p>	<p><i>and</i></p> <p><input type="checkbox"/> Incorporates best practices research into decision making processes at the classroom and/or school level</p> <p><input type="checkbox"/> Collaborates with teachers to align curriculum with standards through individual, small and large group professional development</p> <p><input type="checkbox"/> Facilitates curriculum mapping/dissection while intentionally unpacking the standards in PLC's with teachers.</p>	<p><i>and</i></p> <p><input type="checkbox"/> Takes a leadership role in translating best practices research into authentic learning applications in the school and/or district level</p> <p><input type="checkbox"/> Systematically applies new learning to support continuous improvement of self and others in the work of the district's strategic plan</p> <p><input type="checkbox"/> Leads and collaborates with district teams to develop curricular maps/ pacing guides</p>	<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>

Appendix C

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

Standard 3 INSTRUCTION: Provides support for implementation of adopted instructional practices				
Ineffective	Developing	Effective	Highly Effective	Expectations
<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"/>	Overall Rating for Standard 3

Appendix C

Indicators/Artifacts

STANDARD 4 LEARNING FACILITATOR/CHANGE AGENT: Designs and leads sustained professional learning experiences aligned with district initiatives				
Ineffective	Developing	Effective	Highly Effective	Expectations
<input type="checkbox"/> Demonstrates knowledge of the assigned subject matter and curriculum consistent with learning needs of staff and/or students <input type="checkbox"/> Assists in planning school-based staff development to deepen teachers' knowledge of teaching and learning <input type="checkbox"/> Communicates with colleagues on a regular basis for shared professional learning planning <input type="checkbox"/> Works with teachers and/or teams to facilitate the access to resources	<i>and</i> <input type="checkbox"/> Facilitates job-embedded professional learning that aligns with district curriculum goals and initiatives <input type="checkbox"/> Models a variety of instructional strategies and teaching techniques including technology appropriate for the content area <input type="checkbox"/> Plans professional learning relevant to teacher/staff needs <input type="checkbox"/> Supports the Professional Learning Communities at the school site <input type="checkbox"/> Addresses the needs of EC, LEP, and AIG students when designing and delivering staff development	<i>and</i> <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 <input type="checkbox"/> Co-teaches to build capacity to implement district initiatives <input type="checkbox"/> Works with teachers and/or teams to facilitate the creation and sharing of resources <input type="checkbox"/> Creates opportunities for teachers and/teams to learn effective practice from each other	<i>and</i> <input type="checkbox"/> Assists teachers to make curricular connections for levels below and above current scope of work <input type="checkbox"/> Collects evidence that shows how teachers increase rigor and/or refine instructional practices as a result of professional learning experiences <input type="checkbox"/> Effectively plans and paces professional learning to maximize adult learning <input type="checkbox"/> Purposefully supports the development of communication and collaboration skills for teachers and teams	<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>

Appendix C

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

Appendix C

<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>Overall Rating for Standard 5</p>
<p>Indicators/Artifacts</p>				

Coach Signature _____

Date _____

Director/Evaluator Signature _____

Date _____

Comments Attached Yes No