

**Teacher Compensation Models and Advanced Teaching Roles Proposal Cover Page**  
**Project Title: "Innovation Grounded in Research, Results and ECPS Strategic Priorities"**

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**Total Project Budget:** \$1,002, 210.00

**Requested Grant Amount:** \$1,002,210.00

**Estimated Number of Schools Served:** 14

**Estimated Number of Students Served:** 6100

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:
  - ☒ 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.
  - ☒ Submit required financial and performance reports to NCDPI.
  - ☒ 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.
  - ☒ Begin serving participants before or by July 1, 2017.

Signature and date (in blue ink):

Title:

Phone:

*John Farrelly*  
*Superintendent*  
*(252) 641-2600*

**North Carolina Teacher Compensation Models and Advanced Teaching Roles –  
Request for Proposals  
“Innovation Grounded in Research, Results and ECPS Strategic Priorities”**

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## **Executive Summary:**

Edgecombe County Public Schools (ECPS) is actively cultivating a culture of innovation as we work to more effectively serve our students and communities. In the 2015-2016 school year, 33.8% of ECPS students in grades 3-8 were “grade-level proficient” on the NC End of Grade test in reading, and 41% of high school students taking the NC End of Course test in English II were “grade-level proficient,” indicating a clear need for stronger core Tier One literacy instruction, as well as expanded Tier Two and Three research-based interventions.

**Through this proposal, we seek to make progress toward two top district priorities - talent cultivation and literacy - by engaging Public Impact and The Hill Center (Hill) in an iterative design process that will reimagine teacher classroom roles, create clear and enticing pathways for advancement, and embed a proven literacy intervention for struggling learners into ECPS schools.**

With the State’s support, our District Design Team will contract with Public Impact and The Hill Center to customize and implement Public Impact’s “Opportunity Culture” throughout the district over a three-year period while deepening our existing partnership with The Hill Center. This advanced teaching role plan will focus on recruiting, retaining, and developing Multi-Classroom Leaders (MCLs) and Expanded Impact Teachers (EITs) who will reach students across all content areas. Teams of educators - including select teachers, teacher assistants, and tutors - will be trained in The Hill Center’s research-based reading methodology and work under the leadership of Hill EITs and school-based HillRAP coordinators to reach more students with individualized reading remediation. This effort will be made possible through adoption of the new Hill Learning System, a technology platform for training teachers and delivering Hill’s reading methodology. Additionally, classroom teachers will receive training to



improve core literacy instruction and be eligible to pursue a Literacy Endorsement by completing professional development offered by both NC Dept of Public Instruction and Hill. This plan is rooted in the strong research base and proven results of Public Impact and The Hill Center.

SUMMARY TABLE	Research Base	Key Indicators
<b>Public Impact</b>	<ul style="list-style-type: none"> <li>- Excellent teachers make greatest difference of any school-based factor in student learning</li> <li>-Competency based selection process</li> <li>-Teacher retention</li> <li>-Impact on students</li> </ul>	<ul style="list-style-type: none"> <li>- A teacher is estimated to have two to three times the impact on student reading and math of any other school factor, including services, facilities, and leadership</li> <li>- In NC, 59% of Opportunity Culture schools exceeded student growth expectations in 2015–16, more than double the 28% of N.C. schools overall</li> </ul>
<b>The Hill Center</b>	<ul style="list-style-type: none"> <li>- Reading methodology aligned with National Reading Panel recommendations: phonological awareness, phonics, fluency, vocabulary, and comprehension</li> <li>- Independent studies from RTI International and UNC - Wilmington of projects in Durham, Brunswick, and Davie Counties all found that Hill's reading methodology improves literacy for struggling readers</li> <li>- New technologies provide increased opportunities to provide personalized learning to both students and teachers<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>- 88% of ECPS students receiving Hill's intervention showed growth on mCLASS Text Reading Comprehension (TRC) assessments</li> <li>- In Brunswick County, NC HillRAP instruction increased the number of students performing at/above grade level from 4.5% to 24.6%, and reduced the number of students scoring at the lowest level in reading by more than 50%<sup>2</sup></li> <li>- Students in Mooresville Graded School District showed 30% more growth while receiving individualized instruction via tech-supported HLS</li> </ul>

<sup>1</sup> Bobby Hobgood, Ed.D. and Lauren Ormsby, "Inclusion in the 21st-century classroom: Differentiating with technology", Learn NC, <http://www.learnnc.org/lp/editions/every-learner/6776>

<sup>2</sup> THE HILL CENTER REGIONAL EDUCATION MODEL: EVALUATION RESULTS OF THE HILL READING ACHIEVEMENT PROGRAM IN BRUNSWICK COUNTY SCHOOLS; Watson School of Education, UNC Wilmington  
<http://www.hillcenter.org/file/downloadable-documents/robertsonfinal.pdf>



We know that talent is our key lever and the most effective educators want to work in a place where they can fully maximize their potential. In recent years we have begun building the culture of innovation and the foundational partnerships detailed in this proposal, including: offering school leaders the opportunity to select and hire teachers to serve as coaches for our beginning teachers, an initial step toward differential compensation models; receiving approval from the NC State Board of Education to “restart” two of our historically low-performing elementary schools; and launching discussions with Public Impact about creating career pathways for highly effective teachers, enabling them to reach more students while at the same time coaching and developing their colleagues. In addition, ECPS has partnered with The Hill Center since 2014 to provide intensive reading intervention for our struggling students, and seeks to offer training to extend this high-quality literacy instruction to more teachers and students. This powerful and unique collaboration with Public Impact and Hill will deepen the impact of both partnerships while addressing the specific needs of ECPS.

### **(1) PROGRAM STRUCTURE**

In pursuit of our district goals around talent and literacy, Edgecombe County Public Schools (ECPS) will work with Public Impact and The Hill Center (Hill) to design and implement career pathways that extend the reach of excellent teachers to multiple classrooms, while strengthening school- and district-wide literacy frameworks and leveraging technology to improve literacy training and instruction. The Public Impact “Opportunity Culture” model creates opportunities for educators to grow in their profession while still continuing to teach, and spreads the availability of rigorous classroom instruction to even more students. The Hill Center’s reading methodology not only serves struggling learners, but the associated training and

resources also provide educators at all levels with the foundational knowledge and strategies they need to support literacy development in all students.

### **About Public Impact and Opportunity Culture**

Public Impact is committed to dramatically improve educational outcomes for all U.S. students. Since excellent teachers make the greatest difference of any school-based factor in student learning<sup>3</sup>, Public Impact launched the Opportunity Culture (OC) initiative to help teachers, schools and districts “extend the reach” of the nation’s excellent teachers to all of its students. By changing roles, schedules, and the use of funding, OC models place excellent teachers in charge of all students’ learning, directly or by leading teams. 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. And school districts can fund these new teacher-leader positions within existing school budgets, making OC models sustainable.

More than 100 schools in nine districts are currently implementing Opportunity Culture models or designing now to implement in 2017-18. With more than 800 teachers and 22,000 students affected by these models, OC schools are showing strong early results. In North Carolina, Charlotte-Mecklenburg (CMS) and Cabarrus County have Opportunity Culture schools. Fifty-nine percent of those exceeded student growth expectations in 2015–16, more than double the percentage of N.C. schools overall (28

#### **OPPORTUNITY CULTURE PRINCIPLES**

*Teams of teachers and school leaders must choose and tailor models to:*

- 1. Reach more students with excellent teachers and their teams**
- 2. Pay teachers more for extending their reach**
- 3. Fund pay within regular budgets**
- 4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development**
- 5. Match authority and accountability to each person’s responsibilities**



<sup>3</sup> [http://www.opportunityculture.org/images/stories/opportunity\\_at\\_the\\_top-public\\_impact.pdf](http://www.opportunityculture.org/images/stories/opportunity_at_the_top-public_impact.pdf)



percent). Conversely, OC schools were much less likely to fall short of growth goals. Statewide, 25 percent of N.C. schools overall did not meet growth expectations, compared with 11 percent of OC schools in the state.

Opportunity Culture roles have attracted strong and competitive pools of candidates, with schools selecting just eight percent of applicants. Over 90 percent of teachers in OC schools respond positively to survey questions about their satisfaction, including teachers in advanced roles and the teachers they lead. Average pay supplement for advanced Opportunity Culture roles is \$11,000 above the salary schedule, *all within existing school budgets*.

### **About The Hill Center, HillRAP, and the Hill Learning System**

The Hill Center (Hill) serves a range of public and private school students, teachers, schools, and school districts through student programs, educator professional learning, community education, and support for the delivery of Hill's core, copyrighted reading methodology - HillRAP - in diverse educational settings across North Carolina and beyond. Since 2003, HillRAP has been used to serve high-need students in public school settings, including students with, or at risk for, learning disabilities, English Language Learners, and those reading below grade level.

Over the past two years, Edgecombe County Public Schools has worked with Hill to train teachers in the HillRAP reading intervention. HillRAP is an explicit, systematic, individualized remediation program delivered as a Tier 3 reading intervention on a 4:1 basis by certified teachers. Training in HillRAP is endorsed by the North Carolina Department of Public Instruction as one of eight professional development programs for improving reading, and HillRAP teacher training and coaching model is certified by the International Multisensory

Language Education Council (IMSLEC). (See Appendix A for more information about HillRAP and teacher certification).

Amongst the 146 elementary students receiving HillRAP in ECPS from Hill-certified teachers, 88% demonstrated growth on mCLASS TRC assessments. On average, students grew by 3 TRC levels from BOY to EOY, with 23 students making at least two year's worth of growth.

Over the last two years, Hill has developed a new, technology-enabled delivery model, called the Hill Learning System (HLS), that includes a tablet-based classroom app for delivering HillRAP, a teacher training and support portal, and enhanced data collection, analysis, and reporting tools. Beta-testing with 60 teachers at Hill and select public schools yielded promising results for student growth and HLS scalability, including greater growth on mClass TRC assessments for Mooresville Graded School District students receiving digital instruction as opposed to the paper-based curriculum.

The Hill Learning System, as well as Hill's broader expertise in literacy professional development and experience working with districts who are implementing Multi-Tiered Systems of Support, positions Hill, ECPS, and Public Impact to work together to design and test new models for HillRAP instructor roles, implementation, and overall literacy professional development to serve more educators and struggling readers.

#### **The Design Process: Incorporating OC and HillRAP into Advanced Teaching Roles**

ECPS will partner with Public Impact to lead this design process in our district and schools, including facilitating district and school design teams; supporting both the district and schools in implementation; and gathering quantitative and qualitative data on the success of OC,



feeding information back to district and school personnel with national benchmarking data to drive improvements in implementation.

The Hill Center will participate in the design process, serving on the district and school design teams as appropriate. Hill will also provide implementation support and gather, analyze, and synthesize data around reading achievement, attitudes, and confidence to help drive literacy improvement. The overall process and timeline are summarized in Appendix B, and are described in greater detail in the Implementation Plan section below.

## **(2) ADVANCED TEACHING ROLES AND QUALIFICATIONS**

Edgecombe County Public Schools will create four types of advanced roles:

- **Expanded Impact Teacher (EIT).** Teaches at least 33% more students than typical.  
Students rotate between face-to-face learning with the EIT and learning supervised by an assistant (Reach Associate) which may incorporate technology.
- **HillRAP Expanded Impact Teacher (HillRAP EIT).** Reaches 3-4 times more students than typical HillRAP teachers by leading a classroom of struggling readers who receive HillRAP delivered in the EIT classroom by a team of trained tutors, paraprofessionals, and interventionists.
- **Multi-Classroom Leader (MCL).** Leads teams of teachers and assistants (Reach Associates, and Aspiring Teachers when applicable) and teaches students directly.
- **HillRAP Coordinator.** Manages and mentors teams of HillRAP implementers (teachers, interventionists, tutors, paraprofessionals); leads at least one Expanded Impact HillRAP class; and facilitates school-wide literacy professional development and Multi-Tiered Systems of Support literacy framework and execution.

The foundation of the OC model are the EITs and MCLs who are central to the ability to meet the needs of more students with highest quality instruction and a sustainable funding model. This partnership will not only establish these roles through the district but will also enable ECPS to offer advanced teaching roles and baseline literacy training to more teachers, and better utilize HillRAP certified teachers as Expanded Impact Teachers and HillRAP coordinators. These educators will be positioned to lead the school's literacy efforts in two key ways: by designing a comprehensive core literacy program for their school that incorporates Hill methodologies; and by taking a lead role in the school's Multi-Tiered System of Supports (MTSS) process and strategically deploying a HillRAP team of instructors to provide intervention to the most struggling readers during extended literacy blocks. Other Expanded Impact Teachers and Multi-Classroom Leaders will therefore be freed up to reach more students through core instruction and engage in teacher-leadership activities, as outlined in the job responsibilities.

<b>ADVANCED TEACHING ROLES: Profile, Selection, Training and Support</b>		
<b>Type of Educator</b>	<b>Profile and Selection</b>	<b>Training and Support</b>
<b>General EIT and MCL Roles</b>	<ul style="list-style-type: none"> <li>- Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system;</li> <li>- 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;</li> <li>- Demonstrate mastery of teaching skills as captured by classroom observations and artifacts of student learning; and</li> </ul>	Completion of professional development modules provided by Public Impact in collaboration with ECPS



	- Demonstrate necessary competencies for EIT or MCL role defined below	
<b>HillRAP EIT</b>	In addition to meeting all EIT requirements, teachers must: - demonstrate mastery of the HillRAP methodology and the five components of reading instruction, lead HillRAP students to above average growth as compared to peer HillRAP instructors, and complete a minimum number of instructional and training hours	Completion of all Literacy Endorsement training and HillRAP Teacher Certification (4 days of blended curriculum instruction; 15 hours of online learning; 5 hours of observation and feedback; 90 hours of implementation practice)
<b>HillRAP Coordinator</b>	Demonstrates MCL competencies Demonstrated superior performance as an EIT / implementing HillRAP and coaching other instructors Demonstrates deeper understanding of tiered literacy instruction	Completion of Literacy Endorsement and HillRAP Teacher and Mentor Certification (1 day of blended curriculum instruction; 10 hours of online learning; 3 hours of observation and feedback)

<b>ADVANCED TEACHING ROLES: Qualifications</b>	
<b>Type of Educator</b>	<b>Qualifications</b>
<b>General EIT and MCL Roles</b>	<ul style="list-style-type: none"> <li>- Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system;</li> <li>- 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; and</li> <li>- Demonstrate mastery of teaching skills as captured by classroom observations and artifacts of student learning</li> <li>- Demonstrate necessary competencies for EIT or MCL roles as defined below</li> <li>- Complete role-specific training provided by Public Impact and ECPS</li> </ul>
<b>HillRAP EIT</b>	In addition to meeting all EIT requirements, teachers must: - Demonstrate mastery of the HillRAP methodology and the five components of reading instruction, and - Lead HillRAP students to above average growth as compared to peer

	HillRAP instructors - Complete 4 days of blended curriculum instruction; 15 hours of online learning; 5 hours of observation and feedback; 90 hours of implementation practice
<b>HillRAP Coordinator</b>	In addition to meeting HillRAP EIT criteria and demonstrating MCL competencies, teachers must: - Demonstrates deeper understanding of tiered literacy instruction - Complete Hill mentor certification including 1 day of blended curriculum instruction; 10 hours of online learning; 3-5 hours of guided observations and feedback; 600 implementation hours over 2 years

Selection for the Expanded Impact Teacher and Multi-Classroom Leader advanced roles will be based on a set of weighted criteria, 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. See Appendix C for detailed weighting and rationale for each of the selection criteria.

ECPS will conduct Behavioral Event Interviews - a research-based, highly structured interview that focuses on the characteristics of the person being interviewed rather than on the work content - to determine if a candidate has the competencies to excel in either the Expanded Impact Teacher or Multi-Classroom Leader advanced roles<sup>4</sup>. ECPS will use the BEI to assess candidates for evidence that they exhibit a sufficient combination of the needed competencies for each advanced role offered.

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<sup>4</sup> See McClelland, D.C. (1998). *Identifying Competencies with Behavioral-Event Interviews*. Psychological Science. 9,5,(1998), 331–339.



### Critical Competencies for Expanded Impact Teachers and Multi-Classroom Leaders

Critical Competency	Advanced Role	Definition
<b>Achievement</b>	<b>EIT, MCL</b>	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
<b>Developing Others</b>	<b>EIT, MCL</b>	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
<b>Flexibility</b>	<b>MCL</b>	The ability to adapt one's approach to the requirements of a situation and to change tactics.
<b>Impact and Influence</b>	<b>EIT, MCL</b>	Acting with the purpose of influencing what other people think and do.
<b>Monitoring and Directiveness</b>	<b>MCL</b>	The drive and actions to set clear expectations and hold others accountable for performance.
<b>Planning Ahead</b>	<b>EIT, MCL</b>	A bias toward planning in order to reach goals and avoid problems.
<b>Teamwork</b>	<b>EIT, MCL</b>	The ability and actions needed to work with others to achieve shared goals.

### (3) JOB RESPONSIBILITIES OF EXPANDED IMPACT TEACHERS AND MULTI-CLASSROOM LEADERS

This section includes for each of the advanced roles being created a) a table overview of the job responsibilities, weighting of the responsibilities during instructional hours, and qualitative and quantitative evaluation measures, and b) a more detailed description of each job responsibility with rationale and references to research.

#### Expanded Impact Teacher Job Responsibilities: Alignment to RFP Approved Responsibilities, Weighting of Responsibilities, and Types of Measures for Each Responsibility

Job Responsibility	Alignment with Approved Responsibilities in the RFP	Percent of Total Contract Hours (1,544)	Percent of Total Instructional Hours (1,025)	Evaluation Measure: Qualitative or Quantitative
<b>1) Planning and Preparation</b>	A	20%		Qualitative
<b>2) Classroom Environment</b>	A	5%		Qualitative

<b>3) Instruction</b>	A	55%	83% *	Quantitative
<b>4) Manage Facilitation of Learning Activities by other Adults</b>	A	10%		Quantitative
<b>5) Professional Responsibility</b>	A	10%		Qualitative
<p>* In accordance with H.B. 1030, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Expanded Impact Teachers will contribute to instructional activity at least 83 percent of those instructional hours, equal to 849 hours per year. This amounts to 55 percent of all contract hours.</p>				

### **Description of Expanded Impact Teacher Job Responsibility**

Expanded Impact Teachers (EITs) teach an increased number of students and are accountable for their performance as the teacher of record for those students. EITs use technology-delivered content and paraprofessionals to reduce instructional size with the teacher at any given time.

#### **1) Planning and Preparation**

The EIT must **plan activities that promote engagement and provide feedback loops**, even without direct interaction between the student and the EIT. This includes: setting high expectations of achievement; planning backward to align all lessons, activities, assessments; determining how students spend instructional time; designing in-person instruction that is enriched and personalized; and designing assessments that accurately assess student progress and/or incorporate digital assessments.

#### **2) Classroom Environment**

The EIT must **create a classroom environment that facilitates learning and inquiry, even without the intervention or presence of the EIT**. This includes: holding students accountable for high expectations of behavior and engagement; creating physical classroom



environments conducive to collaborative and individual learning; and establishing a culture of respect, enthusiasm, and rapport.

### **3) Instruction**

**The EIT devotes an increased amount of time to instruction and reaches more students with his or her excellent instruction through strategic use of time and student grouping with a paraprofessional and digitally delivered content.** This includes: holding students accountable for ambitious, measurable standards of academic achievement; identifying and addressing individual students' social, emotional, and behavioral learning needs; identifying and addressing individual students' development of organizational and time-management skills; investing students in their learning using a variety of influence techniques; incorporating questioning and discussion in student learning, as well as small-group and individual instruction to personalize and tailor instruction to individual needs; communicating with students and keep them informed of their progress.

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

**The EIT will collaborate with paraprofessionals to ensure effective student supervision and learning occur even in the absence of the EIT.** This strategic use of time enables the EIT to spend time on the most high-leverage instructional activities, while paraprofessionals facilitate non-instructional responsibilities and digitally delivered introductions to new material and skills practice.

### **5) Professional Responsibilities**

**EITs work to continually improve their practice.** Working at the cutting edge of their field, they must take initiative to identify and develop skills and dispositions necessary for success in this new context. This includes: soliciting and eagerly receiving feedback to

improve professional skills; maintaining regular communication with families, and working collaboratively to design learning both at home and at school; collaborating with other colleagues to analyze student data, group students, teach, and assign interventions; and participating in professional development opportunities at school.

**HillRAP Expanded Impact Teachers** will assume similar responsibilities and weightings as other EITs, with a specific focus on leading classes of student who are all reading below grade level for extended literacy blocks by: blending whole class core literacy instruction with 30-45 minute blocks of small group personalized HillRAP instruction; personally delivering HillRAP to highest need students; supervising interventionists, paraprofessionals, and tutors who deliver HillRAP to students in the EIT classroom; monitoring student data and progress and assuming accountability for growth across all students; and facilitating HillRAP professional learning community and effective utilization of data and reports for all instructors under supervision.

**Multi-Classroom Leader Job Responsibilities:  
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 Measure (Qualitative or Quantitative)</b>
<b>1) Planning and Preparation</b>	B	20%		Observations and team feedback (Qualitative)
<b>2) Classroom Environment</b>	B	5%		Observations (Qualitative)
<b>3) Instruction</b>	A and B	46%	70% *	Student assessment results, including EVAAS (Quantitative)
<b>4) Develop Team Teachers</b>	B	24%		Student assessment results, including



				EVAAS (Quantitative)
<b>5) Professional Responsibility</b>	B	5%		Feedback and Observation, Artifacts (Qualitative)
* In accordance with H.B. 1030, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Multi-classroom leaders will contribute to instructional activity at least 70 percent of those instructional hours, equal to 717.5 hours per year. This amounts to 46 percent of all contract hours.				

### **Description and Rationale for each Multi-Classroom Leader (MCL) Job Responsibility**

The MCL is a lead classroom teacher among a group of teachers and is the teacher of record for all students taught by that group of teachers.

#### **1) Planning and Preparation**

Research indicates that teachers who effectively plan for instruction and have high classroom standards are able to follow a lesson plan while continuously adjusting it to fit the needs of different students and respond to individual student performance.<sup>5</sup> Through effective planning and preparation, MCLs: set high expectations of achievement for all students taught by team; establish instructional methods, tools, and materials that team teachers use; and set direction that clarifies content and teaching process. MCL's also lead team to plan backward to align all lessons, activities, and assessments; design assessments that accurately assess student progress; monitor and analyze student assessment data to inform enriched instruction by teacher; design instruction that is enriched and personalized.

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<sup>5</sup> Fuchs, D. & Fuchs, L.S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294–309.

## 2) Classroom Environment

Recent research on factors associated with student growth found that school-level conduct management and “academic press” were both positive and statistically significant predictors of value added.<sup>6</sup> Academic press occurs when teachers challenge students and control classrooms in order to achieve rigor, respect, order, and persistently on-task behaviors. Multi-Classroom Leaders contribute to both of these key conditions in the classroom by leading their teams to: hold students accountable for high expectations of behavior and engagement; create classroom environments conducive to collaborative and individual learning; and establish a culture of respect, enthusiasm, and rapport.

## 3) Instruction

Research shows that when effective teachers prioritize instruction and student learning as the central purpose of schooling, they communicate a dedication to student learning that students reflect in their behavior and studies. Additionally, quality of instruction has been found to be positively associated with student learning.<sup>7</sup> To ensure that students taught by their teams benefit from effective instruction, Multi-Classroom Leaders: identify and address individual students’ learning needs and barriers; use small-group and individual instruction to personalize and tailor instruction; communicate with students and keep them informed of

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<sup>6</sup> Ferguson, R.F. & Hirsch, E. (2014). “How Working Conditions Predict Teaching Quality and Student Outcomes.” In *Designing Teacher Evaluation Systems: New Guidance from the Measures of Effective Teaching Project*. Bill & Melinda Gates Foundation. Retrieved from [http://k12education.gatesfoundation.org/wp-content/uploads/2015/11/Designing-Teacher-Evaluation-Systems\\_freePDF.pdf](http://k12education.gatesfoundation.org/wp-content/uploads/2015/11/Designing-Teacher-Evaluation-Systems_freePDF.pdf)

<sup>7</sup> Walberg, H. J. (1984). Improving the productivity of America’s schools. *Educational Leadership*, 41(8), 19–27.



their progress to invest students in their learning; and hold students accountable for ambitious, measurable standards of academic achievement.

#### **4) Develop Team Teachers**

Research using data from the New Teacher Center's Teaching, Empowering, Leading and Learning (TELL) Survey has shown that teachers who work in more supportive environments are more effective at raising student achievement on standardized tests than teachers who work in less supportive environments.<sup>8</sup> Multi-classroom leaders develop team teachers through job-embedded professional learning by: modeling instructional tasks to aid team development; providing feedback, advice, and assignments to improve effectiveness; evaluating potential role changes and opportunities for teachers who are ready to advance; and participating in and facilitating professional development opportunities at school.

#### **5) Professional Responsibilities**

Instructional coaches typically do not have direct responsibility for student outcomes. For example, in a recent survey one-third of instructional coaches indicated that they did not feel responsible for the performance and growth of the teachers they work with, and nearly two-thirds did not feel accountable for their outcomes.<sup>9</sup> By contrast, Multi-Classroom Leaders are invested in and responsible for the academic outcomes of all students taught by their team and have the authority to direct their team members to achieve the best outcomes for students. Multi-Classroom Leaders: solicit feedback to improve professional skills; lead team

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<sup>8</sup> For example, see: Kraft, M.A. & Papay, J.P. (2014, Jan. 30). Do supportive professional environments promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*. December 2014 vol. 36 no. 4 476-500.

<sup>9</sup> Bierly, C., Doyle, B., & Smith, A. (2016, January 14). *Transforming schools: How distributed leadership can create more high-performing schools*. Bain & Company. Retrieved from <http://www.bain.com/publications/articles/transforming-schools.aspx>

to maintain regular communication with families; and organize team time to ensure alignment across classrooms and to troubleshoot learning challenges.

**Hill School-Based Coordinators** will serve as HillRAP Expanded Impact Teachers, certified HillRAP mentors, and teacher-leaders of school-wide HillRAP implementation and literacy professional development and instruction. Specific responsibilities may include: completing NCDPI MTSS training and assuming responsibility for Tier 1, 2, and 3 literacy instruction; selecting students for HillRAP and matching with appropriate instruction; recruiting new instructors, coaching those in certification process, and monitoring and supporting progress of Expanded Impact Teachers and other instructors; facilitating literacy professional development school-wide; and leading at least one HillRAP Expanded Impact classroom model.

#### **(4) INFORMING EMPLOYEES, PUBLIC ABOUT ADVANCED TEACHING ROLES**

ECPS will hold informational sessions to share information about the roles being offered and the hiring process with all interested teachers and members of the public. Sessions will include basic descriptions about the roles and salary supplements that will be available, and will describe the application requirements and process. This information will also be posted on the district's website, [www.ecps.us](http://www.ecps.us), and the district's design lead will share frequently asked questions with responses. Further detail about the district's communications plan is provided in section (11).

Expanded Impact Teachers and Multi-Classroom Leaders will be evaluated with the North Carolina Teacher Evaluation, but will also receive a supplemental evaluation specific to their roles and responsibilities as teacher leaders. Performance criteria for continued eligibility will be determined by the district-level design team.

**(5) NOT APPLICABLE** (Pertaining to applications for new location compensation models)



## **(6) VOLUNTARY RELINQUISHMENT OF AN ADVANCED TEACHING ROLE**

Should an Expanded Impact Teacher or a Multi-Classroom Leader relinquish his or her role and associated duties, the removal of that title will not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes. Upon relinquishment of the role, the teacher will no longer be paid the associated supplement and will only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

## **(7) SALARY SUPPLEMENTS**

ECPS will design two levels of Expanded Impact Teacher roles and Multi-Classroom Leader roles, each with designated salary supplements. Here we provide possible ranges of those supplements as seen in other districts that have implemented Opportunity Culture roles. However, because the supplements will be paid only from existing funds, actual amounts will depend on locally available dollars. One of the first tasks of the district-level design process will be financial modeling to determine supplement amounts that are sustainable and competitive with pay offered by surrounding districts. As part of this process, an appropriate scale for supplemental pay for Hill-certified advanced teaching roles will also be developed. This scale will be consistent with the general Expanded Impact Teacher and Multi-Classroom Leader supplements. In other Opportunity Culture districts, supplements are paid as flat dollar amounts for each role, not as a percentage of individuals' salaries.

### **Example Pay Ranges for Opportunity Culture Advanced Teaching Roles**

<b>Advanced Role</b>	<b>Description</b>	<b>Potential Pay Supplements Per Analysis of Existing Opportunity Culture Sites</b>
<b>Multi-Classroom Leader I</b>	Leads 1 teacher	10%-15% of state salary
<b>Multi-Classroom Leader II</b>	Leads 2-3 teachers	20%-30% of state salary

<b>Expanded Impact Teacher I / Hill Expanded Impact Teacher I</b>	Teaches 33-64% more students	10%-15% of state salary
<b>Expanded Impact Teacher II</b>	Teaches at least 65% more students	20%-30% of state salary
<b>HillRAP Coordinator (also Expanded Impact Teacher I)</b>	Teaches 33-64% more students and leads school-wide literacy and MTSS efforts	20%-30% of state salary

All participating schools must pay these salary supplements as a supplement to the classroom teacher's regular salary and not be included in the average salary calculation used for budgeting State allotments. In addition, should an Expanded Impact Teacher or a Multi-Classroom Leader fail to maintain established minimum criteria fail to successfully perform his or her duties, or voluntarily relinquish the advanced teaching role, all participating schools must agree to pay the salary applicable to the individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

## **(8) IMPLEMENTATION PLAN**

ECPS will identify a district design team to set the vision and parameters for Opportunity Culture in the district, solidify schools to participate in each design cohort, and make critical decisions and systems changes to support new teacher roles. The district design team will include a mix of excellent teachers, principals, and district staff crucial to implementation. The team will also include representatives from Public Impact and the Hill Center. (See Appendix D)

The ECPS design team will be led by Erin Swanson, the ECPS Director of Innovation and "district lead" for this program, who will dedicate at least 50% of her time to oversee the implementation of the Opportunity Culture Principles and related changes needed to build an



Opportunity Culture. She will also assume responsibility for managing the ECPS partnership with The Hill Center.

Supporting the district lead will be an assistant to manage the details of pilots—ensuring that waivers to typical ECPS policies are available, and new systems are implemented to support success in pilot schools. In addition, ECPS will employ at least one Design Coach, who will partner directly with principals to ensure alignment between design and implementation, and to provide real-time support and problem-solving.

The work of the district design team will be substantial and requires careful planning for implementation in several key areas, outlined in the below table. In each area, ECPS has designated a district lead from the design team, as well as a designated representative from The Hill Center. The lead will draw on technical assistance provided by Public Impact and Hill to tackle the work during the design year and early implementation years. This table is not comprehensive; additional needs and design team responsibilities will arise during the design process and early-implementation phases.

**Responsibilities of ECPS Design Team: December 2016 – May 2017**

Activity	ECPS Lead/ Team Members
<b>ECPS-level design work</b> <ul style="list-style-type: none"> <li>• Ensure initiative meets Opportunity Culture Principles and needs of students, teachers, and community</li> <li>• Refine vision for incorporating Hill into the OC model</li> <li>• Clarify ECPS design parameters</li> <li>• Ensure ECPS leadership commitment</li> <li>• Advocate for needed policy changes</li> </ul>	Erin Swanson, ECPS Director of Innovation and “district lead”  Hill Representatives: Beth Anderson, Executive Director Denise Morton, Outreach Director
<b>School-level design work</b> <ul style="list-style-type: none"> <li>• Solidify schools for pilot and each scale-up phase</li> <li>• Organize and facilitate school-level design teams</li> </ul>	ECPS Design Coach ECPS Principals  Hill Representatives:

<ul style="list-style-type: none"> <li>Facilitate school teams to select/tailor models and develop implementation plans, within ECPS parameters</li> <li>Document the school-level implementation plan (transitional steps, roles, timing, costs, etc.)</li> </ul>	Krista Jones, HillRAP Trainer and Partnership Manager Magan Thigpen, Manager, East Durham Learning Collaborative
<b>Technology planning</b> <ul style="list-style-type: none"> <li>Determine existing technology resources and capabilities</li> <li>Advise on new technology resources and capabilities</li> <li>Incorporate new digital instruction and other technology tools into school designs</li> </ul>	Matthew Mayo, ECPS Director of Technology  Hill Representative: Justin Carlson, Director, Technology & Innovation
<b>Human resource management</b> <ul style="list-style-type: none"> <li>Set compensation ranges for reach-extended roles</li> <li>Lead recruitment, hiring, and internal selection for new positions</li> <li>Oversee training, development, evaluation, and career path(s) design</li> </ul>	Marc Whichard, ECPS Assistant Superintendent for Human Resources  Erin Swanson, ECPS Director of Innovation and “district lead”
<b>Financial resource allocations</b> <ul style="list-style-type: none"> <li>Determine available funding for transition to reach extension models</li> <li>Ensure pay is funded with per-pupil funding</li> <li>Make policy recommendations for sustainably higher pay at larger scale</li> </ul>	Laurie Leary, ECPS Director of Fiscal Services  Erin Swanson, ECPS Director of Innovation and “district lead”
<b>Communications work</b> <ul style="list-style-type: none"> <li>Develop key messages and tools</li> <li>Elicit input from stakeholders</li> <li>Deliver or organize communications</li> </ul>	Susan Hoke, ECPS Communications & Community Relations Coordinator  Erin Swanson, ECPS Director of Innovation and “district lead”

As noted above, school design teams will be established at each school involved in an Opportunity Culture cohort. Principals and school design teams develop staffing and scheduling plans that adhere to the five Opportunity Culture principles and any parameters established by ECPS. Through a series of four sessions facilitated by Public Impact in collaboration with the design lead, school design teams will undertake a 10-point design process, detailed in Appendix E.



It is the intent of ECPS to design roles and pay supplements that can scale to all schools in the ECPS, if successful. While the final selection of schools for each year of implementation and the advanced roles (ARs) that will be created in each school will be the work of the district and school design teams, the following table provides an initial vision for district-wide implementation over three years. This table is simply a “snapshot;” it will be our goal to increase the percentage of students taught by an excellent teacher each year, at each school.

Year	School	# Students	# Total ARs	# Hill ARs	% Students whose TOR is in an AR
2017-2018	Coker Wimberly ES	315	4	2	75%
	Phillips MS	120	3	0	75%
	North HS	200	3	0	50%
2018-2019	Stocks ES	550	4	2	75%
	Princeville ES	220	4	2	75%
	MMA K-8	640	7	3	50%
	Pattillo MS	270	3	0	30%
	Tarboro HS	620	4	0	30%
2019-2020	Carver ES	750	5	2	50%
	Bulluck ES	730	5	2	50%
	West MS	300	4	0	30%
	South MS	400	4	0	30%
	SWEHS	860	4	0	30%
	EECHS	160	3	0	30%

## (9) FINANCIAL SUSTAINABILITY

Teacher compensation supplements in this pilot will be financially sustainable from the start, paid for by reallocation of existing funds. No state grant funds will be used to pay for the role-based stipends, even in the pilot years. As a result, the ECPS will be able to continue offering advanced roles as long as they are useful. Sustainability is one of the five Opportunity Culture Principles, and sets these advanced roles apart from many other teacher leadership and compensation reform initiatives. In an Opportunity Culture, district and school design teams must identify current funds that can be allocated to advanced role teacher pay supplements. This is difficult work, but creates advanced roles that last. Lasting advanced roles allow current teachers to aspire to the roles and changes the way prospective teachers perceive the profession.

ECPS will explore strategies being used by current Opportunity Culture sites across the country to pay teachers more within budget. Options for fund reallocation could include:

- **Replace a vacant teaching position with a paraprofessional.** This strategy fills the slot with a paraprofessional who will support a Multi-Classroom Leader and his or her team. The paraprofessional saves teachers time and enables schedule changes that let teachers collaborate and improve during school hours. The difference in labor costs is reallocated to the Multi-Classroom Leader as a salary supplement.
- **Reduce the number of supplemental non-classroom specialist positions.** Leaving all special education and English language learner positions untouched, most districts and schools can still save funds by returning academic specialists to classrooms, in higher-paid Expanded Impact Teacher or Multi-Classroom Leader roles. The Hill advanced teacher roles and certification pathways for teachers, tutors, aides, and paraprofessionals should support innovation and efficiency in this area.



- **Reallocate other spending.** Districts can allocate funds currently used for professional development to enhance the pay of Multi-Classroom Leaders, whose responsibilities include developing teams of teachers.

During the design and financial modeling process, the school and district design teams will also determine the targeted number of certified Hill educators at each level (described in Appendix A). This grant will cover the upfront training and certification costs, as well as required technology investments, across all participating schools and educators. Once each school has a cohort of HillRAP instructors and at least one HillRAP Extended Impact Teacher / Coordinator, costs for sustaining the model will be minimized since all coaching, mentoring, and ongoing professional development will be managed by the certified advanced teachers. Ongoing costs will primarily include training any new HillRAP instructors to account for attrition and a modest annual licensing fee for continued utilization of the Hill Learning System. Hill's experience has been that districts are usually able to identify resources to sustain implementation once the initial investment in training and capacity-building has been made.

#### **(10) MEASURABLE OBJECTIVES**

The main objectives of both Opportunity Culture and HillRAP are to improve instruction within schools and to dramatically improve student academic growth in core subjects. During the 2016-17 school year, ECPS will design, recruit for, and hire teachers to assume advanced roles as Expanded Impact Teachers, Hill Expanded Impact Teachers, Multi-Classroom Leaders, and HillRAP Coordinators. These teachers will be in place to improve instruction after the 2016-2017 school year. For this three-year grant period, ECPS will report human resource outcomes, plus additional measures related to teacher perceptions and student learning as described below.

**Combined Outcomes to be Measured: Design Year & Initial Implementation of  
Opportunity Culture with HillRAP**

<b>Factor to be Measured</b>	<b>Description</b>	<b>Target Outcome</b>
Size of applicant pool	Number of applicants for each new teacher leadership position	6
Strength of candidate pool	Characteristics of candidates for the new teacher leader positions	Qualitatively stronger
Total number of unfilled positions	Number of vacant positions in core content areas that remain at the end of the district's hiring effort for each school year	Reduced from 15 in 2016-2017; continued reduction each year
# of Hill-trained teachers	Number of teachers at each level in the Hill Literacy Professional Development Pathway - Literacy Endorsement, HillRAP Instructor, HillRAP Expanded Impact Teacher, Hill RAP EIT/Coordinator (2017-2020)	Targets to be set during design process to meet needs of school, district, and new model
% of students reached by excellent teachers	Percent of students who have an excellent teacher at the helm of their instruction (2017-2020)	33% for schools in their first year, 60% second year, 80% third year
% of struggling readers reached by HillRAP instructor	Percent of students reading below grade level who receive instruction from a HillRAP instructor - teacher, interventionist, tutor, or paraprofessional/aide (2017-2020)	We will set targets based on analysis done during the design phase, aiming to increase the % reached and decrease the need each year
% of teachers who feel supported to improve	Percent of teachers and staff at the school who respond positively to survey questions about the new school models (survey includes teachers in the new advanced roles and other teachers and staff in the school) (2017-2020)	Three quarters of the questions on the annual OC teacher survey will have favorability rates of at least 85% among multi-classroom leaders and 75% among all teachers involved in OC teams.
% of teachers who feel supported in literacy instruction	Percent of teachers - HillRAP and non-HillRAP - who respond positively to survey questions about literacy professional development and certification pathways provided under the new model (2017-2020)	Three quarters of annual survey questions related to literacy professional development will have favorability rates of at least 85% amongst



		HillRAP instructors and 70% across all teachers school-wide
Interim measures of academic progress	Data from interim assessments will be analyzed during the school year to gauge academic progress of students, with growth targets set at beginning of each school year (2017-2020)	We will set targets for student achievement growth after determining baseline data for the year
% of students showing growth on mClass reading assessments	Data from DIBELS and TRC will be analyzed at the beginning, middle, and end of each school year to gauge progress and set targets, for HillRAP students and students overall (2017-2020)	90% of HillRAP students demonstrate growth; other targets to be set after analyzing baseline data
% of schools low growth, meeting growth, and exceeding growth	When NCDPI releases summative assessment data from the 2017-18 school year (approximately Sept 2018) we will review growth data (reading and math) to analyze impact on student learning. We will conduct this analysis again when 2018-19 and 2019-20 school year data are available.	Rates of low growth that are below the state average; Rates of high growth that exceed the state average
Development of long-term vision and strategy	Collaboration of ECPS, Public Impact and Hill to develop a vision and plan for redesigning roles, advancing literacy via the HLS, and supporting literacy professional development district-wide	Initial plan developed, instructors recruited and trained, and goals set for Years 2-3

## **(11) ENGAGEMENT OF SCHOOL STAFF AND LOCAL COMMUNITY**

Opportunity Culture design work engages a variety of roles and perspectives within the school district. Of particular importance is the engagement of teachers in the development of advanced roles and school designs, which helps ensure that essential instructional challenges are tackled, time is carved out in the school day to make the models work, and educators are invested in the team-based model. The communications plan for district design leads and principals engages all staff to learn about Opportunity Culture at the beginning of the effort.

Parents/guardians and community partners also need a chance to learn about and react to the design work being undertaken and to raise any changes they hope can be realized during the development of new school models. Information about Opportunity Culture, Hill, and the new

advanced roles will be shared with parents, community leaders and business partners, and input will be solicited, through community meetings, one-on-one discussions, e-newsletters, and the ECPS website. The ECPS Opportunity Culture district lead, communications coordinator, and principals will conduct communications outreach and information dissemination along the timeline outlined in Appendix F.

## **(12) NEED STATEMENT**

The Edgecombe County Public Schools System (ECPS) is located in a rural, low-wealth Eastern North Carolina community. The district currently serves approximately 6,100 students in 14 schools, 10 of which qualify for Title I funding. Of the students served, 11% are enrolled in the Exceptional Children's Program, 8.4% are identified as Academically Gifted, 4.6% are identified as Limited English Proficient, and 79.87% of all students in Edgecombe County qualify for free and reduced lunch. The ethnic makeup of students in the district is 57% Black, 33.7% white, 6.6% Hispanic, and 1.7% multiracial. In addition, twenty Asian and 4 American Indian students are enrolled in the system.

Academically, the school district has been marked with years of underperformance. Two of the 118 lowest performing schools in the state are in Edgecombe County; the free and reduced lunch rate at these schools is 88% or above. Although many schools have seen significant statistical growth in End of Grade Math student achievement data, the district persistently lags behind state averages in the areas of reading, math and science. Reading has top priority for improvement in Edgecombe County Public Schools, with all subgroups viewed as needing critical interventions. The district faces significant challenges in meeting the urgent needs for academic improvement, including those associated with generational poverty, systemic racism,



and talent recruitment and retention. The program outlined in this proposal is designed specifically to address these needs and is an integral part of the district's strategic plan.

### **(13) SHARING PROJECT INFORMATION WITH OTHER SCHOOL SYSTEMS**

ECPS will work with Public Impact to gather and analyze data that will be added to the Opportunity Culture Dashboard. This resource makes publicly available basic details about Opportunity Culture sites, such as the schools that are engaged in design and implementation, the roles offered within each site, pay supplements, number of teachers in advanced roles and led by multi-classroom leaders, percent of applicants hired for Opportunity Culture teaching positions, student growth data, and survey data from teachers and staff in Opportunity Culture schools. The Dashboard is a good resource for districts that are considering Opportunity Culture design, helping them reach out to current sites that share similar characteristics.

ECPS will also work with Hill to gather and analyze data to be included in school, district, and statewide Hill impact reports. Hill will develop a section on the Hill website for sharing reports on HillRAP implementation across North Carolina school districts, and will also develop a case study on the new models developed in Edgecombe County. Hill already partners with 18 other North Carolina school districts, and is adding 2-4 new districts per year with plans to grow more rapidly as the Hill Learning System is rolled out. This initiative - and the impact and lessons learned - will be central to Hill's district cultivation and sustainability efforts and will be shared via site visits at Hill and in districts as well as at state conferences. Additionally, this project will establish Edgecombe County as a "flagship district" for Hill, where other districts from Eastern NC will visit to learn about successful implementation.

ECPS will share information about design and implementation of the advanced roles and implementation of Hill training, methodology, and technology through reports submitted to the

NC State Board of Education. ECPS will work with Education NC to publish blog posts describing our process and results, and will publicize this information through our website and an e-newsletter. ECPS will seek opportunities for our district and school leaders to share at major statewide forums hosted by professional organizations and NCDPI, in partnership with Public Impact and/or The Hill Center when appropriate.

#### **(14) LOCAL EVALUATION PROCEDURES AND METHODS**

Edgecombe County Public Schools will monitor the measurable objectives described in section (10) and will work closely with Public Impact and Hill to identify any aspects of design or early implementation that could be strengthened to achieve our desired outcomes for teachers and students. At the end of the 2016-17 school year, our district-level design team will revisit any parameters for school design that could be adjusted to improve school designs and implementation. We will offer implementing schools support to tackle challenges that arise during the first year of implementation, such as providing technical assistance to adjust schedules to secure the common planning time needed for teams, or securing training needed to help school leaders support their new Expanded Impact Teachers and Multi-Classroom Leaders and growing cohorts of HillRAP instructors.



## APPENDIX A: Hill Literacy Professional Development Pathway for Opportunity Culture

Role	Training	Responsibilities
<b>General Classroom Instructors</b>	Online training in phonics, phonological awareness, and strategies for reading (fluency, vocabulary, comprehension)	Incorporate best practices literacy instruction into classroom
<b>Literacy Endorsement</b>	Literacy training for general classroom instructors, plus: -Reading Foundations training: NC SIP -Master Literacy Training: NC DPI -2+ Hill online/in-person workshops	Opportunity to serve as literacy coach/PLC-facilitator for other classroom teachers
<b>Expanded Impact Teacher</b>	Completion of all Literacy Endorsement trainings plus: -2 day blended HillRAP training & 2 day blended HillWrite training -additional online literacy courses -90 hours of HillRAP implementation, 5 observations and feedback sessions with a Hill Mentor, and completed case study with feedback from a Hill Mentor -up-front EIT training and ongoing support via a series of training modules delivered by Public Impact and ECPS staff	- Leads multiple classes of students who are all reading below grade level for extended literacy blocks, increasing reach by 3-4X, blending whole class core literacy instruction with personalized HillRAP instruction - Supervises instructors who deliver HillRAP in the classroom; monitors student data and progress and accountable for growth in reading achievement across all students in classes
<b>HillRAP Coordinator</b>	- Completion of Literacy Endorsement and HillRAP Training, plus - Completion NCDPI MTSS Training at Hill, and 3 or more additional online or in-person professional development workshops offered by Hill - 1-day Hill Mentor workshop, explicit training in video observation and feedback, and 3 guided observations with a Hill Mentor -up-front EIT training and ongoing support via a series of training modules delivered by Public Impact and ECPS staff	- Assumes responsibility for Tier 1, 2, and 3 literacy instruction and student identification (MTSS), including HillRAP student selection - Manages team of HillRAP instructors, recruiting, coaching and observing new instructors, and monitoring and supporting progress of EITs and other instructors, while leading at least one HillRAP EIT classroom - Facilitates literacy professional development school-wide, and encourages literacy endorsement across all teachers



**APPENDIX B: Overview of Advanced Teaching Roles Program Structure in ECPS**  
*Detailed Year 1 (2017-18) model. Years 2-3 will follow a similar structure and incorporate lessons learned.*

<p><b>Design and Planning Process led by Public Impact</b>  This collaborative process will involve representatives from ECPS, Public Impact, and Hill (see Appendix D) to develop the following components over a 3 month period.</p> <ul style="list-style-type: none"> <li>- <b>District level vision</b> to achieve talent and literacy goals, including: <ul style="list-style-type: none"> <li>- plans to define new Opportunity Culture roles for teachers, set compensation levels, and revise policies, recruitment, evaluation systems, and professional learning services;</li> <li>- vision for leveraging the Hill Learning System to redefine HillRAP roles, instructor profiles, and implementation in alignment with Opportunity Culture principles and plan; and</li> <li>- frameworks for literacy instruction and professional development pathways for all teachers</li> </ul> </li> <li>- <b>School level plan</b> to implement advanced teaching roles and incorporate literacy instruction, establishing the staffing model, schedule, and implementation plan that will work for their school's faculty and students</li> <li>- <b>Teacher level roles</b> designed to maximize and support excellent teaching for all students</li> <li>- <b>Technology plan and tablet device purchases</b> to support adoption of Hill Learning System to expand HillRAP and other literacy supports</li> </ul>	<p>Jan-Mar 2017</p>
<p><b>Recruitment and Selection</b>  ECPS, Public Impact and Hill will collaborate to identify and recruit teachers for advanced roles.</p>	<p>Mar-Jul 2017</p>
<p><b>Training and Development</b>  All ECPS educators will be able to access Hill and NC DPI literacy training and resources. General educators may pursue a Literacy Endorsement if they choose. Advanced teaching roles will receive additional appropriate training.</p>	<p>July 2017 and ongoing</p>
<p><b>Consulting</b>  Year 1 of this project (2017-18) will focus on 1 Elementary, 1 Middle and 1 High School. Throughout the year Public Impact will convene feedback and iterative design meetings with ECPS and Hill to address:</p> <ul style="list-style-type: none"> <li>- Effective educator selection and training</li> <li>- HillRAP student selection and scheduling</li> <li>- Implementation challenges and concerns</li> </ul>	<p>July 2017 and ongoing</p>
<p><b>Evaluation and Refinement</b></p>	<p>September</p>



As outlined in the evaluation plan, we will track the following measures, and engage in annual reevaluation and redesign as needed: <ul style="list-style-type: none"> <li>- Teacher progress through training modules</li> <li>- Teacher, student and parent feedback</li> <li>- Student academic progress</li> </ul>	2017 and ongoing
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### **APPENDIX C: Expanded Impact Teacher and Multi-Classroom Leader Weighted Selection Criteria with Rationale**

ECPS will use the below general weighting when assessing each of selection factors for Expanded Impact Teacher and Multi-Classroom Leader candidates. The ECPS-level design team will determine more specific definitions to apply to these weightings, such as the number of years a teacher must have achieved above average growth, and whether partial credit will be awarded for any criteria.

#### **Criteria for Both Expanded Impact Teacher and Multi-Classroom Leader Positions**

<b>Qualification</b>	Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of superior prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated.
<b>Alignment with "Approved Qualifications"</b>	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; -OR- Equivalent demonstrated mastery of teaching skills as required by the new local compensation model; -AND- 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.
<b>Weight</b>	100% for EITs; 60%+ for MCLs
<b>Qualitative/ Quantitative</b>	Quantitative
<b>Rationale</b>	The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context. <sup>1</sup>

<b>Qualification</b>	Knowledge of subject matter being taught
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<sup>1</sup> Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.



<b>Alignment with “Approved Qualifications”</b>	N/A
<b>Weight</b>	Disqualifier – applicant must demonstrate to be considered
<b>Qualitative/ Quantitative</b>	Qualitative
<b>Rationale</b>	Teacher-leaders must have content mastery as they will often be required to step-in to support team teachers instructionally, either in the middle of a lesson, or during a planning or reflection meeting. Teacher-leaders will be need to be fluent in their content area(s) to provide this support in the immediate timeframe that it’s required.

<b>Qualification</b>	Bachelor’s degree and Valid teaching certificate
<b>Alignment with “Approved Qualifications”</b>	N/A
<b>Weight</b>	Disqualifier – applicant must demonstrate
<b>Qualitative/ Quantitative</b>	Quantitative
<b>Rationale</b>	Teacher-leaders must hold and maintain the minimum qualifications to be classroom teachers, as their roles reflect the responsibilities of a traditional classroom teacher, elevated in terms of impact and responsibility.

<b>Qualification</b>	National Board for Professional Teaching Standards Certification (preferred status applicant, not required)
<b>Alignment with “Approved Qualifications”</b>	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
<b>Weight</b>	10% (Bonus)
<b>Qualitative/ Quantitative</b>	Quantitative
<b>Rationale</b>	Research suggests that more effective teachers successfully complete National Board certification <sup>2</sup> . Rather than require National Board Certification, this

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<sup>2</sup> Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching. *The Review of Economics and Statistics*, 89(1), 134-150.



qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.

### Criteria for Expanded Impact Teacher Positions

<b>Qualification</b>	Demonstrated capacity to take responsibility for teaching additional students using novel methods
<b>Alignment with “Approved Qualifications”</b>	Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews
<b>Weight</b>	40%
<b>Qualitative/ Quantitative</b>	Quantitative (Outcome measures) & Qualitative (Reference checks)
<b>Rationale</b>	Expanded Impact Teachers must deliver instruction and also craft learning experiences to be facilitated by a paraprofessional or delivered digitally. Prior experience adapting instructional approaches is the best predictor of future potential for success. However, many Expanded Impact Teacher candidates have had limited opportunities to explore these modalities given limitations of technology, training, and support staff. This competency will receive the most support in the advanced teacher role program, this qualification is weighted less strongly than evidence of prior success with students.

### Criteria for Multi-Classroom Leader Positions

<b>Qualification</b>	Experience successfully leading and managing a team of adults to accomplish goals
<b>Alignment with Approved Qualifications</b>	Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews
<b>Weight</b>	40%
<b>Qualitative/ Quantitative</b>	Quantitative (Outcome measures) & Qualitative (Reference checks)
<b>Rationale</b>	MCLs successfully impact students through their own teaching, and through the teaching of their team members. Prior experience leading a team successfully is the best predictor of future potential for success. Yet candidates may have had limited opportunities to demonstrate leadership, so, this qualification is weighted less strongly than evidence of prior success with students.



### APPENDIX D: Committee Members for ECPS Plan Design

Committee Member Name	Position with ECPS
John Farrelly	Superintendent
Erin Swanson	Director of Innovation and “design lead”
Dr. Valerie Bridges	Associate Superintendent, Curriculum & Instruction
Marc Whichard	Assistant Superintendent, Human Resources
Laurie Leary	Director of Fiscal Services
Matthew Mayo	Director of Technology
Susan Hoke	Communications and Community Relations Coordinator
Paula Flythe	Director of Elementary School Education
Shawna Andrews	Director of Middle School Education
Robert Batts	Director of High School Education
To Be Hired	Design Coach
Katelin Row, Aaron Jones, Donnell Cannon	Year 1 Principals
Annette Walker, Lois Glass, Lauren Lampron, Kevin Cutler	Year 2 Principals
Shannon Castillo, Hillary Boutwell, Claude Archer, Amy Pearce, Craig Harris, Matt Smith	Year 3 Principals

Committee Member Name	Position with Public Impact
Lucy Steiner	Senior Consulting Manager
Shonaka Ellison	Associate Consultant
To Be Determined	Design Partners

Committee Member Name	Position with The Hill Center
Beth Anderson	Executive Director
Denise Morton	Outreach Director
Krista Jones	HillRAP Trainer and Partnership Manager
Magan Thigpen	Manager, East Durham Learning Collaborative
Justin Carlson	Director, Technology and Innovation
Jeanne Tilley	Grants and Communications Manager



## APPENDIX E: 10-Point School Design Process

Vision	Describe how students and teachers will benefit from a school model based on advanced roles, intensive HillRAP implementation, and school-wide literacy professional development
Staffing model	Determine roles to be added or exchange, a staffing transition plan, and a summary of the school's staffing needs.
Pay changes	Consult on amounts for stipend pay.
Cost Impact	Assess the cost impact of stipends to confirm that they are possible within current budgets and are budget neutral.
Talent	Establish a plan to attract, cultivate, and identify talent through recruitment and hiring, staff training and development, and evaluation methods. Develop pathways and training plan for HillRAP and Hill literacy PD.
Time	Develop schedules that allow teacher leaders to work intensively with their teams and create sufficient literacy blocks to expand HillRAP implementation and literacy instruction.
Resources	Identify technology needed to support the new school models, HillRAP implementation, and literacy professional development pathways.
Accountability	Make changes needed to enable the reporting of student outcomes for teachers in advanced roles.
Engagement	Develop materials and outreach to engage teachers, parents, and community.
Improvement Planning	Assign responsibility for monitoring and improving implementation at school level at defined times.

## APPENDIX F: Detailed Communications Plan Timeline

December 2016–February 2017
<p><b><i>Introduce Opportunity Culture, HillRAP, and the Hill Learning System to whole staff</i></b></p> <ul style="list-style-type: none"> <li>● Share introductory slide deck, Opportunity Culture motiongraphic, and video of educators voices in current sites implementing Opportunity Culture</li> <li>● Share Hill videos, voices, and overviews of HillRAP and the Hill Learning System, including new video on Hill's existing partnership with ECPS</li> <li>● Solicit questions and communicate the benefits of the initiative and teacher inclusion in the design process</li> <li>● Offer demo of Hill Learning System instructional app, online teacher training platform, and reports to all current HillRAP instructors and any other interested teacher or principal</li> <li>● Email and/or hand out <i>Opportunity Culture for Teaching and Learning: Introduction</i> to all staff members</li> </ul>



***Select school design team and craft school design***

- Principal identifies and selects key staff for design team—include school leaders, excellent teachers, key influencers, top HillRAP instructors
- Describe the design team's role and schedule

**February - March 2017**

***Share and solicit feedback on school's Opportunity Culture and HillRAP plans after draft design is ready***

- Before completing full draft, share benefits, get feedback from teachers on early work on OC and Hill vision, staffing plan.
- During design work, meet with any person who asks about the design process. Listen. Share the potential benefits.
- After full draft plan is ready, make short presentation to whole staff.
- Re-communicate Opportunity Culture goals and the Opportunity Culture Principles along with the need, opportunity, and potential around Hill training, methodology, and technology.
- Explain design process and the draft staffing plan. Explain how plan fits each Opportunity Culture Principle and school's larger vision and goals for talent and literacy, and how it can benefit students and teachers.
- Solicit feedback from all, possibly through a short online survey.
- Identify those with concerns and questions, and meet with them individually.
- Thank staff in email for their time and invite further feedback. Incorporate feedback as design team decides.

**March - April 2017**

***Share and advertise new Opportunity Culture and HillRAP instructor roles internally and externally for recruiting.***

- Share with all staff:
  - Slide deck showing next year's staffing plan and staffing plan after full implementation along with Hill literacy professional development pathways
  - Official job postings (from HR) or standard descriptions of roles, qualifications, and how to apply for all advanced roles as well as for HillRAP instructor roles available to teachers, interventionists, paraprofessionals, or tutors
  - Other recruitment material as needed—e.g. video, brochure—available in the Opportunity Culture Toolkit
- Principal or assistant principal also communicates with high-potential internal candidates:
  - Schedule one-on-one meetings to discuss potential fit with open positions
  - Personally invite eligible staff to apply for Opportunity Culture positions
  - With Hill, identify and reach out to strong HillRAP instructors who might be candidates for HillRAP Opportunity Culture advanced teaching roles
  - Share Opportunity Culture messages in interviews with applicants, in coordination with Human Resources



- Human Resources identifies and pursues recruitment channels for qualified, college graduate tutors (including retired teachers) and paraprofessional candidates for HillRAP instructor positions
- Optional: Use the parent introduction tool to share with current and prospective parents as they choose schools

#### **April 2017 - Ongoing**

##### ***Inform parents, keep staff informed about improvements, and respond to any concerns***

- Communicate changes to parents at end of school year and beginning of next. Use the parent introduction tool
- Meet with parents and staff if/as any concerns arise. Continue one-on-one meetings as needed to address concerns
- Keep design team or teacher-leaders engaged throughout implementation to improve every year

# **ATTACHMENT A: BUDGET**

Item	Brief Description	Year 1	Year 2	Year 3	Total
<b>Contracted Services</b>					
	The Hill Center fees*	\$ 75,000.00	\$ 75,000.00	\$ 50,000.00	\$ 200,000.00
	Public Impact fees**	\$ 127,500.00	\$ 137,500.00	\$ 155,000.00	\$ 420,000.00
<b>Advanced Teacher Training</b>					
Literacy Endorsement	<b>The Hill Center/NCDPI PD</b>				
HillRAP EITs	# teachers: Y1: 0, Y2: 15, Y3: 28	\$ -	\$ 11,250.00	\$ 9,750.00	\$ 21,000.00
HillRAP Coordinators	# teachers: Y1: 1, Y2: 4, Y3: 7	\$ 1,000.00	\$ 3,000.00	\$ 3,000.00	\$ 7,000.00
	# teachers: Y1: 1, Y2: 4, Y3: 6	\$ 1,000.00	\$ 3,000.00	\$ 2,000.00	\$ 6,000.00
<b>Classroom Teacher Training</b>					
General Literacy PD	<b>The Hill Center/NCDPI PD</b>				
HillRAP Instructor Training	# teachers: 75% of ES, 50% of MS, 25% of HS	\$ 14,250.00	\$ 6,250.00	\$ 6,750.00	\$ 27,250.00
	# educators: Y1: 17, Y2: 15, Y3: 12	\$ 42,500.00	\$ 37,500.00	\$ 30,000.00	\$ 110,000.00
<b>Instructional Computer Equipment</b>					
	Android devices to support digital learning	\$ 22,200.00	\$ 4,200.00	\$ 2,400.00	\$ 28,800.00
<b>Tutor Salary</b>					
	2 per ES, 4 hrs/day, 90 days/year @\$23/hr	\$ 16,560.00	\$ 66,240.00	\$ 99,360.00	\$ 182,160.00
<b>TOTAL</b>		\$ 300,010.00	\$ 343,940.00	\$ 358,260.00	\$ 1,002,210.00

**\*This 3-year engagement with The Hill Center includes:**

- participation in district level design sessions with Public Impact and ECPS
- participation in school-level designs sessions for elementary schools and ongoing consultation around Hill instructor and student selection, MTSS, scheduling, and advance role implementation
- technical support for adoption of Hill Learning System digital learning instructional app
- principal training in Hill methodology and implementation
- coaching for Hill advanced role teachers

These costs are inclusive of all expenses directly associated with developing and implementing advanced teaching roles incurred by The Hill Center. They do not include training and support for new HillRAP instructors, which will be covered by a combination of district and philanthropic funds as has been done since 2014.



Most of these project expenses are fees paid for the engagement of Hill's experts in literacy, Hill methodology, technology, and district implementation, at hourly rates ranging from \$50 to \$250. The funding also covers any travel costs incurred by Hill team members, most of whom are based in NC's Triangle area, to Edgecombe County.

Hill Learning System fees are covered in training costs.

**\*\*This 3-year engagement with Public Impact includes:**

- a session with key district leaders to explore and introduce Opportunity Culture concepts
- a series of district-level design sessions and ongoing consultation to make and implement decisions about the roles that will be allowed in school design, funding sources for supplements, and recruitment and selection practices
- a series of sessions and ongoing support for school-level design teams as they develop and implement Opportunity Culture models in their schools.

These costs are inclusive of all expenses incurred by Public Impact. Most of these expenses are fees paid for the services of Public Impact's experts, at hourly rates ranging from \$60 for analysts to \$250 for co-directors. The funding also covers any travel costs incurred by Public Impact team members, most of whom are based in NC's Triangle area, to Edgecombe County.

ECPS wishes to phase Opportunity Culture design and implementation into all 14 schools in three cohorts of three, five, and six schools, respectively. Public Impact's fee to provide full service support and coaching during this three-year period is \$420,000. This amount is not equally divided over the three-year period. In Years Two and Three, PI support focuses on adjusting district-level design parameters as needed for future cohorts, successful implementation of cohort designs, and a shift to co-lead design sessions alongside district staff.

**Additional Notes:**

**Salary supplements** will be paid for by reallocation of existing funds and determined during the design process, as indicated in the narrative.

**Central Office personnel** serving on the District Design Team will devote a percentage of time to this project, as indicated in the narrative.