

Teacher Compensation Proposal Cover Page

Project Title: EmpowerED Teacher Leadership Initiative

Section 1. Applicant Information	
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Section 2. Project Information	
Project Director Name and Position (if different from contact): _____	
Phone: _____	Email: _____
Total Project Budget: <u>\$113,416.74</u>	Requested Grant Amount: <u>\$113,416.74</u>
Estimated Number of Schools Served: <u>17</u>	Estimated Number of Students Served: <u>8500</u>

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

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2017.

Signature and date: (in blue ink) Pascal Aubrey

Title: Superintendent Phone: (919) 496-2600

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CONTRIBUTORS

This plan has been drafted by a committee of individuals with varying roles in the local school system. A complete list of contributors is included below:

- Dr. Pascal Mubenga, Superintendent
- Dr. Rhonda Schuhler, Associate Superintendent
- Mr. Patrick Glace, Director of Communications
- Dr. Stacy Stewart, Executive Director of K-8 and Federal Programs
- Mr. Michael Zalewski, Director of Human Resources
- Mr. Tremain McQueen, Director of Technology
- Mr. Gcoffrey Hawthorne, Principal of Bunn Elementary School
- Dr. Danielle Jones, Principal of Bunn Middle School

INTRODUCTION AND STATEMENT OF NEED

Franklin County Schools is the largest public school system in Franklin County and serves nearly 8,500 students at 16 schools, including the County's only Early College High School. Franklin County is designated as a Tier 2 county by the North Carolina Department of Commerce with an average annual income of \$39,067. With that being said, Franklin County Schools serves a diverse and growing population and is committed to providing competitive opportunities for both current and prospective FCS families. According to 2015-16 demographic data, the district serves 8,351 total students; 47.7% of enrolled students are White, while 30.4% of students are Black, and 17.3% of students are Hispanic. Less than 5% of total students are Multiracial, American Indian, Asian, or Pacific Islander/Native Hawaiian.

FRANKLIN COUNTY SCHOOLS

Under the leadership of Superintendent Dr. Pascal Mubenga, Franklin County Schools has developed and implemented a five-year strategic plan, entitled *Our Blueprint*, that targets various areas include the District's graduation rate, math and reading proficiencies, and student proficiency in 21st century skills (*Attachment B*). Continuous and rigorous professional development is a critical ingredient to the success of this plan and, according to recently-released school performance data, FCS has seen tremendous growth in just one year because of this commitment to success.

Thanks to Dr. Mubenga's leadership and the support of district officials, nine out of 16 total schools saw a full letter grade increase on their 2016 state report card. Furthermore, the district went from seven low-performing schools, as designated by state reports, to three in just one academic year.

In 2014, district officials identified the need for comprehensive professional development for classroom teachers in the areas of technology integration and instruction. This need has been reinforced by the District's strategic goals outlined in *Our Blueprint* and in the fall of 2015, FCS established the EmpowerEd initiative in partnership with North Carolina State University's Friday Institute for Educational Innovation. This partnership has supported professional growth for teachers and encourages teacher-leadership throughout FCS.

Now in its second year, EmpowerEd has been well-received by teachers and district staff as a vehicle for pedagogical transformation. In 2016, the program continues to increase the impact teachers have on student success by providing comprehensive training on instructional strategies and blended learning. With additional grant funding focused on an advanced teaching

compensation model for leadership, FCS is committed to strengthening and expanding the EmpowerEd initiative to emphasize teacher participation and provide a financial incentive for deeper, more intensive work to improve the teaching and learning process within our schools.

DESCRIPTION OF PROGRAM

In fall of 2015, Franklin County Schools began developing a five-year strategic plan that would serve as a blueprint for our success. The plan, entitled *Our Blueprint (Attachment B)*, demonstrates a commitment to increased student achievement, college and career readiness, and 21st century skills that will prepare the students of Franklin County for success in the world outside of the classroom.

This commitment to success requires that students receive high-quality, engaging instruction that encourages them to collaborate, communicate, think critically, and be creative. In order to provide this level of instruction, we must prepare and support teachers as they enhance their pedagogical skill set and explore new methods for creating effective learning environments.

ADVANCED TEACHING ROLES: DEMAND FOR TEACHER LEADERSHIP

As our society changes, the profession of teaching is regularly redefined by policymakers, experts in the educational field, and the grassroots efforts of teachers themselves. The redefining of teacher roles grows out of a recognition that in order to transform our education system to meet changing demands, we must recognize that teachers are on the front lines of these efforts. Educational initiatives will succeed or fail based upon what takes place when teachers enter their classrooms and engage (or fail to engage) students in learning. In considering the power of the teacher, the late teacher and child psychologist Haim Ginott said:

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous (Barth, p. 444).

The teacher's power of influence has even greater implications as we venture deeper into the realm of increased accountability. The ever-increasing national focus on accountability has led to a high stakes testing model that labels schools as successful or failing based upon End of Grade (EOG) and End of Course (EOC) test data. Although this approach has been criticized as an oversimplification of the complexities of teaching and learning, it has, ironically, led schools to take a closer look at each student's individual strengths and weaknesses, customizing instruction to meet the needs of diverse learners in a more comprehensive and thoughtful way.

The dynamic nature of customization illuminates the need for strong leadership at the school level. In order to be successful, schools must be innovative and flexible, adjusting to the ever-changing needs of their students and school community within the context of an unforgiving accountability program. With this in mind, it is difficult to imagine that we can achieve success while maintaining the traditional hierarchical model of principal as the sole leader of the building. The sentiment that "None of us is as smart as all of us" (Barth, p. 444) has led educational leaders to consider the role that teacher leaders can play in the short term and long term success of our schools.

North Carolina has begun to recognize the transformative power of teacher leadership, and the North Carolina Professional Teaching Standards identify teacher leadership as a primary focus. Standard 1: Teachers Demonstrate Leadership, outlines teacher leadership in several realms:

- Teachers lead in their classrooms
- Teachers demonstrate leadership in the school
- Teachers lead the teaching profession
- Teachers advocate for schools and students
- Teachers demonstrate high ethical standards (McREL, p. 6-7)

The introduction of teacher standards as a component of the evaluation model, and the expectation that student data play a role in the teacher evaluation process has created a sense of urgency around this issue. There are a number of positive aspects to teacher leadership, as well as barriers to overcome in order to develop and support teacher leaders in our schools.

One of the major issues that we face in education is teacher retention. High teacher turnover comes at a great academic and financial cost to school districts across the nation. This is a “costly problem that is spiraling out of control” (National Commission for Teaching and America’s Future, p. 4).

Providing for meaningful professional leadership opportunities is one strategy for helping eliminate some of the isolation that comes from a traditional hierarchical model:

We no longer look to for our principal to make and hand down decisions, but we convene in our circles of influence and tap the expertise within ourselves to make the difference we wish to see in our classrooms, our school, and our community.

-7th grade English Teacher (Rasberry and Mahajan, p.1)

Beyond issues of teacher retention, teachers who are given opportunities for leadership enhance instruction in the classroom. In a school where teacher leaders drive instructional decisions, there is much more of a sense of ownership of the work that takes place in the building. The “blame

game” that often exists when a top down initiative fails is eliminated when teachers are involved in meaningful ways (Katzenmeyer and Moller, p. 32). This sense of accountability permeates the school, and everyone recognizes the unique and important contributions that they make to the success of the school.

In order for teachers to be effective leaders, they must also be learners. A collaborative approach to leadership fosters learning from others. This approach helps to break down some of the barriers that have existed in a traditional schooling model, in which teachers operate in silos and hold on tight to their knowledge without sharing with one another. Breaking down these barriers provides a school with widespread access to a great deal of knowledge that may have traditionally been confined within the walls of a classroom. This knowledge can lead to in-house professional development opportunities, increased satisfaction of teachers being heard and valued for their knowledge, and a more balanced and thoughtful approach to instructional decision making and troubleshooting.

Just as teacher retention is an issue, it is also common for administrators to come and go, leaving a school vulnerable to the challenges that come with leadership changes. While we know strong instructional leadership makes a difference with regard to outcomes, longitudinal studies also tell us that when strong instructional leaders exit a school, the improvement agenda is often slowed, halted, or in the worst cases reversed (Katzenmeyer and Moller, p. 34).

With that idea in mind, the impact of leadership changes at the school level cannot be underestimated. In the face of an increasingly complex educational landscape, we must value sustainability and create structures to support it.

FRANKLIN COUNTY SCHOOLS

It is our collective belief and commitment that in order for our district to continue to grow, we must create a broad base of teacher leaders who can act as a catalyst for systemic change. With that in mind, the EmpowerEd initiative serves as a formalized way to build teacher leadership capacity while financially incentivizing advanced teaching roles.

Franklin County Schools understands that creating advanced teaching roles within our schools builds the capacity of staff. To accomplish this, in fall of 2015 Franklin County Schools embarked on the EmpowerEd initiative. EmpowerEd provides teacher teams from each of our schools to build digital teaching and learning capacity. Through extensive professional development and partnership with the Friday Institute, FCS teachers are becoming experts at blended learning. These teams have laid the foundation for a collaborative school culture of academic excellence that fosters teacher and student intrinsic motivation, responsibility for learning, and leadership.

EmpowerEd participants have received intensive professional development, including structured opportunities to explore digital tools and resources. They have also engaged in learning walks that have provided them an opportunity to learn from one another within the context of the school/classroom environment. EmpowerEd team members have then taken what they have learned through these experiences back into the school environment, providing professional development to their school level peers. In August 2016, EmpowerEd team members presented at our annual Sizzlin' Summer professional development day for all FCS staff.

This initiative has created a positive vehicle for teacher leadership within our district. The proposed plan will allow for EmpowerEd to continue to grow and in scope and depth. Currently,

EmpowerEd team members participate in the program without financial compensation, however, with additional funding the district would be able to pay an average of two teachers per school a stipend of \$2,000 for their participation and leadership at the school and district levels in the areas of digital literacy and improvement of instructional quality.

DESCRIPTION OF ADVANCED TEACHING ROLES

Teachers who apply to serve in an advanced teaching role as an EmpowerEd team member must meet at least one of the following qualifications (*Attachment C*):

1. 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.
2. 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.
3. 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.
4. Evidence of teacher leadership outside of the classroom, either within or outside of the school, or both.
5. Evidence of professional leadership.

In addition to meeting at least one of these qualifications, the EmpowerEd applicant must have a satisfactory survey from the principal of his/her school in addition to the complete application.

(*Attachment D*).

Thirty-four teachers (an average of two per school) will be selected to participate on the EmpowerEd team. Selected participants will enter into an agreement to meet the required specifications of the team member role.

JOB RESPONSIBILITIES

Job responsibilities for EmpowerEd team members shall include:

- Leading a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues, *and*
- Completing training that certifies the teacher as an in-house provider of professional development or functioning as an instructional content coach or a coach in another professional development area.

In specific terms, EmpowerEd team members will:

- Receive and redeliver professional development based upon district- provided professional development in the areas of the 4C's (Collaboration, Communication, Critical Thinking and Creativity)
- Receive and redeliver professional development based upon data-driven instructional decision making, and best practices for research-based delivery of content. This will take place at both the school and district levels.
- Invite teachers from within the school and across the district to visit EmpowerEd team member classrooms as a lab environment for professional learning based upon instructional best practices and digital learning.

- Collaborate to develop a resource bank of instructional tools and strategies to engage students in meaningful technology integration and job responsibilities identified for EmpowerEd team members.
- Design and deliver professional development to FCS staff as part of Sizzlin' Summer.

RELINQUISHMENT OF ADVANCED TEACHING ROLES AND RESPONSIBILITIES

Employees in advanced teaching roles will have the ability to voluntarily relinquish their advanced teaching roles and the duties associated with it. To complete this process the employee must state their intent of voluntarily relinquishing their position and duties in writing to the Associate Superintendent of Franklin County Schools. This written notice should be provided two weeks prior of the effective date of the relinquishment. The notice must include the employee's name, date, reason for relinquishment, effective date of relinquishment and signature. Upon receipt of the notice, Franklin County Schools will review prior applications for advanced teaching roles and may open the application process again to all employees to fill the advanced teacher role vacancy.

Franklin County Schools reserves the right to remove advanced teaching roles from employees and the duties associated with it. These roles and duties can be removed, if the employee fails to meet the requirements of the program and their additional duties, has documented job performance or disciplinary concerns, or any other reason deemed reasonable by the superintendent, as long as the reason is not arbitrary, political or capricious. Notification of removal of advanced teaching roles will be provided in writing by the superintendent or designee and will include the reason for removal and effective date. The employee will have the right to request an appeal to the superintendent within five days of receiving the written notification.

Hearing the appeal is discretionary and written notice of the appeal hearing in front of the superintendent will be provided within 10 days of receipt of the appeal request. An appeal decision is considered final administrative decision. Appealing the removal of additional duties cannot be brought to the Board of Education, unless the employee files an official grievance in accordance to FCS policy 1750.

COMMUNICATION PLAN

On April 7, 2017, staff will be notified via Franklin County Schools' existing weekly newsletter (FCS Friday Update!) of the upcoming application period for EmpowerEd Cohort III. Included in this correspondence will be the Frequently Asked Questions (FAQs) listed below, in addition to a comprehensive overview of the EmpowerEd program and how it has evolved from years prior.

On April 14, 2017, the application period will begin for interested candidates to apply to participate in EmpowerEd Cohort III. The application will be sent as a link in the District's weekly newsletter and will be published on the District's homepage, as well. Furthermore, the District's communications department will also share this information through various social media channels that have an established following.

Each subsequent week until the closing of the application period on May 14, 2017, the application and aforementioned information will be included in each district newsletter.

Moreover, application information will be shared multiple times via social media for internal and external publics.

The District's office of communications will provide consistent coverage of events throughout the application period and during the various stages of the proposed plan. This coverage will

include a complete press release published on the District's website and sent to local and regional media outlets during the application period. Additional releases will also be drafted and sent covering the program's launch and conclusion, in addition to comprehensive coverage on social media throughout the duration of the 2017-18 school year. Local and regional media outlets will also be invited to attend sessions as guests and speak with participants and school leaders throughout the 2017-18 school year.

In addition to the District's communications department, members of the district-level EmpowerEd team have created a EmpowerEd-specific Twitter handle (@empoweredfcs) to publicize the professional development activities carried-out through this initiative. This Twitter account will continue to be a valuable resource for this program and will be a primary communication tool for the district.

Communications Timeline with Assignments			
<i>Communication Item</i>	<i>Approximate Date</i>	<i>Department Responsibility</i>	<i>Audience</i>
Pre-Launch Notification (All Staff)	April 7, 2017	Communications	All Staff
Application Period	April 14 – May 14, 2017	Communications	All Staff
Acceptance Notifications	June 10, 2017	Curriculum & Instruction	EmpowerEd Cohort III Participants
Launch Release	September 6, 2017	Communications	All Staff, Community at Large, General Public
Social Media Promotion	Ongoing	Communications / District EmpowerEd Twitter Lead	All Staff, Community at Large, General Public
Mid-Point Human Interest Release w/ Video	November 2017	Communications / Curriculum & Instruction	All Staff, Community at Large, General Public

Conclusion of Cohort III Release	May 2018	Communications	All Staff, Community at Large, General Public
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FREQUENTLY ASKED QUESTIONS (FAQs)

Will each school be represented in EmpowerEd Cohort III?

There are 34 total slots in EmpowerEd Cohort III, or an average of two slots per school (including Vine Academy). However, the number of applicants per school is not limited and if applicants from a school do not meet application indicators some schools may not be represented.

What if I am considered a Beginning Teacher (BT) and do not meet some or all of the requirements?

If third-year Beginning Teachers (BT3) are interested in participating they may complete the application form in its entirety by using the “other” category to explain the circumstances for which they cannot answer yes in applicable fields, such as meeting or exceeding performance expectations.

What technology knowledge is necessary for me to participate?

Knowledge of use of technology in the classroom is beneficial, but it is not a requirement to participate. This initiative is intended to build teacher leadership capacity and digital literacy, and teacher enthusiasm and commitment to this work is more important than background knowledge.

How often will we meet?

EmpowerEd professional development will include a kick-off event, as well as five days of professional development. In addition, the team may participate in webinars in lieu of face –to-

face meetings. The team will also be engaged in development of teacher tools and resources outside of the professional development sessions.

Can non-classroom teachers participate?

Certified teachers in the areas of EC, ESL, AIG at the school level may participate in EmpowerEd. As part of the evaluation process, these individuals will need to provide evidence of impact on student learning.

How much is the stipend and how will it be distributed?

EmpowerEd cohort participants will be paid \$2,000 for participation. This will be distributed two payments- one at the kickoff event and one at the conclusion.

How will I be evaluated?

In addition to evaluation through NCEES, EmpowerEd participants will receive a supplementary evaluation specifically on their teacher leadership role as a team member.

SALARY SUPPLEMENT INFORMATION

The salary supplement for teachers will be based upon an additional \$2,000 per EmpowerEd team member per year. (*Attachment A*) This advanced teaching supplemental pay will be distributed in two stipends of \$1,000 each. The first will be disbursed at the start of the program at the EmpowerEd kick-off event, the second will be distributed at the conclusion of year one participation in June 2018.

IMPLEMENTATION PLAN

The intent of the plan is that each school, including Vine Academy alternative program, would have an average of two representatives on the EmpowerEd team, for a total of 34 participants.

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Each team member will receive \$2,000 in compensation based upon their role in supporting instructional improvement and professional learning. Teachers also receive a chromebook for their use as a member of the EmpowerEd team.

In terms of instructional impact, EmpowerEd team members will each serve in classroom teacher roles. Each team member will instructionally impact approximately 25 students directly through implementation of research based best instructional practices and digital learning tools. Through the EmpowerEd leadership role, we are confident that we will be able to impact a greater number of teachers through modeling of instructional practices in a lab setting, providing professional development at the school and district levels, and developing resources for teacher use. With that in mind, we anticipate that all of our students (approximately 8500) will benefit from improved instruction as a result of the EmpowerEd initiative.

In terms of professional development received through the Friday Institute partnership, below is an outline of the major components of the proposed work.

Date	Time and Location	Event
April 14- May 15	N/A	Application Window
May 15	5:00 p.m. Applications sent in via google form	Applications Due
May 19	Teacher Leadership surveys sent via google form link	Principals receive teacher leadership survey for completion on prospective EmpowerEd team members
May 30	N/A	Principal Surveys Due
June 6	1pm, BMS conference room or media center	Review applications, determine team

June 9	Via email	Notify participants of acceptance
August 25	12pm @ ECHS	Planning for Session 1
September 6	4:00 pm @VGCC	EmpowerEd Kickoff Celebration
September 27	8-4 @ FHS	Session 1
September 27	After session 1 @ FHS	Planning for Session 2
October 19	8-4 @ FHS	Session 2
October 19	After session 2 @ FHS	Planning for Session 3
December 6	8-4 @ FHS	Session 3
December 6	After session 3 @ FHS	Planning for Session 4
February 15	8-4@FHS	Session 4
February 15	After session 4 @FHS	Planning for Session 5
April 5	8-4@FHS	Session 5
August	Date TBD	Redelivery at Sizzlin' Summer

PROJECT GOALS FOR EMPOWERED PROFESSIONAL DEVELOPMENT

- Provide participants with opportunities to move from simple knowledge accumulation to the transfer of knowledge into practice in their school and across the district.
- Develop an understanding of how digital learning is integral to K-12 teaching and learning and continue to develop a growth mindset.
- Interact and collaborate with peers who are implementing student-centered digital learning.
- Engage educators in professional learning communities by establishing and growing their professional learning network.

SESSION GOALS FOR EMPOWERED PROFESSIONAL DEVELOPMENT

- Identify and explore best practices in student engagement (and thus classroom management) as identified in research-based strategies, including in the content areas and through disciplinary literacy (SAMR, TPACK); a particular focus has been requested to be placed in the area of high school math.
- Develop an understanding of what personalized learning looks like in action and opportunities for teachers to create their own student-centered environments.
- Develop strategies and understanding of how to incorporate the 4Cs/Deeper learning into instruction and learning (Collaboration, Creativity, Communication, Critical Thinking)
- Explore digital tools and their direct application to classroom activities and learning.
- Prepare leaders to create a positive culture where change and innovation can flourish.

BUDGET NARRATIVE AND SUSTAINABILITY

The proposed EmpowerEd Advanced Teaching Initiative will have a total cost of \$113,416.74 and will provide \$68,000 in advanced teaching supplemental pay to participating teachers.

Furthermore, the program's emphasis on creating blended learning models for teachers to exhibit and deliver to non-participating peers will be sustained by the purchase of Google Chromebooks for participating teachers in the amount of \$7,416.74.

The aforementioned budget is comprehensive in scope and includes contracted professional development from North Carolina State University's Friday Institute for Educational Advancement. The \$21,000-line item is an approximation based on previous contracts and will include five (5) days of advanced teaching professional development that participants will in-turn redeliver to non-participating peers at the school and district levels.

Due to the nature of this Request for Proposal (RFP) and the contingent funds that have been noted in the program's application guidelines, Franklin County Schools is prepared to expand on the aforementioned budget items if funding becomes available. However, for the same reason Franklin County Schools has not budgeted for the 2018-19 or 2019-20 school years.

Additionally, Franklin County Schools understands the importance of leveraged funding in support of advanced teaching models and is prepared to utilize both Federal Title II funds and local funds to continue to support the perpetuity of advanced teaching roles in the district.

COMMUNITY INVOLVEMENT

The EmpowerEd initiative will impact the larger school community by seeking to engage parents more effectively in student learning. A component of the EmpowerEd role will involve teacher participants in helping to engage parents in learning opportunities that will better prepare them to more effectively work with their children on homework and the use of digital tools to support student success.

We are also proud to partner with the Friday Institute for Educational Innovation at NC State University. This partnership has allowed us access to high-quality professional development and resources, as well as a visionary perspective on better-preparing our students more effectively for the world beyond the classroom. We look forward to continuing to build on this partnership.

SHARING WITH OTHER SCHOOL SYSTEMS

We look forward to the opportunity to share EmpowerEd program successes with peers across the state. We will utilize social media as one vehicle for sharing. We will also seek opportunities to present at conferences, including the North Carolina School Boards Association (NCSBA),

North Carolina Association of School Administrators (NCASA), and the Collaborative Conference on Student Achievement.

OUTCOMES AND EVALUATION

- By June 2018, EmpowerEd teams will have delivered on-site quality professional development to each school staff, with an above average composite approval rating based upon survey data.
- By June 2018, composite student math data will reach 60% proficiency as stated in *Our Blueprint*.
- By June 2018, composite student reading data will reach 65% proficiency as stated in *Our Blueprint*.
- By June 2018, the percentage of students achieving “Advanced” on the STNA-S survey will increase to 70% as stated in *Our Blueprint*.

The process for evaluation of individual teacher impact will include a supplementary evaluation of EmpowerEd teacher participants at the school level, utilizing the “Teacher Leader” rubric in NCEES. Principals will evaluate impact on the instructional environment. In addition, the district will examine EVAAS growth data and performance data for individual EmpowerEd teacher participants to determine student growth compared to their non-EmpowerEd peers. The district will examine EmpowerEd teacher participant data collectively, and will gather qualitative data on impact on instruction in addition to EVAAS growth data and performance data. This data will be utilized as a component of our district and school comprehensive needs assessment, and through the re-evaluation and revision of district blueprint goals and school improvement plans.

REFERENCES

Barth, Roland S. (February 2001). *Teacher Leader*. Phi Delta Kappan v. 82 no. 6.

Katzenmeyer, Marilyn, & Moller, Gayle. (2009) *Awakening the sleeping giant: Helping teachers develop as leaders (Third edition)*. California: Corwin Press, Inc.

National Commission for Teaching and America's Future.(2007) *Policy Brief: The High Cost of Teacher Turnover*. Washington, DC.

McREL, in collaboration with the NC State Board of Education and the NC Professional Teaching Standards Commission. (2009) *New Teacher Evaluation Process*.

Rasberry, Mellisa A. and Majahan, Girija. (2008) *From Isolation to Collaboration: Promoting Teacher Leadership Through PLCs*. Center for Teacher Quality.

ATTACHMENTS

A – Budget

B – Blueprint

C – Participant Application

D – Principal Survey of Participants

E – Participant Application Rubric

Attachment A – Budget

EmpowerEd Cohort III Detailed Budget 2017-18		
Budget Item	Cost	Description
NCSU Friday Institute for Educational Advancement Consulting Contract	\$21,000	5 days of advanced-teaching professional development; ongoing teacher support via digital resources
Substitute Teacher Pay	\$17,000	Substitute teacher pay at \$100/day per participant (34)
Advanced Teaching Supplemental Pay	\$68,000	\$2,000 Advanced Teaching stipends will be paid to participants in EmpowerEd Cohort III
Advanced Teaching Technology Purchase	\$7,416.74	EmpowerEd Cohort III participants will be given a district-owned Google Chromebook to support digital instruction
1 Year Project Total	\$113,416.74	

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Additionally, Franklin County Schools understands the importance of leveraged funding in support of advanced teaching models and is prepared to utilize both Federal Title II funds and local funds to continue to support the perpetuity of advanced teaching roles in the district.

[OUR] Blueprint

Prepared
Proficient
Innovative

GOALS

OBJECTIVES

BENCHMARKS

	2015	2016	2017	2018	2019	2020	
1. FCS students will graduate prepared for college and/or career	Increase the 4-year cohort graduation rate to 90%	83%	85%	86%	88%	89%	90%
	Increase the percentage of students who graduate from high school with at least one post-secondary credit to 35%	25%	25%	27%	30%	33%	35%
2. FCS students will demonstrate proficiency in mathematics	Increase the percentage of Franklin County Early College students graduating high school with an associate's degree to 70%	54%	57%	60%	63%	66%	70%
	Increase the percentage of students meeting the UNC benchmark on the ACT to 70%	55%	58%	61%	64%	67%	70%
3. FCS students will demonstrate proficiency in reading	Increase the percentage of high school graduates that are CTE Completers to 70%	39%	45%	51%	57%	64%	70%
	Increase industry-recognized certifications and credentials to 80%	70%	72%	74%	76%	78%	80%
4. FCS students will demonstrate proficiency in 21st century skills	Increase the overall percentage of students proficient in math coursework (EOG, Math I EOC) to 75%	41%	47%	54%	60%	68%	75%
	Increase the overall percentage of 8th graders who complete Math I successfully (Level 3 or Higher) to 95%	79%	82%	85%	88%	92%	95%
4. FCS students will demonstrate proficiency in 21st century skills	Increase the overall percentage of students proficient in reading (EOG, English II EOC) to 75%	51%	56%	60%	65%	70%	75%
	Increase the overall percentage of students at "Advanced" level of technology skills based upon STNA-S assessment to 90%	N/A	50%	60%	70%	80%	90%
4. FCS students will demonstrate proficiency in 21st century skills	Increase the overall percentage of students at Level 3 or higher on the Friday Institute Technology Skills Checklist for grades 3-5 and 6-12	N/A	50%	60%	70%	80%	90%

[OUR] Vision

To be an innovative school system committed to excellence for all!

[OUR] Mission

To ensure all students are career ready and college prepared by designing and providing excellent and engaging learning opportunities.

[OUR] Beliefs

- We believe in Community
- We believe in Diversity
- We believe in Respect
- We believe in Integrity
- We believe in Excellence

EmpowerED Cohort III Application

Franklin County Schools plans to continue its partnership with North Carolina State University's Friday Institute for Educational Innovation through the EmpowerED initiative. New for 2017-18, and paid for by a recently-awarded teacher compensation grant, is a \$2,000 stipend for participating teachers. Furthermore, only 35 applicants will be selected to participate.

For questions regarding this application, please contact the office of Dr. Rhonda Schuhler, Associate Superintendent.

*** Required**

General Information

1. Please enter your name (first and last). *

.....

2. Please select your school location. *

Mark only one oval.

- Bunn Elementary School
- Bunn High School
- Bunn Middle School
- Cedar Creek Middle School
- Early College High School
- Edward Best Elementary School
- Franklinton Elementary School
- Franklinton High School
- Franklinton Middle School
- Laurel Mill Elementary School
- Long Mill Elementary School
- Louisburg Elementary School
- Louisburg High School
- Royal Elementary School
- Terrell Lane Middle School
- Vine Academy
- Youngsville Elementary School

3. What subject area, level, or specialization do you teach? *

Qualifying Information

All beginning teachers who are interested in participating but fail to meet one or more of the qualifiers below, please utilize the "other" field where appropriate.

4. Have you received a rating of at least Accomplished on sections 1 through 5 of the North Carolina Teacher Evaluation instrument? *

Check all that apply.

- Yes
- No
- Other:

5. Have you met or exceeded growth, as reported by EVAAS, for three consecutive years ? *

If selected, you may be required to provide proof of growth prior to participating in EmpowerED.
Check all that apply.

- Yes
- No
- Other:

6. Do you hold a Master's degree in the field in which you teach? *

Check all that apply.

- Yes
- No
- Other:

7. Are you a National Board Certified Teacher (NBCT)? *

Check all that apply.

- Yes
- No
- Other:

8. Have you led professional development or served as a teacher-leader in your career? *

Check all that apply.

- Yes
- No
- Other:

Application Narrative

9. Personal Statement *

Please provide a detailed personal statement that outlines why you are qualified to participate in Franklin County Schools' EmpowerED program. 250 word maximum.

.....

.....

.....

10. How have you demonstrated leadership in your current role as a classroom teacher? *

250 word maximum.

.....

.....

.....

.....

11. Please list some of the goals you'd like to achieve as an advanced educator? *

Please list no more than three goals.

.....

.....

.....

.....

12. How do you think your training through EmpowerED will impact your professional growth as an advanced educator? *

250 word maximum.

.....

.....

.....

.....

13. How do you think your training through EmpowerED will impact student growth in one academic year? *

Please include specific examples. Feel free to reference other professional development activities in which you've participated. Important: please note the impact you believe your training will have on students throughout Franklin County Schools, not just those you teach directly. 250 word maximum.

.....
.....
.....
.....

Terms of Participation

14. Do you agree to lead school-wide professional development based on the training you receive through the EmpowerED program? *

Check all that apply.

Yes

15. Do you agree to lead district-wide professional development based on the training you receive through the EmpowerED program? *

This includes in-house professional development, such as Sizzlin' Summer and other district-wide events.

Check all that apply.

Yes

16. Do you agree to provide a "classroom lab" experience for other teachers to observe the training you receive through EmpowerED in action? *

Check all that apply.

Yes

17. Do you agree to participate in district planning and the development of instructional tools and resources throughout the 2018-2019 academic year (in addition to participation during the EmpowerED Cohort III experience)? *

Check all that apply.

Yes

Statement on EmpowerED Stipend

Participants in EmpowerED Cohort III will be eligible for a \$2,000 stipend, which will be disbursed in two staggered \$1,000 payments, for assuming the role as an Advanced Educator for the District. If at any time participants refuse to lead and/or facilitate professional development or fail to meet other requirements outlined in this application, distributed stipends may be recalled by school officials. Participants shall sign a stipend agreement prior to participation in EmpowerED Cohort III.

EmpowerED Team Application: Principal Input

You are receiving access to this survey because one or more of your teachers has completed a preliminary application to serve as an EmpowerED team member. Please complete one survey for each teacher participant.

1. Teacher Name

.....

2. Principal Name

.....

3. Teacher reflects on what he/she does well and how they can improve as a classroom teacher.

Mark only one oval.

1 2 3 4 5

Never Always

4. Teacher is clear about what he/she believes about teaching and learning.

Mark only one oval.

1 2 3 4 5

Never Always

5. Teacher behaves in ways that are ethical and meet expectations for a high level of professional performance.

Mark only one oval.

1 2 3 4 5

Never Always

6. Teacher understands the importance of school and district culture to improving student outcomes.

Mark only one oval.

1 2 3 4 5

Never Always

7. Teacher is willing to spend time and effort building a team to improve their school.

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. Teacher uses technology effectively as an instruction and communication tool.

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. Teacher uses research-based instructional practices.

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. Teacher has a reputation for being competent in the classroom.

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. Teacher sets goals and monitors progress towards meeting them.

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. Teacher analyzes and uses assessment data when planning for instruction.

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

<p>Principal Evaluation Survey*</p>	<p>0 Candidate does not meet six or more (of 10) indicators.</p>	<p>10 Candidate meets seven or more (of 10) indicators.</p>
<p>Candidates who meet the qualifying and narrative criteria below are conditionally accepted into this program. Applicants need a rating of 7 or more on the principal's survey for full acceptance into EmpoweredED Cohort III.</p>		
<p>Principal Evaluation Score *Must be completed after application submission.</p>	<p>_____ / 10</p>	
<p>Qualifying Question(s)</p>	<p>0</p>	<p>5</p>
<p>Have you received a rating of at least Accomplished on sections 1 through 5 of the North Carolina Teacher Evaluation Instrument?</p>		
<p>Have you met or exceeded growth, as reported by EVAAS, for three consecutive years?</p>		
<p>Do you hold a Master's degree in the field in which you teach?</p>		
<p>Are you a National Board Certified Teacher (NBCT)?</p>		
<p>Have you led professional development or served as a teacher-leader in your career?</p>		
<p>Qualifier Score</p>	<p>_____ / 25</p>	



Attachment E – EmpowerED Cohort III

Application Rubric

Application Narrative	1 Minimal	2 Weak	3 Average	4 Strong	5 Excellent
Personal Statement					
Demonstrated Leadership					
Professional Goals					
Impact of EmpowerED on professional growth					
Impact of EmpowerED on student growth					
Narrative Score	_____ / 25				
Total Score _____ / 60 *Including Principals Evaluation					



Descriptors of Ratings

1 - Minimal	2 - Weak	3 - Average	4 - Strong	5 - Excellent
Limited information is provided in the response based on prompt to exemplify the applicant's qualifications for participation in EmpowerED.	Some information is provided based on prompt, however, the response lacks supporting evidence or examples to exemplify the applicant's qualifications for participation in EmpowerED.	The prompt is answered clearly, however, the response lacks supporting evidence or examples to exemplify the applicant's qualifications for participation in EmpowerED.	The prompt was answered clearly and some supporting evidence or examples are provided in the response to exemplify the applicant's qualifications for participation in EmpowerED.	The prompt was answered in totality and supporting evidence and/or examples are provided in detail to exemplify the applicant's qualifications for participation in EmpowerED.

