

APPENDIX C
Proposal Cover Page

Project Title: Greene County Schools Advanced Teaching Roles and Compensation

Section 1. Applicant Information

LEA: Greene County Schools Tax ID/EIN: 56-6001039

Website: www.gcsedu.org Fax: 252-747-5942

Mailing Address: 301 Kingold Boulevard City/State/Zip: Snow Hill, NC. 28580

RFP Contact Name and Position: Dr. Frank Creech, Chief Academic Officer

Phone: 252-747-3425 Email: frankcreech@greene.k12.nc.us

Section 2. Project Information

Project Director Name and Position (if different from contact): Dr. Patrick Miller, Superintendent

Phone: 252-747-3425 Email: patrickmiller@greene.k12.nc.us

Total Project Budget: \$131,500 Requested Grant Amount: \$131,500

Estimated Number of Schools Served: 7 Estimated Number of Students Served: 3,075

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

- ☒ The information provided in this proposal is correct and complete.
- ☒ The applicant understands that this proposal and all attachments submitted are public records.
- ☒ The applicant understands that if awarded a grant, it will be required to:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink)

Title: Superintendent

Phone: 252-747-3425

 11/15/18

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Program Description

This proposal was developed based upon feedback from the following: Teachers of the Year from each Greene County School, All Greene County Schools (GCS) Principals, Superintendent, Chief Academic Officer, Executive Director for Human Resources, Finance Officer, Exceptional Children Director and Federal Programs Director. Meetings were held in September and October 2018 with principals and designated teacher leaders from each school to review the request for proposals and solicit input to guide this proposal. A working committee consisting of one teacher from each school, a principal from each level (elementary, middle and high), the Superintendent, Chief Academic Officer, Executive Director of Human Resources, and Federal Programs Director designed the advanced teaching roles including eligibility requirements, associated responsibilities, application process, and compensation plan.

In 2011 when GCS began the district transformation process, building teacher capacity was identified as a top priority. Developing teacher capacity and growing teacher leadership opportunities has remained at the forefront of our continuous improvement work. For the past seven years, GCS has identified teachers with a strong command of curriculum standards and effective instructional practices. These teachers serve as the primary curriculum writers. Since 2011, GCS has allocated funds to compensate teachers at each grade span to work with instructional coaches to develop and revise curriculum. The Curriculum Development advanced teaching role was our first advanced teaching role and has been continuously funded for seven years.

The second advanced teaching role focuses on the North Carolina Digital Learning Competencies (DLCs). GCS teachers serving in the DLC advanced teaching role are building

capacity in the digital teaching and learning arena. Over 20 schools and districts have visited GCS in recent years to learn how our teachers plan, create, deliver, and assess digital learning. Several state level elected officials and researchers from the Friday Institute have also visited to learn about digital teaching and learning in GCS. Teachers serving in the DLC advanced teaching role are a major reason GCS was selected for a digital showcase grant in 2017-2018 and most recently identified as one of four districts selected as Innovation Academies. The charge given to Innovation Academies is to build NC educator capacity in digital teaching and learning and that is exactly what our teachers serving in the DLC advanced role are doing.

GCS teachers who have demonstrated mastery of the DLCs receive \$1500 in compensation, release time and full time use of technology devices for designing and delivering instruction that exemplifies the DLCs. Teachers in the DLC advanced role agree to archive their lessons and present at regional and state conferences as part of the GCS Innovation Academy. These teachers meet monthly with a district team to share their progress. GCS has budgeted funds to compensate up to six teachers annually to serve in the DLC advanced teaching role.

GCS has leveraged local funds, foundation grants, and partnerships with East Carolina University to establish funding and resources needed to sustain the Curriculum Development and DLC advanced teaching roles. We have found these advanced roles benefit the district and serve as an effective teacher retention strategy. We know from research that creating conditions where teachers are intrinsically motivated, realize their efficacy, and are acknowledged for their accomplishments positively impacts teacher retention (TNTP, 2012).

The advanced teaching roles and compensation models grant will allow GCS to expand the advanced roles available to GCS teachers from two to five advanced teaching roles. The

proposal, if funded, will provide a consistent funding model for several years that will allow the district to implement budget measures to ensure sustainability of the compensation model for advanced teaching roles beyond the life of this grant. The proposed advanced roles and compensation model are logical next steps in achieving our district strategic goals (See Attachment B):

1. Prepare students for success in college, the workforce, and life as global citizens
2. Facilitate mastery learning through the delivery of a rigorous curriculum
3. Create a culture of mutual respect and accountability focused on teaching and learning in a safe, caring environment.

Expanding the advanced teaching roles from two to five will assist GCS in building teacher capacity, achieving strategic goals, and make teacher pay more competitive with surrounding districts. Currently, all the districts surrounding GCS provide a significantly higher local supplement. The largest district has received federal and state grant funds to provide significant compensation for advanced teaching roles. Unfortunately, we have lost several high performing teachers to this district because of the additional income they will earn from advanced teacher compensation in that district.

Description of the Advanced Teaching Roles

Greene County Schools will launch three new advanced teaching roles opportunities through the teacher compensation models and advanced teaching roles grant. The three advanced roles align to GCS strategic goals and function to build capacity from within the district, retain effective teachers, and foster continuous improvement. Specifically these roles provide

additional pay to teachers for supporting beginning teachers, leading schoolwide improvement by facilitating districtwide improvement initiatives, and exceeding expected growth as measured by EVAAS teacher effectiveness reports.

Table 1—Advanced Teaching Roles Minimum Requirements

	Requirements	BT Support	Teacher Leadership	Effective Teachers
1	5 years Total Teaching Experience; 3 most recent years in GCS	√	√	√
2	Certifications and Advanced Degrees	Preferred	Preferred	Preferred
3	Equal to or greater than 2.0 EVAAS Teacher Effectiveness Score			√
4	Rating of at least Accomplished on the NC Teacher Evaluation Instrument	√	√	√
5	Currently Serving in Leadership Positions at School (e.g., committee membership, etc.)		√	
6	Experienced Mentor	√		
7	Clinical Teacher	√		
8	Sponsor or lead extra-curricular activities		Preferred	

Table 1 illustrates the minimum requirements for each of the three GCS Advanced teaching roles that would be funded by this grant. Minimum qualifications for the three advanced teaching role are checked on Table 1. Teachers interested in pursuing the beginning teacher (BT) support role or the teacher leadership role will complete an application process. The application will allow teachers to document additional information that enhances their eligibility for the BT support and teacher leadership roles. In order to be eligible for any of the three advanced

teaching roles, a teacher must meet requirement 1. Furthermore, to be eligible applicants must meet at least one of requirements 2, 3, or 4.

Advanced Teaching Roles Responsibilities

BT Support

Teachers will access the BT support role by application. In addition to meeting the minimum requirements for BT Support in Table 1 above, applicants will include experience and training they have received that is related to mentoring and supporting beginning teachers.

Teachers working in a BT Support role will:

- Complete Cognitive Coaching and mentoring training modules
- Conduct observations and provides valuable feedback as a part of the evaluation process (required)
- Facilitate GCS Skillful Teaching (GCS teacher induction program) sessions at school sites
- Serve as a mentor to beginning teachers and ensures all requirements for beginning teachers are completed on time
- Work with the district BT Coordinator to address concerns and highlight successes
- Participate in monthly check-in meetings with school administrators and district BT Coordinator to review progress
- Receive release time to complete responsibilities associated with the advanced teaching role

Teacher Leadership

Teachers will access the teacher leadership role by application. In addition to meeting minimum advanced teaching role requirements identified in Table 1 above, applicants will include experience and training related to leadership and implementation of schoolwide instructional improvement efforts. In the teacher leadership role, teachers will lead efforts to implement data-driven improvement strategies to address schoolwide performance issues.

Teachers serving in this role will:

- Complete Cognitive Coaching training modules
- Collaborate with school administration to implement schoolwide improvement efforts such as MTSS, SIOP, DLCs, etc.
- Conduct fidelity walkthroughs
- Facilitate related professional learning
- Facilitate data sessions at the school level
- Serve as a model teacher to demonstrate effective practices
- Participate in monthly check-in meetings with school and district administrators
- Receive release time to complete responsibilities associated with the advanced teaching role

Effective Teachers

To expand upon the model established by NC for rewarding teacher effectiveness based on EVAAS data in grades three through eight, GCS will identify the teachers with the two highest teacher effectiveness scores in the exceeds growth range on the Math 1 EOC, the Math 3 EOC, the Biology EOC, and the English 2 EOC. These teachers will each receive a \$1,500

bonus. Likewise, the teachers with the two highest teacher effectiveness scores in reading (as determined by EVAAS) in each grade—Kindergarten, First, and Second—will receive a \$1,500 bonus under the condition that the two highest effectiveness scores are in the exceeds growth range. The first year of these bonuses will be based on the 2018-2019 school year results. These bonuses will be paid in January or as soon after the Department of Public Instruction officials releases the data if later than January. To receive the bonus, teachers must be continuously employed in GCS through January of the year of the data release. No application will be required for teachers to receive this bonus. These teachers will host instructional rounds and share effective practices at school and district level professional learning sessions.

Communication and Selection

To ensure all employees and stakeholders are informed, a summary of the advanced teaching roles and compensation model description, application process, and timeline will be emailed to all staff. Presentations will be held at each school during March staff meetings. Information will also be posted on the district website, presented at board of education meetings, and shared with local media.

Teachers will apply annually for BT support and Teacher leadership roles. Teachers will be eligible to resubmit an application each year for the same or a different advanced teaching role. Our grant working committee consisting of teacher representatives from each school and a principal from each grade span concluded that an annual application process would allow more teachers an opportunity to participate in an advanced role and encourage teachers to continue to grow professionally in order to serve in an advanced role.

The application window will run from mid-March through the first week of April. Once the application window closes, district administrators will verify application information. Once verified, the applications will be identified by a number and the applicants' names will not be available to the review committee. The review committee consisting of teachers, school administrators and district administrators (not involved in verifying eligibility) will score each application using a rubric.

Implementation Plan

Table 2 depicts the annual implementation schedule for the new advanced teaching roles. This process will be repeated annually. Once selected teachers serving in advanced teaching roles will participate in an orientation with school principals and district administrators. Teachers will also complete blended learning training modules on cognitive coaching and working with adult learners. Face to face sessions will be facilitated by district administrators and instructional coaches. Training modules will be completed by August 1st. Monthly check-in meetings with BT Support and Teacher Leadership roles will begin in September of each school year and end in May of the same school year. These meetings serve as a Professional Learning Communities for measuring progress, learning from the strengths of others and planning next steps for supporting schools.

Table 2—Implementation Schedule

Event	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Communica- tion of Advanced Teaching roles and compensa- tion model	√											
Application window for BT Support and Teacher Leadership advanced roles		√										
Applications for BT Support and Teacher Leadership roles reviewed and selections made by committee		√	√									
Orientation and training modules for advanced teaching roles completed				√	√	√						
Evaluation Walk- throughs begin							√					

Event	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Monthly BT Support check-ins with BT Coordinator to review progress	√	√	√ End 2020				√ Start 2019	√	√	√	√	√
Monthly check-ins with Teacher Leadership group to review progress	√	√	√ End 2020				√ Start 2019	√	√	√	√	√
First half of bonus paid for BT Support and Teacher Leadership roles						√						
Teacher Effectiveness bonus paid											√	
Second half of bonus paid for BT Support and Teacher Leader roles											√	
Annual program review				√	√	√						

Process for Voluntary Relinquishment

The GCS advanced teaching roles require an annual application so teachers are not automatically guaranteed compensation from year to year. Our working committee sees this approach as an incentive to sustain or improve upon their current level of effective work. Upon selection for an advanced teaching role, teachers will sign an agreement to perform the responsibilities associated with the specific teaching role for the upcoming school year. If during the year, a teachers wishes to relinquish the responsibilities associated with an advanced teaching role, the teacher will notify the building principal and Executive Director of Human Resources in writing. The teacher will, upon relinquishment of an advanced role, forfeit any bonus amount not yet paid for that school year. Advanced teaching role bonuses will be paid in two installments: half of the bonus will be paid in August and half will be paid in January. If teachers relinquish an advanced teaching role after receiving full payment for the advanced teaching role, one-tenth of the payment will be deducted from the teacher's salary for each month remaining in the school year. For example, a teacher will earn the full year's bonus for an advanced teaching role by the end of the January pay period. If he no longer meets the expectation of the advanced role or relinquishes the role in February. Then one tenth of the total bonus paid will be deducted from his salary in February, March, April, and May. Voluntary relinquishment of the advanced teaching role shall not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes.

Salary supplement information

Bonuses will be paid to GCS teachers serving in the Beginning Teacher Support role and Teacher Effectiveness in two installments, half (\$1,750) of the bonus will be paid at the end of August and half (\$1,750) will be paid in January. Teachers receiving the \$1,500 teacher effectiveness bonus will receive the bonus in a one time payment after teacher effectiveness data is certified by the state board. Teachers performing advanced teaching roles will continue to receive a local salary supplement in addition to the advanced teaching role bonus. Bonuses for advanced teaching roles and teacher effectiveness will not be included in the average salary calculation used for budgeting state allotments. Bonuses for advanced teaching roles and teacher effectiveness will be paid as outlined above. These are flat bonuses and are not calculated as a percent of the NC teacher salary schedule.

If a classroom teacher in an advanced teaching role fails to maintain the minimum criteria established for the position, is not successfully performing the additional duties associated with the advanced teaching role, or voluntarily relinquishes the advanced teaching role, the teacher shall only be paid 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.

Table 3—Advanced Teaching Role Impact on Schools

Schools	BT Support Role	Teacher Leadership Role	Teacher Effectiveness bonus	Anticipated distribution of BT Support and Teacher Leader Role by School	Anticipated distribution of Teacher Effectiveness bonus by school
Greene County PreK Center	Yes	Yes	No	1	0
Snow Hill Primary	Yes	Yes	Yes	4	4
West Greene Elementary	Yes	Yes	Already provided to 3rd grade	5	2
Greene County Intermediate	Yes	Yes	Already provided to 4th-5th grade	4	0
Greene County Middle School	Yes	Yes	Already provided to 6th-8th grade	7	0
Greene Central High School	Yes	Yes	Yes	8	Less than or equal to 8 (may split with GEC)
Greene Early College High School	Yes	Yes	Yes	2	Less than or equal to 8 (may split with GCHS)

Table 3 illustrates how all Greene County Schools will benefit from the new advanced teaching roles and compensation model. A priority of the working committee was to ensure that all teachers have access to the advanced teaching roles compensation plan. Regardless of teaching assignment, all GCS teachers could theoretically access at least two of the three advanced teaching roles. Greene County PreK teachers will be eligible for the BT Support and Teacher Leadership roles. Snow Hill Primary teachers will be eligible for the BT Support and Teacher Leadership roles as well as the two highest teacher effectiveness ratings in the exceeds growth range for Kindergarten and First grade reading. West Greene Elementary teachers will be eligible for the BT Support and Teacher Leadership roles as well as the two highest teacher effectiveness ratings in the exceeds growth range for Second grade. Greene County Intermediate teachers will be eligible for the BT Support and Teacher Leadership roles. Fourth and fifth grade teachers are already eligible for NC teacher effectiveness bonuses in third through eighth grades. Greene County Middle School follows the same pattern. Greene Central High School and Greene Early College teachers will be eligible for the BT Support and Teacher Leadership roles. Teacher effectiveness bonuses for EOC courses will be determined by comparison of teacher effectiveness data from both schools. Theoretically, either school could have as many as eight teacher effectiveness bonuses and the other school receive none. However, these eight bonuses will most likely be split between the schools.

The anticipated distribution of BT Support and Teacher Leadership roles by school was determined by the number of students served in each school. The district may consider other factors such as number of beginning teachers, and school performance indicators in determining the final assignment of teachers in advanced teaching roles. There is one feeder pattern in GCS

and the working committee recognized that each school represents at least two grade levels for the entire district in grades K-8. The committee determined that it is important that all schools have access to the supports provided by teachers serving in advanced teaching roles. Therefore, each school will receive the supports provided by teachers in advanced teaching roles. The anticipated distribution of advanced teaching roles by school is listed in Table 3 above.

Plans for Financial Sustainability

In addition to setting aside local funds each year of the grant, the Superintendent and school board will work with county commissioners to phase in a \$25,000 per year increase in local budget allocations to continue supporting advanced teaching roles. GCS will also partner with East Carolina University to seek funds to support advanced teaching roles compensation in an upcoming expansion grant proposal to be submitted in 2019-2020 school year.

Objectives and Timeframe

1. Develop a cadre of teachers to support beginning teachers and schoolwide improvement efforts. By August 2019, 31 Greene County teachers will begin serving in advanced teaching roles and each school will be served by at least one teacher in an advanced teaching role.
2. Increase the retention rate of teachers rated accomplished or above by 2% each year beginning with the 2020-2021 school year ratings.
3. By 2021, exceed the state average by 5% for the percentage of teachers who exceed expected growth.

4. By 2022, increase student performance outcomes on End-of-Grade and End-of-Course assessments by 10%.

Progress made toward objective targets will be reviewed annually during summer months. Data to review will include: student performance outcomes, teacher evaluation ratings, teacher retention, data collected from walkthroughs and monthly progress meetings with teachers in advanced roles. Program adjustments will be made to improve the impact of the advanced teaching roles.

Involvement of the Local Community

The local community currently supports professional learning and teacher recognition by contributing resources such as facilities, materials, grants, funds and food. The GCS advanced teaching roles may positively impact the local community by keeping teachers in Greene County where they contribute to the local economy. More importantly the possibility of additional compensation may encourage teachers to improve their craft, and therefore increase the effectiveness of the GCS teaching corps which would positively impact the students of Greene County.

Beyond the Greene County community, East Carolina University has been a long time partner in teacher education and leadership development. The advanced teaching roles outlined in the proposal align well with current ECU partnerships targeting teacher leadership and beginning teacher support. We will be working on grant proposals with ECU over the next few years that we anticipate will provide funding to support the advanced teaching roles and compensation model proposal. STEM East, headquartered in Greenville, NC, is developing

networks through the collaborative efforts of regional businesses, school districts, economic development municipalities, private foundations, state and local government, and many others. STEM East supports scaling of successful practices and will partner with GCS to support the teacher leadership and effective teacher roles by providing training and resources.

Research Base

The Greene County Schools Teacher Compensation Models and Advanced Teaching Roles Proposal is centered on the idea of creating opportunities to empower teachers to support new teachers and lead schoolwide improvement efforts. At its core is coaching—capacity building that develops skills and knowledge (Coggins, Stoddard, & Cutler, 2003). Regardless of the track teachers choose to pursue, coaching is the foundation and the potential outcomes are increased student achievement and teacher efficacy, more reflective teachers, and increased job satisfaction (Costa & Garmston, 2003).

Five of the schools in Greene County have been identified as Targeted Support and Improvement-Additional Targeted Support. That is, one or more of the subgroups present in each school scored below the target of 37. We are fortunate to have instructional coaches; however, these coaches are assigned to two or more schools. This hinders the impact of coaching in individual buildings. Through this initiative, master teachers will receive training and support to coach beginning teachers and colleagues for the benefit of our students.

Saphier and West (2009) outlined three cultural conditions necessary for coaching to be successful: “Teaching is public and itself the focus of student among professionals; Planning for instruction is thorough and collaborative and digs deeply into the content; and conversation and

questions about improving student results among teachers are constant, evidence-based and nondefensive” (p. 46). Well-defined roles and responsibilities must be articulated and shared with all educators (Neufeld & Roper, 2003; Neumerski, 2013; Saphier & West, 2009; Steiner & Kowal, 2007; Wren & Vallejo, 2009).

The link between coaching and self-efficacy has been documented in studies (e.g., Edwards & Newton, 1995; Edwards, Green, Lyons, Rogers, & Swords, 1998). Specifically, Cognitive Coaching was purposed to increase teacher efficacy (Edwards et al., 1998). Edwards and Newton (1995) conducted a study to investigate the impact of Cognitive Coaching on teacher efficacy and empowerment. Self-efficacy is important for teachers as it influences the persistence of teachers when faced with difficult situations (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Gibson and Dembo (1984) noted that teachers with high efficacy believe they have the ability to overcome children’s family backgrounds, behavior, and other factors to reach children deemed to be at risk. On the other hand, teachers with low efficacy believe that external factors inhibit their ability to reach at-risk children. Because the impact of a teacher on students carries forward, even after the year of instruction has passed, it is important to implement those conditions that lead to increased self-efficacy (Sanders & Rivers, 1996).

Teachers who had higher self-efficacy persisted with teaching (Milner, 2002; Pajares, 1996; Yost, 2006), demonstrated greater effort (Pajares, 1996) and had higher job satisfaction, which may lead to increased retention (Angelle, 2006). Conversely, teachers with low self-efficacy demonstrated a low commitment to teaching (Donaldson & Johnson, 2010), were more likely to consider leaving the profession (Ladd, 2011), and showed less enthusiasm and retention (Tschannen-Moran et al., 1998).

Information Sharing

Information about the successes and challenges of this initiative will be shared through multiple channels including news releases and social media posts. The advanced teaching roles and compensation model will be posted on the district website and shared at job fairs. Greene County Schools is an active member in the Central Carolina RESA and will be willing to share during the Curriculum and Instruction Council meetings. As a recipient of the Innovation Academy grant, we will have multiple schools systems visiting us throughout the year. This will provide an exciting opportunity to show how these different grants work together to support student achievement and teacher empowerment. Finally, if given the opportunity, Greene County Schools will present our initiative at appropriate state-level conferences such as NCASCD and CCES.

Evaluation Procedures

Teachers in all three of the advanced teaching roles will be evaluated using the North Carolina Educator Evaluation System. Observer comments will assist in capturing information relevant to a teacher's advanced role. Other evaluation measures for the BT Support role will include: a digital journal of activities related to the responsibilities of the advanced role, surveys, and evidence of professional growth made by beginning teachers. This evidence will be gathered through walkthroughs conducted by a district team, administrator observations, and evaluation ratings. Digital journals will be submitted at the end of each semester.

Evaluation of the teachers in the Teacher Leadership role will also include walkthroughs, observations, and evaluation ratings. In addition, participant surveys of professional learning sessions and a digital journal of activities related to the teacher leadership advanced role will be submitted at the end of each semester. Teachers in the teacher effectiveness role will be evaluated using observations, walkthroughs, surveys, evaluation ratings, a digital journal of professional learning activities related to the advanced role submitted at the end of each semester, student outcome data, and teacher effectiveness reports.

References

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Attachment A: Budget

Category	Amount	Timeline
Teacher Effectiveness Bonuses	\$21,000 (14 @ \$1,500)	Annually in January upon release of EVAAS data
Advanced role compensation- BT Mentor and Teacher Leader	\$108,500 (funds bonuses for 31 teachers @ \$3,500 — includes benefits such as FICA and retirement)	Two payments per year- one in August and one in January
Training and Materials	\$2,000	August of each year

The budget funds three new advanced teaching roles for GCS. One is modeled on the teacher effectiveness bonus NC currently awards to teachers in grades three through eight who have teacher effectiveness scores in the top 25% of their district and/or the top 25% of scores in the state. We view this award as an incentive for teachers to continue to develop their capacity to improve student outcomes. The largest share of the grant funds will be shared among 31 teachers who will apply for advanced teaching roles targeting beginning teacher support and schoolwide improvement efforts. The \$3,500 bonus these teachers will receive includes the district's cost of benefits associated with the bonus pay. A minimal amount is budgeted for materials and training to support implementation of the advanced teaching roles. We acknowledge that \$125,000 was the recommended budget for the proposal and if the proposal is not completely funded, GCS is prepared to provide the funds necessary to fully implement the proposal.

Attachment B: Greene County Schools Strategic Plan 2017-2022

<div>  <h3>Greene County Schools Strategic Plan 2017-2022</h3> </div>			
	Strategies	Evidences	Outcomes
Goal 1: Prepare students for success in college, the workforce, and life as global citizens.	MTSS	MTSS walkthrough data	By 2022, all students will demonstrate high growth and mastery of content, standards, and critical skills on district and state assessments.
	Graduation Task Force	Progress monitoring data	By 2020, 70% of graduates will earn a silver or higher career readiness credential; 50% of graduates will have work-based learning experience.
	Work-based learning	Career pathway enrollment and credentials earned WBL inventory	
Goal 2: Facilitate mastery learning through the delivery of a rigorous curriculum.	Core instructional practices	Curriculum maps and lesson Plans	PLC survey data reflects high quality Professional Learning Communities in all schools.
	Data-driven instruction	Implementation, walkthrough, and assessment data	Accomplished and distinguished teaching practices will increase from year to year.
	MTSS	Professional learning plans and continuing education credits earned	The district performance composite will increase by 10% annually.
	Professional learning		The district graduation rate will increase by 2% each year to greater than 95% by 2018.
Goal 3: Create a culture of mutual respect and accountability focused on teaching and learning in a safe, caring environment.	Safe and caring environment	All schools have a current safe schools plan.	90% of surveys regarding teaching and learning conditions will be positive.
	Positive behavior in every school	Evaluations reflect an increase in accomplished practices.	90% of survey responses from parents and staff will be positive regarding communication from schools and district.
	Accountability processes	PBIS implementation	
	Stakeholder engagement and communication	Community partnerships	Discipline referrals and suspensions will decrease 5% annually in each school.

Greene County Schools Strategic Plan 2017-2022 Goal Detail

Goal 1: Prepare students for success in college, the workforce, and life as global citizens.

Strategies

Implement systematic prevention and intervention strategies at each school through a Multi Tiered System of Support.

- Communicate and monitor district expectations for learning environments, curricula, and instructional practices.
- Use the district universal screening system to identify students' needs.

Form a Graduation Task Force at the district and school levels and a District Data Team to monitor student interventions, supports, and successes.

Establish business connections to support career and college readiness through work-based learning.

Evidences

- District and school team MTSS walkthrough data will reflect adherence to district expectations.
- Student supports will be aligned to universal screening data.
- Reviews of progress monitoring documentation will reflect district and school MTSS expectations 95% of the time.

Outcomes

All students will demonstrate mastery of content standards and critical skills as evidenced by district and state assessments. By 2022, all students will demonstrate high levels of growth on:

- K, 1st and 2nd grade reading, math, and writing
- 3rd - 8th grade reading, writing, math, and science in 5th and 8th grades
- High school EOC courses
- ACT, Work Keys, PreACT, CTE Credentials

The district performance composite will increase by 10% annually (2018-2022).

The graduation rate will increase by 2% each year, reaching > 95% by 2018.

The dropout rate will decrease by 0.25% each year, reaching < 1% by 2018.

By 2020, 70% of Greene County Schools' graduates will earn a silver or higher Career Readiness Credential by graduation; 50% of graduates will participate in work-based learning experiences.

Goal 2: Facilitate mastery learning through the delivery of a rigorous curriculum.

Strategies

Develop capacity of teachers to use key instructional practices to deliver the GCS curriculum maps.

Ensure grading practices at each school reflect students' mastery of standards and skills

Each Greene County school will be a Professional Learning Community that:

- uses a multi-tiered system of support to improve student achievement.
- ensures instruction effectively meets the needs of a diverse student population.
- uses common and formative assessment data to guide instructional planning.
- provides immediate and effective interventions to support students.
- provides opportunities for academic acceleration.
- ensures growth of administrators' professional skills.

Evidences

GCS K-12 Curriculum Maps will be reviewed and revised annually and teachers will develop and implement backward design lesson plans that meet GCS Criteria for Success.

Teachers will receive feedback and coaching on the use of expected instructional practices.

Instructional decisions will be based on review of formative and summative assessment data by school leadership.

Performance tasks and events will include critical skills.

Each school will have a comprehensive professional learning plan aligned to school improvement goals as required by the State Board of Education.

Implementation of a district plan to ensure teachers and administrators further develop their capacity to use and/or provide feedback for:

- key instructional practices.
- digital learning competencies.

Outcomes

PLC survey data reflects high quality Professional Learning Communities in all schools.

Accomplished and Distinguished teaching practices will increase from year to year.

The district performance composite will increase by 10% annually.

The district graduation rate will increase by 2% each year to greater than 95% by 2018.

Goal 3: Create a culture of mutual respect and accountability focused on teaching and learning in a safe, caring environment.

Strategies

- Provide a safe and caring environment for students and staff.
- Define and implement structures and processes to increase positive behavior in every school.
- Foster trusting and caring relationships among students, parents, and staff.
- Effectively implement and maintain a Safe Schools Plan at each school.
- Ensure quality working conditions for staff.
- Provide timely and effective communication to stakeholders through various means.

Evidences

All schools will update their Safe School Plan annually.

Certified employee evaluations will reflect an increase in accomplished practices and improvement plans will provide clear evidence of growth in areas of need.

PBIS implementation

Community partnerships

Outcomes

By 2020, 90% of survey responses from parents and staff will be positive regarding sufficient and timely communication from schools and the district.

By 2020, at least 90% of survey responses regarding teaching and learning conditions will be positive.

Each year, there will be a 5% decrease in discipline referrals and suspensions in each school.