

North Carolina Teacher Compensation Models and Advanced Teaching Roles – Request for Proposals

Proposal Cover Page

Project Title: Opportunity Culture in Hertford County Schools

Section 1. Applicant Information

LEA: Hertford County

Tax ID/EIN: 566001048

Website: <https://www.hertford.k12.nc.us/>

Fax: 252-358-4745

Mailing Address:
701 Martin Street

City/State/Zip:
Winton, NC 27986

RFP Contact Name and Position:
William T. Wright, Jr. Ed.D., Superintendent

Email: wtwright@hertford.k12.nc.us

Phone: 252-358-1761

Section 2. Project Information

Project Director Name and Position (if different from contact): Tammi D. Ward

Phone: 252-358-8422

Email: tward@hertford.k12.nc.us

Total Project Budget: \$925,000

Requested Grant Amount: \$925,000

Estimated Number of Schools Served: 7

Estimated Number of Students Served: 2,750

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, 2019.

Signature and date: (in blue ink)

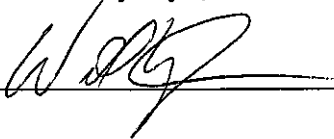
 11-15-18

Table of Contents

PROPOSAL NARRATIVE	1
Introduction	1
Program Structure	3
Advanced Teaching Roles and Qualifications to be Created	6
Job Responsibilities of Multi-Classroom Teachers and Team Reach Teachers	7
Criteria and Selection for Advance Teaching Roles	15
Salary Supplements	17
Voluntary Relinquishment of an Advanced Teaching Role.....	18
Implementation Plan	18
Financial Sustainability	22
Measurable Objectives and Evaluation	23
Communications Strategy and Dissemination Plan	25
Evidence of Need	29
Sharing with Districts Across North Carolina.....	30
ATTACHMENT A: BUDGET	31
ALLOWABLE SUPPORT MATERIALS	33
Appendix A: Committee Members for District Plan Design	33
Appendix B: Multi-Classroom Leader Weighted Selection Criteria with Rationale.....	34
Appendix C: Team Reach Teacher Weighted Selection Criteria with Rationale	36
References	38

PROPOSAL NARRATIVE

Introduction

Hertford County Public Schools (HCPS) provides public education for grades K-13 in rural Northeast North Carolina. As with many rural locations, HCPS struggles with teacher recruitment and retention. An average annual teacher turnover rate of 20 percent coupled with a three-year average of 19 percent administrator turnover creates a greater need for consistent and pervasive teacher development embedded within the teacher role. Based on the limited supply of qualified teachers and high demand from the surrounding counties, we know it is essential to grow our own talent pipeline rather than relying on external recruitment. HCPS currently incorporates numerous supportive programs through district initiatives, community liaisons, professional networks, and local community colleges and universities to recruit and develop new teachers. A local business partner helps support National Board candidates through scholarships and other grants and special funding provide financial support for teacher growth and development. The North Carolina Teacher Compensation Models and Advanced Teaching Roles – Request for Proposals (RFP) will provide an opportunity to develop a framework tailored for HCPS that addresses the culture, Multi-Classroom Leader role, Multi-Classroom Leader competencies, and professional development (PD) design and implementation that will increase internal instructional capacity of current and future teachers.

HCPS would utilize the RFP funding to align with three main focus of the district's strategic plan: Operational Efficiency, Teaching and Learning, and Talent Acquisition and Development. Funds from the RFP will allow the district to develop and implement a model that aligns with the Board of Education's philosophy of developing local talent and utilize experiences and knowledge gained from our current Instructional Coaching roles, mentoring

programs, beginning teacher training, and future development of paraprofessionals to teacher in collaboration with local higher institutes of education. The RFP will provide funding to work with Public Impact in the design and implementation of the Multi-Classroom Leader role. The model would be implemented in four phases beginning with establishing the foundation for our teachers, principals, and district leaders to successfully implementing advance roles in all seven HCPS schools. The final two years will be used to incorporate a teacher residency program that allows paraprofessionals to pursue their license and full-year teacher residency on a teaching team led by a Multi-Classroom Leader.

- Phase I – remainder of 2018-19 through fall semester of 2019-20 school year
 - Conduct orientation and professional learning related to Opportunity Culture design
 - Validate core curriculum and instruction within the MTSS framework
 - Vet a district coaching model
 - Conduct a needs analysis of the district's current classroom leader competencies
 - Design sustainable competency PD based on needs analysis
- Phase II – spring semester 2019-20 through 2021-22 school year
 - Multi-Classroom Leader design, selection and training for secondary schools
 - Implement Multi-Classroom Leader competency PD
 - Conduct summer orientation for elementary schools

- Phase III – 2022-23 through 2023-24 school year
 - Multi-Classroom Leader design, selection and training for elementary schools
 - Refine secondary Multi-Classroom Leader role as needed
 - Collaborate on design support for paraprofessional residency with Roanoke Chowan Community College and Elizabeth City State University
- Phase IV – 2024-2025 school year
 - Implement paraprofessional residency
 - Refine elementary and secondary Multi-Classroom Leader role as needed

Program Structure

Hertford County Schools will work with Public Impact to design and implement career pathways that extend the reach of excellent teachers to multiple classrooms. These career opportunities encourage educators to grow in their profession while continuing to teach and are designed to spread the availability of rigorous classroom instruction to more students. Hertford County Schools will work with Public Impact to establish a strong foundation for this work from February-June 2019. Beginning summer 2019, Public Impact will guide Hertford County Schools through a process to design paid school-level roles that create an “Opportunity Culture” for skilled teachers to lead a team of teachers while continuing their own teaching practice and to extend their reach in other ways.

About Public Impact and Opportunity Culture: Strong Early Results

Based in Carrboro, North Carolina and working nationally, Public Impact is committed to dramatically improve educational outcomes for all U.S. students, particularly those who are not well-served by today’s schools. Since excellent teachers make the greatest difference of any

school-based factor in student learning, Public Impact launched the Opportunity Culture initiative to help teachers, schools and districts “extend the reach” of the nation’s excellent teachers to all students. By changing roles, schedules, and the use of funding, Opportunity Culture 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. School districts can fund these new teacher-leader positions within existing school budgets, making Opportunity Culture models sustainable for the long-haul without grant funding. Those paid career paths help attract and keep great teachers, who in turn help other teachers develop daily on the job in small teams. The principal gains access to a “team of leaders,” a great improvement over individually managing each teacher.

Nationally, at least 227 schools in 22 districts are currently implementing or preparing to implement Opportunity Culture models. This includes 332 teachers in advanced roles; 1,131 teachers receiving on-the-job

development via teacher-led teams; and more than 41,000 students with an excellent teacher at the helm of their instruction. In North Carolina, five districts are now implementing Opportunity Culture: Cabarrus, Charlotte-Mecklenburg (including Project L.I.F.T.), Edgecombe, Guilford, and Vance.

In January 2018, a rigorous third-party evaluation found that students of teachers who served on teams led by Multi-Classroom Leaders showed sizable, statistically significant

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**



academic gains. The team teachers were, on average, at the 50th percentile in the student learning gains they produced before joining a team led by Multi-Classroom Leader. After joining the teams, they produced learning gains equivalent to those of teachers in the 75th to 85th percentiles in math, and, in six of seven statistical models, from the 66th to 72nd percentiles in reading.¹

Opportunity Culture roles have attracted strong and competitive pools of candidates, with schools selecting just eight percent of applicants. Well over 90 percent of teachers in Opportunity Culture schools respond positively to survey questions about their satisfaction – and those surveys include teachers in advanced roles and the teachers they lead. Average pay supplement for advanced teaching roles in Opportunity Culture is \$10,401 above the salary schedule, (supplements determined within existing school budgets).

The Opportunity Culture Design Process

Getting to these results requires district leaders to engage in a design process that defines new roles available and selection criteria for those roles, sets compensation levels for the new positions, and revise policies, recruitment and hiring efforts, evaluation systems, and professional learning services to support schools in the redesign work. It also requires teams at the school level, made up mostly of teachers, to choose and tailor use of the roles to fit their own context. School teams establish the staffing model, schedule, and implementation plan that will work for their school's faculty and students.

Hertford County Schools will partner with Public Impact to lead this design process in our district and schools to:

- Establish district-level guidance for how schools can use Opportunity Culture Multi-Classroom Leader roles to improve student learning and school culture,

- Support schools in developing their unique staffing and implementation plans,
- Prepare district leaders and principals to select strong candidates for the roles,
- Help teachers and principals prepare to implement these new and unique roles,
- Assess effectiveness of implementation and identify possible improvements, and
- Analyze outcomes to communicate what has been achieved.

This process is described in greater detail in the Implementation Plan below.

Advanced Teaching Roles and Qualifications to be Created

Hertford County Schools will explore two types of advanced teaching roles through its Opportunity Culture work: Multi-Classroom Leaders and Team Reach Teachers.

Advanced Teaching Role Summary	Example Levels and Qualifications (to be determined during design year)
Multi-Classroom Leader (MCL) <ul style="list-style-type: none"> • Leads a small teaching team and shares instructional responsibility for all students taught by that group of students. • Continues to teach, typically part of the time. • Ultimately responsible for organizing the roles, steps and elements of the team's curriculum, lessons, teaching, data analysis, and improvement. • Coaches and develops the team. • Earns a pay supplement. 	<p>MCL II—Leads team of 6–8 teachers.</p> <ul style="list-style-type: none"> • Continued track record of leadership and high-growth student learning as an MCL I (using the same qualifications). <hr/> <p>MCL I—Leads team of 2–5 teachers.</p> <ul style="list-style-type: none"> • Track record of leadership; • 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; and • 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.
Team Reach Teacher <ul style="list-style-type: none"> • Teaches on a team led by a multi-classroom leader, collaborating with colleagues. 	<p>Master Team Reach Teacher (MRT)</p> <ul style="list-style-type: none"> • In addition to Team Reach Teacher duties, does one or both of the following: • Assists MCL II with leadership of large team;

<ul style="list-style-type: none"> Teachers an increased number of students and is accountable for their performance as the teacher of record for those students. May use limited-quantity, age-appropriate blended learning and/or, in elementary schools, specialize by subject(s). May have a more specific title, such as: expanded-impact teacher, blended-learning teacher, or elementary subject specialist. May have two levels (e.g., TRT I and II; MRT I and II), based on continued performance and commitment to team role. Earns a pay supplement. 	<ul style="list-style-type: none"> Reaches far more students than other teachers (more class periods in secondary school; more students in elementary). 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.
	Team Reach Teacher (TRT) <ul style="list-style-type: none"> Mastery of teaching skills evidenced by a track record of “effective” rating, at least.

Job Responsibilities of Multi-Classroom Teachers and Team Reach Teachers

This section includes for the two types of 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.

Multi-Classroom Leader 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)
1) Planning and Preparation	B	20%		Observations and team feedback (Qualitative)
2) Classroom Environment	B	5%		Observations (Qualitative)
3) Instruction	A and B	46%	70% *	Student assessment results, including EVAAS (Quantitative)

4) Develop Team Teachers	B	24%		Student assessment results, including EVAAS (Quantitative)
5) Professional Responsibility	B	5%		Feedback and Observation, Artifacts (Qualitative)
* In accordance with Session Law 2018-5 Section 7.9, 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 Job Responsibility

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.² Less effective teachers often have a difficult time responding to the individual needs of students, creating a one-size-fits all approach to instruction.³ Through effective planning and preparation, Multi-Classroom Leaders:

- Set high expectations of student achievement that are ambitious and measurable,
- Establish methods and instructional materials that team teachers use,
- Set direction that clarifies content and the teaching process,
- 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 (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)

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.⁴ Academic press occurs when teachers challenge students and control classrooms to achieve rigor, respect, order, and persistently on-task behaviors. Multi-Classroom Leaders contribute to these key conditions in the classroom by leading their teams to:

- hold students accountable for high expectations of behavior and engagement that are ambitious and measurable,
- create physical 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.⁵ To ensure that students taught by their teams benefit from effective instruction, Multi-Classroom Leaders:

- identify and address individual students' social, emotional, and behavioral learning needs and barriers
- identify and address individual students' development of organizational and time-management skills
- use small-group and individual instruction to personalize and tailor instruction to individual needs
- communicate with students and keep them informed of their progress
- invest students in their learning using a variety of influence techniques
- incorporate questioning and discussion in student learning
- 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.⁶ Opportunity Culture advanced roles provide the daily job-embedded professional learning that teachers need to support improvement in their practice. Multi-Classroom Leaders develop team teachers by:

- modeling instructional tasks to aid team development,
- clarifying and adjusting team members' roles and provide feedback, developmental advice, and assignments to develop their effectiveness,
- evaluating team members for potential role changes and increasing job opportunities for team teachers who are ready for new or more complex roles,

- working with principal to dismiss team members who do not meet the leader's standard, and
- participating in and facilitating professional development opportunities at school.

5) Professional Responsibilities

Instructional coaches, while widely used to support student learning, 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.⁷ By contrast, Multi-Classroom Leaders are invested in 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:

- assume responsibility for all students taught directly and by teachers on their team,
- solicit and eagerly receive feedback from supervisor and team members to improve professional skills,
- lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success,
- organize team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students' persistent learning challenges,
- determine how students spend instructional time based on instructional skills and content knowledge of teachers in team,
- allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.)

among team of teachers based on teacher strengths, content knowledge, and professional development goals, and

- allocate non-instructional administrative duties among team of teachers.

Team Reach Teachers:

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
1) Planning and Preparation	A	20%		Qualitative
2) Classroom Environment	A	5%		Qualitative
3) Instruction	A	55%	83% *	Quantitative
4) Manage Facilitation of Learning Activities by other Adults	A	10%		Quantitative
5) Professional Responsibility	A	10%		Qualitative
* In accordance with Session Law 2018-5 Section 7.9, 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. Team Reach 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.				

Description and Rationale for each Team Reach Teacher Job Responsibility

Working on a Multi-Classroom Leader's team, Team Reach Teachers assume responsibility for an increased number of students, using technology-delivered content and/or paraprofessionals to reduce instructional size with the teacher at any given time.

1) Planning and Preparation

To effectively reach a greater number of students with excellent teaching despite having

less time per student, the Team Reach Teacher must plan activities that promote engagement and provide feedback loops, even without direct interaction between the student and the Team Reach Teacher.

- Set high expectations of student achievement that are ambitious and measurable,
- Plan backward to align all lessons, activities, assessments,
- Determine how students spend instructional time (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, individual interventions with tutors, etc.),
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individuals), and
- Design assessments that accurately assess student progress and/or incorporate digital assessments.

2) Classroom Environment

The Team Reach Teacher must create a classroom environment that facilitates learning and inquiry, even without the intervention or presence of the Team Reach Teacher.

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable,
- Create physical classroom environments conducive to collaborative and individual learning, and
- Establish a culture of respect, enthusiasm, and rapport.

3) Instruction

The Team Reach Teacher 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.

- Hold students accountable for ambitious, measurable academic standards,
- Identify and address students' social, emotional, and behavioral learning needs,
- Identify and address students' organizational and time-management skills,
- Invest students in their learning using a variety of influence techniques,
- Incorporate questioning and discussion in student learning,
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs, and
- Communicate with students and keep them informed of their progress.

4) Manage Facilitation of Learning Activities by Other Adults

The Team Reach Teacher will collaborate with paraprofessionals to ensure effective student supervision and learning occur even in the absence of the Team Reach Teacher. This strategic use of time enables the Team Reach Teacher 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.

- Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction,
- Provide tutor(s) with student groupings and specific instructional assignments for follow-up tutoring, and
- Develop systems and processes for paraprofessional.

5) Professional Responsibilities

Team Reach Teachers will work on Multi-Classroom Leader teams to create time for planning, data analysis, and coaching. Team Reach Teachers teach more students than usual and 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.

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills,
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success,
- Collaborate with other teachers, tutors, and lab monitor(s) to analyze student data, group students, teach, and assign interventions, and
- Participate in professional development opportunities at school.

Criteria and Selection for Advanced Teaching Roles

Hertford County Schools will hold one or more 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, career pathway, and salary supplements that will be available and will describe the application requirements and process. The district's designated Opportunity Culture design lead will share frequently asked questions with responses.

Selection for the Multi-Classroom Leader and Team Reach Teacher 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 B (Multi-Classroom Leader) and Appendix C (Team Reach Teachers)** for **detailed weighting and rationale for each of the selection criteria.**

Hertford County Schools will conduct behavioral event interviews to determine if a candidate has the competencies to excel in either the Multi-Classroom Leader or Team Reach Teacher advanced roles. In the early 1970s, Harvard University Psychologist David McClelland began using the term "competency" to refer to the underlying patterns of thinking, feeling, acting, or speaking that cause a person to be successful in a job or role. McClelland subsequently developed the Behavioral Event Interview (BEI), a highly structured interview that focuses on the characteristics of the person being interviewed rather than on the work content.⁸ Hertford County Schools will use the BEI to assess candidates for evidence that they exhibit a sufficient combination of the needed competencies for each advanced role offered.

Critical Competencies for Multi-Classroom Leaders

Critical Competency	Definition
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Monitoring and Directiveness	The drive and actions to set clear expectations and hold others accountable for performance.
Planning Ahead	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence	Acting with the purpose of influencing what other people think and do.
Teamwork	The ability and actions needed to work with others to achieve shared goals.

Developing Others	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility	The ability to adapt one's approach to the requirements of a situation and to change tactics.

Critical Competencies for Team Reach Teachers

Critical Competency	Definition
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence	Acting with the purpose of influencing what other people think and do.
Teamwork	The ability and actions needed to work with others to achieve shared goals.
Developing Others	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Hertford County Schools will use the general weighting from Appendix B and C when assessing each of selection factors for Multi-Classroom Leader candidates and Team Reach Teacher candidates. The district-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, required PD, and whether partial credit will be awarded for any criteria.

Salary Supplements

Hertford County Schools will design designated salary supplements for Multi-Classroom Leader and Team Reach Teacher Roles. Shown below are 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.

**Example Pay Ranges for Opportunity Culture Advanced Teaching Roles
(to be determined during the design phase)**

	Description	Potential Pay Supplements Per Analysis of Existing Opportunity Culture Sites
Multi-Classroom Leader II	Leads 6-8 teachers	25%-30% of state avg. salary
Multi-Classroom Leader I	Leads 2-5 teachers	15-20% of state avg. salary
Master Team Reach Teacher	Teaches more students than typical, may assist MCL II	8-12% of state avg. salary
Team Reach Teachers	Teaches more students than typical	2-5% of state avg. salary

Voluntary Relinquishment of an Advanced Teaching Role

Should a Multi-Classroom Leader or Team Reach Teacher 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 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.

Implementation Plan

By the end of the grant period, all seven schools in Hertford County Schools will be implementing advanced teaching roles. Hertford County Schools will identify a district design team to set the vision and parameters for Opportunity Culture in the district, select 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 (a senior director from human resources, finance, IT, and the accountability office)

The district design team will be led by a district staff member who dedicates a significant percentage of his/her time to oversee the implementation of the Opportunity Culture Principles [see inset] and related changes needed to build an Opportunity Culture.

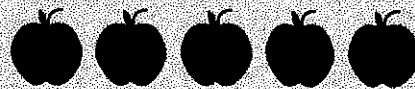
This group—for which the district team leader will assign roles and responsibilities—will have the authority to oversee key decisions and activities including:

- * Establishing the overall vision for the initiative
- * Identifying potential schools to pilot the effort
- * Communicating the proposed approach with school leaders, and sharing relevant district-level policies (e.g., design parameters) with schools
- * Working directly with school design teams to monitor progress of model development, including staffing structures, compensation, scheduling, technology, and communication
- * Problem-solving with schools around design and implementation challenges
- * Identifying necessary resources for implementation
- * Identifying gaps and barriers in district-level practices, such as human resource systems, budgeting, and others identified in the planning process, and organizing changes to them
- * Monitoring progress and acting to ensure success in design, implementation, and scale

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



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, Hertford County Schools has designated a district lead. This lead will draw on technical assistance provided by Public Impact to tackle the work during the design 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. However, it outlines responsibilities and timeline for each core area of design work that will be undertaken.

Responsibilities of District Design Team: February 2018 – May 2020

Activity	District Lead/ Team Members
District-level design work <ul style="list-style-type: none"> <input type="checkbox"/> Identify and vet research-based coaching model to be used across the district <input type="checkbox"/> Ensure initiative meets Opportunity Culture Principles and needs of students, teachers, and community <input type="checkbox"/> Clarify district design parameters <input type="checkbox"/> Ensure district leadership commitment <input type="checkbox"/> Advocate for needed policy changes <input type="checkbox"/> Validate curricula alignment with MTSS framework 	Superintendent Assistant Superintendent
School-level design work <ul style="list-style-type: none"> <input type="checkbox"/> Provide information sessions for principals <input type="checkbox"/> Provide training to equip principals to manage design and change efforts <input type="checkbox"/> Help district choose schools for pilot and each scale-up phase <input type="checkbox"/> Organize and facilitate school-level design teams <input type="checkbox"/> Facilitate school teams to select/tailor models and develop implementation plans, within district parameters <input type="checkbox"/> Document the school-level implementation plan (transitional steps, roles, timing, costs, etc.) 	Building Level Principals
Technology planning <ul style="list-style-type: none"> <input type="checkbox"/> Determine existing technology resources and capabilities 	Technology Specialist

<input type="checkbox"/> Advise on new technology resources and capabilities <input type="checkbox"/> Incorporate new digital instruction and other technology tools into school designs	
Human resource management <input type="checkbox"/> Set compensation ranges for reach-extended roles <input type="checkbox"/> Lead recruitment, hiring, and internal selection for new positions <input type="checkbox"/> Oversee training, development, evaluation, and career path(s) design	Executive Director Human Resource Services
Financial resource allocations <input type="checkbox"/> Determine available funding for transition to reach extension models <input type="checkbox"/> Ensure pay is funded with per-pupil funding <input type="checkbox"/> Make policy recommendations for sustainably higher pay at larger scale	Executive Director, Financial Services
Communications work <input type="checkbox"/> Develop key messages and tools <input type="checkbox"/> Elicit input from stakeholders <input type="checkbox"/> Deliver or organize communications	Public Information Officer

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 Hertford County Schools. School design teams undertake a 9-point design process:

1. **Vision.** Describe how students and teachers will benefit from a school model based on advanced roles
2. **School and Staffing Model.** Determine roles to be added or exchange, a staffing transition plan, and a summary of the school's staffing needs
3. **Cost Impact.** Assess the cost impact of stipends to confirm that they are possible within current budgets and are budget neutral

4. **Talent.** Establish a plan to attract, cultivate, and identify talent through recruitment and hiring, staff training and development, and evaluation methods
5. **Time.** Develop schedules that allow teacher leaders to work intensively with their teams
6. **Resources.** Identify technology needed to support the new school models
7. **Accountability.** Make changes needed to enable the reporting of student outcomes for teachers in reach roles
8. **Teacher and Community Engagement.** Develop materials and outreach to engage teachers, parents, and community
9. **Improvement Process Planning.** Assign responsibility for monitoring and improving implementation at school level at defined times

This work will be accomplished through a series of four design sessions that will be facilitated by Public Impact in partnership with the designated district lead, Tammi Ward, Assistant Superintendent. Public Impact works closely with design team leads to customize these sessions for schools and maintains regular contact between the sessions to help design teams progress toward their decision points.

Financial Sustainability

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. Advanced roles with staying power allow current teachers to aspire to the roles and changes the way prospective teachers perceive the profession.

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

- **Replace a vacant teaching position with a paraprofessional.** Rather than relying on substitutes to fill an adult role by supervising students in the absence of a permanent teacher, this strategy fills the slot with a paraprofessional who will support a multi-classroom teacher and his or her team. The paraprofessional saves teachers time and enables schedule changes that let teachers collaborate and improve during school hours. This activity can include supervising digital learning and other learning activities, handling the team's administrative paperwork and routine instructional tasks, and grading against clear rubrics. The difference in labor costs is reallocated to the multi-classroom leader and reach team teachers as salary supplements.
- **Reduce the number of supplemental non-classroom specialist positions.** Leaving all special education, English language learner, and family support positions untouched, most districts and schools can still save funds by returning academic specialists to classrooms, in higher-paid multi-classroom leader or team reach teacher roles.
- **Reallocate other spending.** Districts can allocate funds currently used for professional development (i.e. Title I funding) to enhance the pay of multi-classroom leaders, whose responsibilities include developing teams of teachers.

Measurable Objectives and Evaluation

The main objectives of Opportunity Culture are to improve instruction within schools and dramatically improve student academic growth in core subjects. [From February 2019-June 2019, Hertford County Schools will establish the academic and coaching foundation necessary

for this work to succeed.] During the 2019-20 school year, Hertford County Schools will design, recruit for, and hire teachers based on the outcome of the school design to assume advanced roles as Multi-Classroom Leaders and/or Team Reach Teachers. Outcomes to be measured during the design year include the impact on human resource functions, such as size and characteristics of the candidate pool and the district's ability to fill open positions. These are measures of the district's ability to attract desirable candidates and compete for talent with surrounding districts.

Opportunity Culture Outcomes to be Measured: Design Year, 2019-2020

Factor to be Measured	Description	Target Outcome
Size of applicant pool	Number of qualified applicants for each Opportunity Culture teacher leadership position	6
Strength of candidate pool	Characteristics of candidates for the Opportunity Culture teacher leader positions	Qualitatively stronger
Total number of unfilled positions	Number of vacant positions that remain at the end of the district's hiring effort for the 2019-20 school year	Reduced from previous years

Multi-Classroom Leaders and/or Team Reach Teachers will be in place to improve instruction after the 2018-19 school year. Throughout the grant period, Hertford County Schools would continue to report human resource outcomes as noted above, plus additional measures related to teacher perceptions, and student learning.

Outcomes to be Measured: Implementation of Opportunity Culture 2020-2025

Factor to be Measured	Description	Target Outcome
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 that remain at the end of the district's hiring effort for the school year	Reduced from years preceding Opportunity Culture role availability
% of students reached by excellent teachers	Percent of students who have an excellent teacher at the helm of their instruction	33% for schools in their first year, 60% second year (after grant period ends: 80% third 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)	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.
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	We will set targets for student achievement growth after determining baseline data for the year
% of schools low growth, meeting growth, and exceeding growth	When NCDPI releases summative assessment data from the 2020-21 school year (approximately Sept 2021) we will review reading and math growth data to analyze impact on student learning. We will conduct this analysis each subsequent year of the pilot.	Rates of low growth that are below the state average; Rates of high growth that exceed the state average

Communications Strategy and Dissemination Plan

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. Involvement of teachers helps ensure that essential instructional challenges are tackled, time is carved out in the school day to make the design work, and educators who might find themselves working on a team led by a new multi-classroom

leader are invested in the team-based model. The communications plan engages all staff to learn about Opportunity Culture design at the beginning of the effort.

Parents 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 planning and implementation. For example, should community members express interest in providing more volunteer support within the school, school design teams could consider opportunities to incorporate that engagement within their unique model.

The below table outlines how Hertford County Schools will share key messages and will gather input from students, parents, school partners, community groups, and local media.

School Community Member	Share These Key Opportunity Culture Messages	Shared By:	Gather Feedback Through:	Resources to Share
Teachers and Staff	<ul style="list-style-type: none"> Advanced roles will offer multiple pathways for teachers to advance and develop their careers without leaving teaching Advanced role teachers will be responsible for more students and will earn pay supplements Teams of teachers will gain job-embedded professional learning and increased collaboration time 	<input type="checkbox"/> District design lead <input type="checkbox"/> Principal	<input type="checkbox"/> Q&A during informational sessions <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> <u>Introductory motion graphic</u> <u>Opportunity Culture Principles</u> <u>Where is this happening?</u> <u>Teacher Blogs</u> <u>YouTube Channel of teacher videos</u>
Students	<ul style="list-style-type: none"> How teaching and classes change: <ul style="list-style-type: none"> -roles and people in them -how learning time changes Benefits for students: <ul style="list-style-type: none"> -teachers all aiming for great -meet your needs better -more adults to help you 	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers on school design team <input type="checkbox"/> Teachers in classrooms	<input type="checkbox"/> Q&A in classrooms <input type="checkbox"/> Social media <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> Customize communications for ages of students and how learning changes for them

Parents	<ul style="list-style-type: none"> • The problems our students face • A new solution: OC • Benefits for students and teachers • Specifics: Which classes, grades, and subjects are affected each year 	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers on school design team <input type="checkbox"/> OC Teachers	<input type="checkbox"/> Q&A in parent meetings (e.g., PTSO) <input type="checkbox"/> Social media <input type="checkbox"/> Newsletter/e-blasts <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> • <u>Introduction for Parents</u> • <u>Opportunity Culture Talking Points for Superintendents and Implementation Leaders with FAQs and Responses</u>
School partners/ community groups	<ul style="list-style-type: none"> • Problems our students face • The challenges and limits our teachers face • A new solution: OC • Benefits • Timing/process • Where else this is happening/what other OC teachers think 	<input type="checkbox"/> Principal <input type="checkbox"/> School design team <input type="checkbox"/> OC Teachers	<input type="checkbox"/> Q&A in group meetings <input type="checkbox"/> Social media <input type="checkbox"/> Newsletter/e-blasts <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> • <u>Opportunity Culture for Teaching and Learning: Introduction</u> • <u>Opportunity Culture “Voices on Video”</u>
Media	<ul style="list-style-type: none"> • See “school partners” box above 	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers on school design team <input type="checkbox"/> OC Teachers	Share Information Through: <input type="checkbox"/> Introductory email <input type="checkbox"/> Press release <input type="checkbox"/> Social media <input type="checkbox"/> Visits to OC schools	<ul style="list-style-type: none"> • <u>Opportunity Culture for Teaching and Learning: Introduction</u> • <u>Opportunity Culture “Voices on Video”</u>

Hertford County Schools Opportunity Culture lead and principals from each participating school will conduct outreach and information dissemination along the following timeline:

February–May 2019

Introduce Opportunity Culture to whole staff

Share introductory slide deck, Opportunity Culture motion graphic, and video of educators

voices in current sites implementing Opportunity Culture. Solicit questions and communicate the

benefits of the initiative and teacher inclusion in the design process. Email and/or hand out *Opportunity Culture for Teaching and Learning: Introduction* to all staff members.

September 2019-February 2020

Select school design team and craft school design

Principal identifies and selects key staff for design team—include school leaders, excellent teachers, key influencers. Describe the design team’s role and schedule.

Share and solicit feedback on school’s Opportunity Culture plans after draft design is ready

Before completing full draft, share benefits, get feedback from teachers on early work on OC vision, staffing plan. During design work, meet with *any person who asks* about the design process. After full draft plan is ready, make short presentation to whole staff. Solicit feedback from all, possibly through a short online survey. Identify concerns and questions and meet with individuals to address concerns.

March–April 2020

Share and advertise new Opportunity Culture roles internally and externally for recruiting

Share with all staff: Slide deck showing next year’s staffing plan and staffing plan after full implementation, official job postings (from HR) or standard descriptions of roles, qualifications, and how to apply for all, and any other recruitment material as needed. Each principal or assistant principal also communicates with high-potential internal candidates by: scheduling one-on-one meetings to discuss potential fit with open positions and personally inviting eligible staff to apply for Opportunity Culture positions.

April 2020–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. Meet with parents and staff if/as any concerns arise. Keep design team or teacher-leaders engaged throughout implementation to improve every year.

Evidence of Need

Secondary schools were chosen as the first cohort for Opportunity Culture implementation based on recruitment and retention data and a single feeder school for grades 9-13. During the 2016-17 school year, HCPS report card data for secondary schools reflected significant gaps between local and state measurement for percent of classroom teachers with clear initial license, teachers with advance degrees, and National Board Certified Teachers. Turnover rates for both secondary schools average close to 20 percent. Academic progress following the release of the 2017-18 data shows the district's middle school as a recurring low performing school for the past three years. Both the middle school and traditional high school are identified as TSI-AT and TSI-AU, according to the new ESSA designations, based on sub group performance. The current secondary schools' administrators are focused on changing the learning culture and are expected to remain with HCPS for the foreseeable future. The middle school's current school performance grade is an F and in 2017-18 did not meet growth. The traditional high school met growth and has a school performance grade of a C. However, both middle school and the traditional high schools' academic assessment score is approximately 27.

Currently HCPS has 70 Beginning Teachers. Typically lateral entry candidates struggle with successfully passing tests required to obtain a continuing license by the end of the second year. Frequently long-term substitutes are placed in hard to fill positions such as math and

science. The high school language arts department had one returning teacher for the 2018-19 school year. Although HCPS has a well-established mentor program, mentors do not have sufficient common planning or time away from their current teaching duties to provide timely feedback and modeling that is needed for new teachers. Instructional Coaches are assigned but not effective in all schools. Funding for the secondary Instructional Coaches is provided by PRC 105 which will no longer be available in 2019-20 school year.

Elementary schools were chosen to be incorporated during Phase II and III based on high academic growth in two of the three schools and teacher data more reflective of state percentages. Although all three elementary schools are identified as either low performing and/or TSI according to ESSA, recent school improvement gains in the areas of literacy and math do not make these schools a priority.

Sharing with Districts Across North Carolina

Hertford County Schools 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 across Opportunity Culture sites, such as the size of pay supplements, number of teachers in advanced roles and led by multi-classroom leaders, academic 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 in terms of size, state policy context, etc.

During year two of implementation, Hertford County Schools will be prepared to host site visits from district and school leaders who are interested in seeing Multi-Classroom Leaders in action and exploring how Opportunity Culture advanced roles could improve outcomes in their own context.

ATTACHMENT A: BUDGET

Budget Item	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Technical assistance to design and implement Opportunity Culture roles	\$22,000	\$128,000	\$125,000	\$125,000	\$75,000	\$35,000	\$35,000
Substitute teachers for design and refining sessions	\$1,700	\$3,330	\$8,325	\$2,500	\$2,500	\$2,500	\$2,500
Travel expenses	\$2,500	\$2,500	\$5,000	\$5,000	\$1,000	\$500	\$500
Other district item(s)	\$148,800	\$40,000	\$40,845	\$30,000	\$30,000	\$25,000	\$25,000
Total	\$175,000	\$173,830	\$179,170	\$162,500	\$108,500	\$63,000	\$63,000

Budget Narrative

Technical assistance to design and implement Opportunity Culture roles. This assistance includes facilitation of district and

school design sessions, training in Behavioral Event Interviewing technique, recruitment and selection support, role-specific summer training and professional learning series within the school year, support visits during implementation, redesign sessions to strengthen implementation, and data collection and analysis. In the latter years of the grant, technical assistance will focus on integrating teacher residents into teams led by Multi-Classroom Leaders.

Substitute teachers for design sessions. Necessary to cover teacher classes as they participate in design sessions and a site visit to an existing Opportunity Culture district.

Travel expenses. To cover mileage and hotel for individuals who travel to site visits, joint design sessions with other districts, and/or training sessions.

Other District Items: Other district item costs include high design and stipend payments to establish the foundation as described in Phase I. Costs estimates are slightly higher in 2020-21 when the 3 elementary schools begin design, orientation and selection. The estimated costs for this line item are stipends for teachers during non-contracted time to cover the summer Opportunity Culture training, summer curriculum review and alignment sessions, and summer competency PD. Additional funds have been included to cover any costs associated with design and consulting to conduct a district classroom leader competency needs assessment which would be used to develop the district professional development plan and further define classroom leader career paths to build internal capacity. Funds would also be needed to cover workshop and material costs associated with the competency PD. During the process of vetting a coaching model, costs for training and consulting would be necessary.

ALLOWABLE SUPPORT MATERIALS

Appendix A: Committee Members for District Plan Design

Committee Member Name	Position
Dr. William Wright	Superintendent
Tammi Ward	Assistant Superintendent
Dr. Long-Lane	Executive Director Human Resources Services
Cindy Martin	Executive Director Financial Services
Dr. Patty Keene	Executive Director Exceptional Children/Federal Programs
Brunet Parker	Public Information Officer
Nicole Balance	Accountability/Student Information Coordinator

Appendix B: Examples of Multi-Classroom Leader Weighted Selection Criteria with Rationale

Qualification	Alignment with "Approved Qualifications" in RFP	Weight	Qualitative/ Quantitative Measure	Rationale
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	<p>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</p> <p>-OR-</p> <p>Equivalent demonstrated mastery of teaching skills as required by the new local compensation model</p> <p>-AND-</p> <p>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.</p>	60%+	Quantitative	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. ⁹

Knowledge of subject matter being taught	N/A	Disqualifier – applicant must demonstrate to be considered	Qualitative	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.
Bachelor's degree and Valid teaching certificate	N/A	Disqualifier – applicant must demonstrate to be considered	Quantitative	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.
Experience successfully leading and managing a team of adults to accomplish goals	Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews	40%	Quantitative (Outcome measures) & Qualitative (Reference checks)	Teacher-leaders must not only successfully impact students through their own teaching, but also through the teaching of their team members. Prior experience leading a team successfully is the best predictor of future potential for success. ¹⁰ However, many successful teacher-leader candidates may only have had limited opportunities to demonstrate leadership. As 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.
National Board for Professional Teaching Standards Certification (preferred status applicant, not required)	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	10% (Bonus)	Quantitative	Research suggests that more effective teachers successfully complete National Board certification. ¹¹ Rather than require prospective teacher-leaders to complete National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.

Appendix C: Examples of Team Reach Teacher Weighted Selection Criteria with Rationale

Qualification	Alignment with "Approved Qualifications" in RFP	Weight	Qualitative/ Quantitative Measure	Rationale
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	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.	100%	Quantitative	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. ¹²

Knowledge of subject matter being taught	N/A	Disqualifier – applicant must demonstrate to be considered	Qualitative	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.
Bachelor's degree and Valid teaching certificate	N/A	Disqualifier – applicant must demonstrate	Quantitative	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.
Demonstrated capacity to take responsibility for teaching additional students using novel methods	Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews	40%	Quantitative (Outcome measures) & Qualitative (Reference checks)	Team Reach 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 Team Reach 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.
National Board for Professional Teaching Standards Certification (preferred status applicant, not required)	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	10% (Bonus)	Quantitative	Research suggests that more effective teachers successfully complete National Board certification. ¹³ Rather than require prospective teacher-leaders to complete National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.

References

- ¹ Backes, B. & Hansen, M. (2018). Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative. CALDER Working Paper No. 181.
<https://caldercenter.org/publications/reaching-further-and-learning-more-evaluating-public-impacts-opportunity-culture>
- ² Fuchs, D. & Fuchs, LS. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294–309.
- ³ For example, see Jay, J. K. (2002). Points on a continuum: An expert/novice study of pedagogical reason. *The Professional Educator*, 24(2), 63-74.
- ⁴ 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
- ⁵ Walberg, H. J. (1984). Improving the productivity of America's schools. *Educational Leadership*, 41(8), 19–27.
- ⁶ 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.
- ⁷ 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>
- ⁸ See McClelland, D.C. (1998). *Identifying Competencies with Behavioral-Event Interviews*. *Psychological Science*. 9,5,(1998), 331–339.
- ⁹ Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.
- ¹⁰ See for example: Ouellette, J. A., & Wood, W. (1998). Habit and intention in everyday life: the multiple processes by which past behavior predicts future behavior. *Psychological Bulletin*, 124(1), 54.
- ¹¹ 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.
- ¹² Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.
- ¹³ 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.