

APPENDIX C**Proposal Cover Page**(Print or duplicate and complete this form *and include it in your application package.*)Project Title: Success by Design: Transforming Teacher Roles**Section 1. Applicant Information**LEA: Charlotte-Mecklenburg Schools Tax ID/EIN: 56-6001074Website: www.cms.k12.nc.us Fax: 980-343-7135Mailing Address: P.O. Box 30035 City/State/Zip: Charlotte/North Carolina/28230-0035RFP Contact Name and Position: Ann Clark, SuperintendentPhone: 980-343-1173 Email: a.clark@cms.k12.nc.us**Section 2. Project Information**Project Director Name and Position (if different from contact): Melissa Stormont, Program LeadPhone: 980-343-1594 Email: melissaj.stormont@cms.k12.nc.usTotal Project Budget: \$5,712,131 Requested Grant Amount: \$2,645,131Estimated Number of Schools Served: 55 Estimated Number of Students Served: 18,000

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

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

Signature and date: (in blue ink) Ann Clark 10-12-16Title: Superintendent Phone: 704-343-6270

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Success by Design: Transforming Teacher Roles

District Introduction: Charlotte-Mecklenburg Schools (CMS), the nation's 18th largest district, is a consolidated city-county district with 149,137 students (including 2,997 pre-school students). It serves the city of Charlotte and all of Mecklenburg County. The district's enrollment is a mix of students from urban, suburban, and rural areas. Students are culturally diverse, coming from 165 different countries and speaking 187 native languages. The district is racially diverse as well, with 40% African-American, 29% white, 22% Hispanic, 6% Asian and 3% American Indian or multiracial (Charlotte-Mecklenburg Schools, 2015).

The district has 31 high schools, 30 middle schools, eight PreK-8 schools, and 91 elementary schools, as well as three alternative schools and five schools with 6-12 or K-12 configurations. The district offers nine magnet programs in 45 full or partial magnet schools. These schools are organized into nine geographic learning communities to better support high schools and the schools that feed into them. Out of 18,495 total CMS personnel, the district employs 9,250 teachers (Charlotte-Mecklenburg Schools, 2015).

Data from 2015-2016 End-of-Year testing results of CMS show that in every core subject, an average of 38.8% of our students are not achieving or exceeding grade level proficiency and 47.2% are not College and Career Ready. CMS has a significant achievement gap between white students, and students of other races, as well as among Students with Disabilities (SWD), students with Limited English Proficiency (LEP), and Economically Disadvantaged Students (EDS) (Schultz, 2016).

According to research conducted by Harvard University and published in the New York Times, Mecklenburg County is one of the worst counties in the nation for income mobility for poor children (Leonhardt, Cox & Miller, 2015). Education is one of the greatest equalizers we

can offer all of our students, and teachers are one of the most important influences on students' achievement and ability to learn (Policy Studies Associate, 2005; RAND Corporation, 2012; Darling-Hammond, 2010). With that said, excellent teachers are needed in CMS in order to close achievement gaps and increase the number of students reaching proficiency as well as the College and Career readiness rate for all students. However, as student enrollment continues to climb, the district is challenged with recruiting, hiring and retaining highly effective teachers. In an attempt to combat this issue and several others across the district, twenty-two task forces were formed in 2013 to create researched-based guiding practices for improvement. Committee members on each task force ranged from teachers, district leaders, community partners, business leaders, and parents. The 22 task forces categorized these guiding practices into six district goals that provide a framework for reaching all students, every day, for a better tomorrow which is called, Strategic Plan 2018: For a Better Tomorrow. Success by Design (SbD) is a strategic program the district is using to reach Goal 1: maximizing academic achievement for every child, and Goal 2: developing a premier workforce, named in our Strategic Plan 2018 (Charlotte-Mecklenburg Schools, 2014b).

Theory of Action: If we recruit, develop, and reward excellent teachers we will retain a premier workforce that will significantly impact student achievement.

SbD compensates teacher-leaders in advanced teaching roles. Through this program, teachers who have proven success of impacting student achievement will be able to expand the scope of their influence to more students and more teachers. Likewise, if professional development (PD) is differentiated by mastery of content, aligned to each advanced teacher-leader position's job description and evaluation rubric, and includes various delivery formats (self-paced online, face-to-face courses, reflection tasks, and job-embedded support) that

supports principals, existing teacher-leaders, and aspiring teacher-leaders, then we will be able to develop and prepare a robust group of teachers with knowledge, tools, and resources ready to take on teacher-leader roles that will drive the growth and success of all of our students.

Success by Design Background: CMS has been a leader on advanced teacher-leader models since 2012; however, we now have a need for growing and sustaining a pipeline of differentiated PD to support our teacher-leader program since the initial compensation models have already been implemented (phase I). CMS is prepared to implement phase II, this PD proposal, with the support of the state's funding to launch it. With said support, the state would also be able to capitalize on its investment and use CMS as a model of successful phase II implementation to support and lead other districts in the state and across the nation.

To provide context, Project L.I.F.T. (L.I.F.T.), a learning community within CMS, partnered with Public Impact (PI) in 2012 to pilot Opportunity Culture (OC) in four schools in an effort to recruit and retain high-performing teachers to vacant positions. Opportunity Culture is a career pathway for excellent teachers to reach more students, increase capacity in schools by coaching teachers, and earn more money. The number of applications received (over 800 applications for 27 teacher-leader positions) for this opportunity was overwhelming (Worf, 2013). The outcome has shown increases in teacher retention going from 55% to 61% within the first two years of L.I.F.T.. Additionally, L.I.F.T. retained 86 % of its highest-performing teachers going into 2013–14 (Kim & Ellison, 2015). L.I.F.T. expanded OC from 4 schools in 2012-13 to all 9 schools in 2015-16 demonstrating sustainability in each participating school. Because of the anticipated long-term successes in L.I.F.T., a grant funded by the Belk Foundation supported CMS's partnership between PI, and Education Resource Strategies (ERS) in 2013 to expand the program throughout the CMS district (Charlotte-Mecklenburg Schools,

2014a). CMS rebranded the program as SbD and it utilizes innovative classroom re-design models that offer highly-effective teachers opportunities to advance in their careers without completely leaving the classroom. The program was created to positively impact academic achievement for more students, build capacity among school teams, and provide a salary differential to the teacher-leaders hired into these advanced roles. Throughout the past three years, SbD has continued to expand, all-the-while fostering innovation and creativity to continually develop the program into what it has become today. Cohort 4 is now beginning their Design Year, which means the 35 schools trained in the program serve approximately one-fifth of the students in the district whom mirror the district demographics. Each school designs their own plan with an innovative scheduling model to implement advanced teacher-leader positions that will best meet the needs of their school. Since 2013, we have learned a great deal through trial and error, surveying stakeholders, and analyzing our data. We have made revisions to the systems and processes in efforts to continuously improve the program. The district is now focusing on our most recent feedback - that high performing teachers place a high value on PD. Retaining these teachers, who want to stay in a classroom type setting, means designing training to help them do that successfully. Advanced job-embedded training and high-quality PD coupled with more responsibility helps them feel invested and valued in their jobs and remain in schools. Likewise, teachers who are supported by teacher-leaders are more likely to stay in the profession and be successful. As said best by Ms. Chastain, a first year teacher at Hidden Valley Elementary in 2015-16, "Having a MCL (Multi-Classroom Leader) is a huge support, especially as a beginning teacher. Mrs. Roper is in my classroom during instruction, jumping in when I need help or pushing my kids deeper than I know how to. She is in my room during critical transitions, modeling for me how to show and tell kids what I should expect. She helps with math and

science plans, gives me places to look for resources, and models for me how to teach different topics in the subjects that I teach. Having an MCL is incredible and almost necessary for success as a beginning teacher.” To her point, she was successful as a first year teacher. According to 2016 EVAAS results, Ms. Chastain received a growth index score of 1.73, very close to the “Exceeds Growth” point, 2.0, on the distribution.

Theory of Action: If we implement quality PD paths aligned to teacher-leader job descriptions, evaluation instruments, personnel needs, and district and state goals, then the SbD program will be sustainable and successful in supporting student achievement and teacher effectiveness.

Alignment of District Goals and State Priorities: The state’s priority goals that fall under the Educational Human Capital Policy & Research Division address developing and supporting highly effective teachers and principals (Public Schools of North Carolina, 2015). North Carolina’s vision is for every public school student to graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen. Every student in CMS today will require 21st century skills to compete successfully in the workforce of tomorrow including higher-level thinking, digital and technological competency, literacy and content mastery, creativity, innovation, communications and entrepreneurship. It is our challenge, privilege and responsibility to ensure that every student in every school leaves CMS with those skills and competencies. The district’s strategic plan sets out the goals and strategies we will use to prepare our students and our employees, and the metrics and milestones we will use to measure our progress. In Goal 2, CMS commits to recruit, develop, retain and reward a premier workforce. Five focus areas that will allow the district to achieve this goal are proactive recruitment, individualized PD, retention and quality appraisals, multiple career pathways, and

leadership development. By strategically focusing on Goal 2, we positively impact Goal 1 which states the district will maximize academic achievement in a personalized 21st century learning environment for every child to graduate college and career ready. This proposal will allow the district to ensure high quality, differentiated, job-embedded PD offered and sustained to all principals and teacher-leaders in SbD, and teachers aspiring to become a teacher-leader.

Current Structure of SbD: Through a three year Belk Foundation grant acquired in 2013, CMS hired PI and ERS to co-launch the SbD program and support a Program Lead in a gradual release model (2013-2016).

Year	Program Structure	Lessons Learned
Cohort 1 2013-2014	<ul style="list-style-type: none"> PI and ERS led 17 participating schools through an intense design year planning their innovative master schedules, carefully choosing positions that would address closing achievement gaps, and gaining buy-in with staff to implement their plans. 	<ul style="list-style-type: none"> Not all school cultures were ready for this innovative design. Talent pool idea came too late in the process to implement.
Cohort 2 2014-2015	<ul style="list-style-type: none"> Principals were allowed to opt-in Readiness Survey given to principals, Program Lead and ERS/PI partners completed a written report, visits to each school to discuss outcomes/next steps. Categories of the Readiness Survey are: Economics and Flexibility; Technology; Culture; and Understanding and Commitment Talent pool process was established for candidates interested in the advanced career path for teacher-leaders. 	<ul style="list-style-type: none"> Not all hired into the teacher-leader roles met current rubric requirements. Program Lead began to oversee aspects of the program from management to expansion. Change in Program Lead, Sept. 2015
Cohort 3 2015-2016	<ul style="list-style-type: none"> District expanded the program with as-needed support and guidance from its partners. CMS made a long term commitment in supporting SbD by placing Melissa Stormont as the Program Lead (Attachment C). Belk grant funding that supported PI and ERS ended in June 2016. 	<ul style="list-style-type: none"> Need analyst for managing abundance of data collected from phase I of the program PD needed for roles Talent Pool rubric revision needed and include re-qualifying criteria.

As SbD enters year four, the district and Program Lead are only able to sustain current technical assistance to schools and teacher-leaders. Requested funding is needed to increase the Program Lead's capacity to accept more schools into SbD and manage a team to deliver effective support systems and provide optimal coaching for advanced teacher-leaders as well as expand into a pipeline for aspiring teacher-leaders. As reflective practitioners, we continue to be strategic and intentional about revisions to our current program. Survey feedback, achievement data, and teacher effectiveness data have unintentionally revealed that professional development specialists are needed to implement specific job-embedded skills and strategies that are needed to support all of our schools. Additionally, there is a need for a data analyst to collect data in order to more deeply review the gaps and growth of SbD and the impact on student achievement. Funding is needed to develop and implement phase II, which includes a sustainable PD plan for all teacher-leader positions and ongoing data collection, in order to continually inform, expand, and improve this program.

Process for Teacher Advancement: Teachers interested in advancement into one of the positions offered on this career path within the SbD program must go through a talent pool process. Once candidates have completed a district application, they are able to apply to the SbD talent pool. Talent pool window(s) open in the fall, once teacher level EVAAS scores are released, and close the end of June the following summer. Candidates follow directions listed in a questionnaire to upload their quantitative and qualitative evidences (Attachment D). A committee of district leaders are brought together to review each job description and qualifications and calibrate with each other on the screening rubric. The committee convenes to screen candidates based on the following criteria listed on the rubric: years of experience (minimum 3 years), licensure (K-6, core subject, certification in EL, EC, AIG), summative

evaluation (at least 2 years, ratings of Accomplished or better), leadership experience (tiered based on position), high-growth data (Exceed Growth on EVAAS or equivalent), and supervisor recommendation (only requested for MCLs accepted by the committee). A consideration for phase II is to ensure candidates selected for particular positions have specific training prior to talent pool acceptance.

The Program Lead manages the talent pool window(s), screening process, candidate feedback, talent pool folders, posting vacant positions, notifying candidates of vacant positions, and tracking the hiring process (Attachment E). Multiple screening sessions take place throughout the talent pool window(s) in order to give timely feedback, which guides candidates to apply for qualifying positions once they are posted. School leaders are able to view each candidate's district applications within the district's platform as soon as they are accepted into the talent pool. Once principals complete the exchange process and post vacant teacher-leader positions, they may interview and hire from the talent pool of accepted candidates.

Theory of action: By sustaining an existing advanced career path and providing necessary PD to staff that aspire to become teacher-leaders, we will be able to continuously recruit and retain excellent teachers to reach more students and increase capacity in the SbD schools.

Aspiring teacher-leaders who apply to the talent pool may qualify for one or more of the following five indirect reach and direct reach positions within SbD. Indirect reach teachers are called multi-classroom leaders (MCLs). A Multi-Classroom Leader 1 (MCL1) and Multi-Classroom Leader 2 (MCL2) may teach a class of their own, but they are also accountable for a team of teachers (between 2-7 depending on the role and school design). MCLs support teachers by coaching, modeling, co-teaching, while providing informal observation and feedback

sessions. They lead a team of teachers in planning, data analysis, and assessment writing sessions. They provide instructional resources, assign non-instructional administrative duties, and clarify/adjust team member roles to develop their effectiveness. They establish methods and create instructional tools/materials that the team of teachers use in all classrooms. They advise/lead the team of teachers on PD needed for professional growth. They lead the team of teachers to maintain regular communication with families by working collaboratively with the team to design conducive learning both at home and at school. They are a liaison between their team and administration regarding role changes or increasing job opportunities for teachers ready to advance.

Three teacher-leader roles fall under the category of Direct Reach Teachers: Master Reach Teacher (MRT), Senior Reach Teacher (SRT), and Reach Team Teacher (RTT). All of these roles work in a team that reaches at least 33% more students. Each role is responsible for planning, preparing and delivering instruction, and monitoring student progress to determine instructional needs. They work closely and collaboratively with a team of teachers, and other staff members, to review student progress and change instruction to ensure high-progress and enriched learning for every child. Each role also designs in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interest of individual students), demonstrating mastery in differentiating instruction. Each role could also involve leading digital learning for students, depending on the school's design model. Additionally, a MRT may informally mentor and provide feedback to teammates.

Theory of Action/Need Statement: If we create a PD path that supports growth and success of our current teacher-leaders and principals, and provides aspiring teacher-leaders with

knowledge, tools, and resources, then they will be prepared to deliver excellent support to the teachers and students they serve.

Professional Growth for Advanced Teaching Roles: During the 2015-2016 academic year, 11 SbD schools staffed 31 MCLs that supported and coached 125 teachers. According to CMS Human Resource data, between 1st round observations beginning in September and 3rd round observations ending in April, 84.7% of the teachers supported by an MCL improved in overall performance on the North Carolina Teacher Evaluation Rubric. The percent increase/decrease between 1st round observations and 2nd/3rd round observations are: the number of Developing ratings decreased 62.8%; the number of Accomplished ratings increased 123.5%; and the number of Distinguished ratings increased 66.6%.

Although we are making gains, there is much more we can afford to accomplish. In a presentation compiled by Public Impact of a school culture survey given to all SbD staff and the teachers they supported, 70% stated that PD was differentiated to meet the individual needs of teachers. Likewise, 80% of the teachers received feedback that helped them improve teaching. In an effort to effectively support 100% of SbD participants, PI provided recommendations that stated, “CMS should further refine the PD it offers to teachers in leadership roles to make sure it is tailored to their need and experience level” (Public Impact, 2016).

Additionally, MCL respondents noted that meeting with and shadowing/observing other MCLS (in their building and others) is useful PD; however, improvement around PD needed to occur because, as noted by individual feedback on the survey, participants felt the district had abandoned support of earlier cohort schools and their teachers (no training, little ongoing development). Additionally, MCLs stated the district focused on growing the program to more schools but did not provide training and support to the teacher-leaders in earlier cohort schools

(Public Impact, 2016). After results of this survey were reviewed, a remedy to this critical need was planned. All MCLs were polled to see what PD would better support them in their roles and what time frame would best suit their availability. The MCL feedback on need was as follows: 28% Crucial Conversations, 25% Coaching adults, 17% Data-Driven Instruction (DDI), 8% Time Management/scheduling, 6% Leadership, 6% Leading PLC, 6% Job-Shadowing, 2% Co-teaching, 2% Balanced Literacy. Several recurring PD sessions within the district were then offered again to allow increased participation (DDI, Observation/Feedback, Supportive Interaction) and a robust list of PD was planned to occur during the summer 2016 Kick-Off event. Principals trained as trainers and existing MCLs led multiple sessions in order to allow participants several opportunities to attend (sessions included: difficult conversations, leading PLCs, managing schedules, etc). Additionally, MCLs were invited to attend several other quality PD offerings in order to hone their organizational, coaching, and leadership skills: Together Leader, Facilitative Leadership, Supportive Interaction, DDI, and Observation/Feedback. Some of these courses had limited seating for MCLs because they were paid for by other departments and the MCLs were only offered the seats they had not filled at the last minute.

Preliminary Steps to Implementation: PD needs were assessed through surveys and focus group discussions. In addition, PD plans and curriculum are differentiated and aligned to the national and state teacher leadership standards and professional teaching standards to foster the growth of teacher-leaders (Teacher Leadership Exploratory Consortium, 2011; Public Schools of North Carolina, 2013, 2014). It is recognized that teacher leadership is the primary force to re-culture schools and centers on creating second-order changes in a school's culture (Waters, Marzano, & McNulty, 2003; Silva, Gimbert, & Nolan, 2000; York-Barr & Duke, 2004). Achieving the highest level of student achievement, teacher-leaders play a pivotal role in

improving their schools by participating in decision making on instruction as well as contributing to the school improvement planning and implementation by adopting new approaches that may conflict with prevailing values and norms of school leadership. Work completed/to be completed in preparation of grant funding includes the following prework chart.

Pework: June 2016- June 2017	
Date	Action
June-August 2016	PD Playlist drafted (Attachment F); Principal interest sessions facilitated; Program newsletter created and published monthly; Website updated
Summer 2016	Principals polled and accepted MCLs move to Teacher-Leadership Specialist evaluation rubric; Principals and MCLs trained on rubric via modules/credit issued in MyTalent
September 2016	Screening rubric for advanced teacher-leader roles reviewed and modified by Rubric Review Committee
September 2016	Collected stakeholder input regarding RFP
September-October 2016	Committee writes RFP to NCDPI to secure funding for 2017-2020 to build and expand PD support, coaching, and evaluation of program
Fall-Winter 2016-17	Begin policy work on voluntary relinquishment for SbD roles
Fall-Winter 2016-17	Identify possible train-the-trainer candidates for year 1 training
December 2016/January 2017	Results of RFP funding announced; Communicate results via websites and newsletters
Winter-Spring 2016-17	Research Principal Profile for SbD; Research MCL profile for SbD; Work to align both to their evaluation tool and job descriptions; Survey current needs and observations at schools to collect qualitative data; Analyze current data points of successes/areas of growth for quantitative data
Spring 2017	Post, screen, hire positions provided through grant funding: PD Lead Specialist, PD Specialist, Data Analyst (start date of July 1, 2017 when grant begins)

Theory of Action: If a committee utilizes a high-quality rubric with multiple criteria to screen teacher-leader applications, then candidates accepted into the talent pool will be the highest caliber of teacher-leaders vying for advanced compensation positions allowing schools employing these positions to choose from the very best candidates resulting in student achievement data and teacher capacity increasing exponentially.

Advanced Teaching Roles and Qualifications: While the CMS SbD program aligns with most of the qualification components, this proposal will focus on teacher-leaders demonstrating mastery of teaching skills in order to qualify for district's advanced compensation model. For each of the teacher-leader roles identified below, SbD screens the following requirements for acceptance into the talent pool: years of experience, continuous license, evidence of high-growth data in relation to student outcomes, and the highest two ratings on summative evaluations for at least two years. Beginning in 2016-17, all indirect reach teachers (MCL1, MCL2) will be evaluated on the NC Teacher Leadership Specialist Evaluation Rubric (TLS) and direct reach teachers (RTT, SRT, MRT) will continue to be evaluated on the NC Teacher Evaluation Rubric. Additionally, a process was created for re-qualifying teacher-leaders beginning with the talent pools opening in November 2016 for 2017-18 hires.

Role	MCL2	MCL1	MRT	SRT	RTT
Years of Experience	7 years & 2 years as MCL1	6 years	5 years	4 years	3 years
Licensure	Continuing license in a core content, K-6, EC, EL, or AIG certification				
Evaluations on Standards I & IV (with no Developing)	Accomplished or better on TLS Rubric	Accomplished or better on TLS or Teacher Eval. Rubric	Accomplished or better on Teacher Evaluation Rubric	Accomplished or better on Teacher Evaluation Rubric	Proficient or better on Teacher Evaluation Rubric
High Growth Data	At least 3 years	At least 3 years	At least 3 years	At least 2 years	At least 1 year
Leadership Specific to Student Achievement	4 evidences	3 evidences	2 evidences	1 evidence	1 evidence
Supervisor Verification	Required				

Theory of Action: If excellent-teacher leaders extend their reach to more students or provide job-embedded support to a team of teachers, then student achievement and teacher effectiveness will improve (Hassel & Hassel, 2010).

Job Responsibilities: CMS SbD model has components of several of the RFP job responsibilities which include direct reach teachers teaching an increased number of students and being accountable for their performance as the teacher of record. Job responsibilities of indirect reach teachers includes becoming a lead classroom teacher among a group of teachers and being the teacher of record for all students taught by that group of teachers. Additionally, SbD teacher-leader roles meet the needs of students by providing rigorous, differentiated instruction that prepares students to be college- and career- ready. The needs of teachers are met by building capacity within the teams they coach by demonstrating excellent instructional practices through modeling, observation/feedback, leading planning and data analysis discussions and grooming their teammates to be master teachers and teacher-leaders. All teacher-leaders are held accountable for the students/teachers they support via EVAAS growth data.

The MCL role is to lead a team of teachers and other staff, as the position is responsible for multiple classrooms to meet the principal's standards of excellence. (S)He establishes each team member's roles and goals at least annually, determines how students spend time and organizes teaching roles to fit each teacher's strengths, content knowledge and PD goals. MCLs can be assigned a teaching load as well as leading a team of teachers. The team uses the methods and tools as directed by the MCL, who also organizes the teachers to review student progress and change instruction to ensure high-progress learning for every child. Incorporating collaboration and fostering a creative culture, the MCL solicits the team's new ideas and innovations to improve learning. The team leader is fully accountable for learning and development of all

students taught by the team members, as captured in EVAAS data. (S)he provides feedback to the principal in choosing, assessing and developing the team, or dismissing low performers when necessary and is evaluated using the NC TLS Evaluation Rubric.

The MCL2 earns a \$20,000 salary differential for an exchange of 1.45 Average Daily Membership (ADM). At the elementary level, the MCL2's team is responsible for 4 to 7 classrooms and a minimum of 75 students. At the secondary level, the team includes 4-7 teachers serving at least 300 students.

The MCL1 earns a \$13,000 salary differential for an exchange of 1.3 ADM. At the elementary level, the MCLs team is responsible for 2 to 3 classrooms and a minimum of 40 students. At the secondary level, the team includes 2 to 3 teachers serving at least 180 students.

Direct Reach Teacher roles (MRT, SRT, RTT) are under the supervision of school leadership or a MCL. They work on a team that reaches at least 33% more students than a typical team of the same size. The Direct Reach Teachers are responsible for planning, preparing and delivering instruction and monitoring student progress to determine instructional needs. MRTs, SRTs, and RTTs are evaluated on the NC Teacher Evaluation Rubric. Additionally, a MRT provides informal leadership and mentorship and the RTT must be on a team with an MCL.

A MRT earns a \$9,800 salary differential for an exchange of 1.25 ADM. A SRT earns a \$6,000 salary differential for an exchange of 1.15 ADM. The RTT earns a \$1,500 salary differential for an exchange of 1.05 ADM.

Informing Stakeholders (Criteria, Selection, and Evaluation): The revised criteria and selection for the advanced teaching roles, continued eligibility requirements, and evaluation process for individuals selected will be transparent for both employees and the public. In September 2016, eligibility requirements for teacher-leader roles were revisited by the district

using a cross-functional, internal stakeholder committee. A call out for this group was accomplished via emails to departments and an announcement request in the SbD newsletter. The committee included principals (Sarah Reeves, Michael Lungarini, Melody Sears, Alejandra Garcia), executive directors (Acquanetta Edmonds, Kris Zorigian), curriculum specialists (Kendra Woods, Kelly Cunningham, Crystal Shue, Jennifer Harrison), a director (Regina Boyd), a teacher in residence (Torrieann Dooley), and the SbD program lead (Melissa Stormont).

Among revisions to the rubric, the committee recommended and approved revisions to the application and evaluation processes. Based on the implemented revisions, teacher-leaders currently hired into positions must now re-qualify every two years; however, principals have the discretion to re-evaluate the need for the role during the re-design session held during the winter of each implementation year.

As the SbD program moves forward during the proposed grant funded term, the communication strategy will include open forums for all internal and external stakeholders, including the public. During these forums, eligibility requirements, continued eligibility, evaluation standards, and program enhancements will be explained to stakeholders. In addition, attendees' questions will be captured and posted along with responses in a frequently asked question section of the SbD internet site for all stakeholders to review via <http://cmssuccessbydesign.weebly.com/>.

There are tools provided to schools in each cohort to communicate to all stakeholders throughout the design process and during each re-design year. There is an expectation that schools convene public meetings to solicit input and provide plan details by mid-December of the planning year and by mid-March of the re-design years. Additionally, three informational

sessions for candidates interested in the talent pool are held in the fall prior to the talent pool opening and two sessions are offered each summer for principals interested in joining a cohort.

The district will be intentional in continuing to communicate the plan's provisions and learnings with all program participants during in-person Design Sessions and via email to all staff accepted into the talent pools. Program information will be announced during HR webinars and updates, in Learning Community and Department newsletters, printed on SbD recruitment cards, listed on the CMS website and job boards, explained to candidates at career and job fairs, and discussed at the New Teacher Orientation session. CMS social media sites (Facebook, Twitter, LinkedIn) will feature plan information, along with two publications distributed to staff weekly and bi-monthly in the district (CMS Insider, Superintendent's weekly communications).

Communication on Support System for Advanced Teacher Roles: PD information for advanced teacher roles is commonly shared on the SbD website, district-wide newsletters, learning community newsletters, MyTalent, email updates, and career fairs. If our proposal is accepted, we will expand our communication scope by creating a brand identity around CMS SbD to use for marketing to both external and internal stakeholders. With the addition of a data analyst staff member, we will seek peer-reviewed publications in scholarly journals upon each year of the grant to communicate all aspects of the program. Communications will continue to include Board Updates, interest sessions for teachers interested in applying to the talent pool, principal Design Sessions for schools in the district who are interested in utilizing this model, and expand to Superintendent's planned conversations with community members to inform them of the work and results of the SbD model. Additionally, we will seek more attention in the local newspaper by reaching out to the local education editor, and increase our presence on Social Media with CMS SbD Facebook, LinkedIn, and Twitter accounts. State and national attention

will be achieved through presentations at conferences around topics such as the actions taken to create the CMS SbD model and the success of its implementation. We will accomplish transparency through ongoing sharing of resources, lessons learned, and strategies and process and will also highlight all of our work via the CMS Transforming Teacher Roles Conference in the third year of the grant.

Voluntary Relinquishment: Allowing principals flexibility with the salary differential of their ADM exchange when teacher-leaders voluntarily relinquish their position during their contract year will be highly beneficial. The district currently contracts teacher-leaders on a year-by-year basis since principals exchange for these positions established on student and school needs. In the first year of the grant, CMS district leaders are committed to working with CMS Legal and Human Resources departments to create a policy allowing principals the ability/flexibility to reallocate those dollars until 1) the teacher-leader returns, or 2) another teacher-leader can be hired to fulfill those responsibilities needed to execute the design plan. The proposed policy would require teacher-leaders to submit a formal, 30 day notice of voluntary relinquishment of the role and any associated responsibilities. The allocated program pay would cease upon the end of assignment date and revert back to the principal's budget allowing resources to be re-assigned as needed. Voluntary relinquishment of the advanced teaching role shall not be considered a demotion.

Salary Supplements: Using a formula provided by the state and modified by the district, schools receive teacher allocations based on students (ADMs). Participating schools are able to exchange their allocations to create an advanced teacher role in order to sustain these roles at the school. For example, principals can exchange an ADM to create a teacher-leader role with a salary differential (stipend/supplements). A RTT will cost 1.05 ADM and provides a teacher-

leader with a salary differential of \$1,500 annually. Most recently, the state has allowed participating schools to use Title 1 funding towards MCL2 and MCL1 positions. To that end, a MCL2 costs 1.45 ADM; therefore, principals can exchange a 1.0 ADM supplemented with \$20,000 Title 1 funds to equal the 0.45 ADM salary differential. These positions are exchanged each year as a one year contract to the teacher-leader, since school design teams plan the models and roles around student and teacher data. Although principals have the discretion to make annual re-hires, the district will now mandate teacher-leaders requalify every two years beginning with the 2016-17 school year for the 2013-14 existing hires (pre-talent pool) and continuing in 2017-18 for 2015-16 hires and so forth.

Theory of Action: If SbD is awarded funding to expand the PD available to teacher-leaders on our advanced career path, then staff trained in PD modules will build a sustainable structure the program can maintain and expand upon in post-grant years.

Implementation Plan for PD: Since 2013-14, 35 schools have been trained in SbD. Currently (2016-17) there are 97 teacher-leader positions, 49 of those are MCLs that support 261 teachers and reach over 5,000 students. Based on trend data from cohorts 1 through 4, we anticipate 10 new schools opt-into Cohort 5 in 2017-18 reaching over 10,000 students program-wide, which will be the first year of grant funding. Based on the SbD rubric and trend data we estimate that approximately 7.2% of our certified teachers (653 or 9,097) are eligible to apply for the 2017-18 talent pool opening fall 2016.

	2014-15	2015-16	2016-17	2017-18 (anticipated)
SbD School Implementation Totals by Year	17	17	27	35
SbD Position Totals by Year	115	90	97	107

NUMBER OF SbD SCHOOLS	Cohort 1				Cohort 2			Cohort 3		Cohort 4
	Design	Year 1	Year 2	Year 3	Design	Year 1	Year 2	Design	Year 1	Design
Elementary	10	10	9	7	1	1	1	9	7	3
Middle	4	4	4	4				3	3	
Pre-K - 8 or 6 - 12	1	1	1	1				1	1	
High	2	2	2	2				1	1	
Total	17	17	16	14	1	1	1	14	12	3

NUMBER OF SbD POSITIONS	Cohort 1			Cohort 2		Cohort 3	Anticipated Cohort 4
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 1	Year 1
Elementary	53	51	32	3	3	22	10
Middle	43	24	14			12	
Pre-K - 8 or 6 - 12	2	2	3			2	
High	17	10	5			4	
Total	115	87	54	3	3	40	10

Currently, we are providing minimal support to the 49 MCLs in teacher-leader roles that are in 23 schools and no support to the direct reach teachers hired into advanced teacher roles. With grant funding we plan to provide excellent professional development support to all teacher-leader roles (anticipating over 150 accepted into the talent pool) and aspiring teacher-leaders.

In year one, with grant funding, we plan to purchase technology to support the needs of the SbD team. Hired personnel will include two PD Specialist and a Data Analyst. During 2017-18, PD Specialists will join ten staff and participate in the proposed train-the-trainer sessions (not limited to: Crucial Conversations, Influencer, Facilitative Leadership, DDI, Observation and

Feedback) in order to begin building capacity within our district for post-grant funding. PD Specialists will also develop and implement self-paced, online book study coursework based on researched best practices for teacher-leaders (not limited to: Get Better Faster, Influencer, Teach Like a Champion, Leverage Leadership, Practice Perfect, and Differentiated Coaching). Additionally, the PD Specialists will further develop current PD Playlists for current and aspiring teacher-leaders and they will be responsible for providing on-site, job-embedded coaching to support and build capacity in MCLs throughout the grant term. PD for MCLs will also include participation in Center for Intentional Leadership, a professional development series aligned to Standard V on the Teacher-Leader Specialist Evaluation Tool, and Together Leader, a professional development for MCLs and school administrators on organizational best practices.

PD developed and implemented by the PD Specialists for all teacher-leaders and aspiring teacher-leaders will be aligned to standards identified in each of the evaluation rubrics used for teacher-leaders. Teacher Evaluation Standards include demonstrating leadership, supporting a respectful environment in a diverse population, knowing the content they teach, facilitate learning, and reflecting on their practice. Teacher Leadership Specialist Evaluation Standards include demonstrating leadership, supporting a respectful environment in diverse populations, incorporating adult learning strategies and effective teaching and learning practices to implement change, facilitating growth and development of educators, and engaging in and facilitating reflective practices.

PD options for principals will begin as early as July 2017. They include the opportunity to attend the Change Management course at Queens University to maximize communication and buy-in with staff and stakeholders when beginning Design Sessions and Relay, a full two-week, intensive summer program providing professional development and train-the-trainer

qualifications for Leverage Leadership's Observation/Feedback and DDI levers.

The Data Analyst hired will develop tracking systems and begin collecting quantitative and qualitative data regarding baseline data and progress of the entire SbD program. Analysis will be linked to the state's evaluation standards and expectations.

Year one activities also include stipend and substitute pay to allow teacher-leaders opportunities to receive PD in areas aligned to job descriptions and evaluation rubrics as outlined in the SbD PD Playlists in an effort to build capacity within the district for post-grant funding.

Year two continues the work of year one. Year three introduces our CMS SbD: Transforming Teacher Roles Conference in which we will share our grant-term strategies, training, resources, findings, and lessons learned to be transparent about and share outcomes of our grant-funded work in phase II of our program. We propose inviting the other grant-funded LEAs finishing the implementation of their compensation models (phase I) and other state or national education leaders interested in attending our conference to learn more about the two phases of work that NCDPI has supported during the three-year grant term.

Program Years 1-3: July 2017- June 2020	
Date	Action
Summer 2017	Purchase technology for grant funded positions and PD needs
Summer 2017-2020	Continue to update website and provide monthly newsletters to stakeholders
Summer 2017-2019	Use grant funding to send 12 staff to train the trainer sessions in year 1; 6 staff in year 2: Crucial Conversations, Influencer, Facilitative Leadership, etc. (send 2 SbD team members and possibly 2 principals and 2 MCLs)
Summer 2017-2020	Revise and extend options on PD Playlist
Summer 2017-2020	Kick-off event PD for hired staff and accepted pool candidates Use grant funding for participant stipends Hire Keynote Speaker Provide open training sessions of Playlist courses to all employees at least quarterly or each semester facilitated by newly trained trainers
Summer 2017-2020	Offer principal and MCL PD offerings through Queens, Relay(only year 1 & 2), Center for Intentional Leadership, and Together Leader

Summer/Fall 2017-2020	Create course on innovative scheduling for principals and their design teams and begin offering in conjunction with Design Sessions (or prior to)- use exemplar schools
Summer/Fall 2017-2020	PD Specialist to begin building Canvas courses on book studies and other available high need categories (listed on PD Playlist)
Fall 2017-2020	Teacher-leaders to utilize grant funded substitute pay (1 PD day per teacher-leader per year)
Fall 2017-2020	PD Specialists begin site visit coaching and Data Analyst begins data collection
Fall/Winter 2017/18-2020	PD Specialists to create/organize/facilitate PD sessions listed on Playlist, organize by need displayed in site-visits and collected via surveys
Spring 2019	Begin planning for CMS SbD: Transforming Teacher Roles Conference
Spring 2020	Begin sustainability discussions for post-grant funding
Summer 2017-2020 August-September December, March, May	Progress Monitoring- Observations of teacher, planning sessions, and coaching sessions
Summer 2017-2020 October, February, April	Progress Monitoring- Interviews of teaching and coaching participants
Summer 2017-2020 After each PD module or session is completed	Progress Monitoring- PD Surveys
2017-2020 End of each month	Outcome Monitoring- Student progress-All available indicators
2017-2020 End of each month	Outcome Monitoring- Teacher progress-All available indicators (including EVAAS)
2017-2020 Partial report July Full report Sept.	Summative Evaluation- All indicators (including NC Teacher Evaluation and NC Teacher-Leader Specialist Evaluation)
Spring 2019/Summer 2020	Collect year 3 data and measure against baseline data, publish results
Late Spring/Early Summer 2020	Implement CMS SbD: Transforming Teacher Roles Conference

Financial Sustainability: Our current compensation model is sustainable at each school, due to ADM exchanges and Title I funding that principals trade in order to fund the advanced teacher roles. The Program Lead is a permanent position in CMS to oversee the entire SbD program, funded through the Human Resource department. The district will evaluate the success and

growth of the program along with the annual district budget in consideration of maintaining the additional staff, as needed, to support the Program Lead with the continuation of SbD.

The proposed district policy will provide guidelines for teacher-leaders choosing to relinquish their advanced teacher roles prior to the end of their contract and allow flexibility to principals with the salary differential (ADM or Title 1 funds) above the teacher's regular 1.0 ADM.

The self-paced and blended learning courses that are developed during the grant funded term will be able to be sustained and enhanced by the Program Lead as the district has committed to using Canvas as an ongoing PD platform. The resource library, established by purchasing books with grant funds, will be sustainable each post-grant year through the use of a check-out system for program participants while enrolled in the self-paced Canvas courses.

Funding used to for the train-the-trainer courses and contracted services increases the district's capacity for in-house PD facilitators to continue delivering content so that the SbD program can utilize these trainers post-grant years for new cohorts of schools and new hires of teacher-leaders without needing annual funding. PD course materials, stipends, and substitute pay could continue to be supported through Title II funding allocated to the district and/or with future, competitive grant awards and private donations. In addition, the CMS Foundation was re-launched this year and has committed to identify and develop donors to support three focus areas, one of which is lessons learned from LIFT. SbD is an extension of LIFT's Opportunity Culture and further supports the teacher compensation model and advanced teacher roles.

Theory of Action: If excellent teacher-leaders reach more students and coach other teachers, then schools will exceed student growth expectations, teachers will demonstrate improvement on summative evaluation ratings, and school instructional culture index ratings will increase.

Objectives to Outcomes: With grant funding, SbD will create strategic access to research-based PD that will support teacher-leaders aspiring to take on these advanced teacher roles. Our goal is to be proactive, rather than reactive, with the tools and resources needed to be highly successful from the first day on the job as a teacher-leader. We also plan to provide a continuation of courses that improve their craft as they coach and provide technical assistance in their school. This training will also benefit the veteran teacher-leaders as they network and share best practices on a national level with other school districts. By 2020, grant term end, we expect to see a significant increase from the trends we see today by providing PD outlined in this proposal.

According to CMS Human Resource data, in 2014-15, 95% of the MCLs Met or Exceeded Growth, of those 18% Exceeded Growth. These MCLs did not go through a talent pool process. Instructional Culture Index on the district-wide Insight Survey, when SbD began, records CMS average score in 2013-14 as 6.8. The SbD, cohort 1 schools (17) average in 2013-14 was 6.39. Within three years, by 2015-16, CMS only grew 0.5 points to an average of 7.3 while SbD grew 1.0 points to an average of 7.39. School culture is measured by 1) My school is committed to improving my instructional practice, 2) The expectations for effective teaching are clearly defined at my school, and 3) Teachers at my school share a common vision of what effective teaching looks like. On the 2015-2016 EVAAS report, 94% of SbD schools Met or Exceeded Growth (64% Exceeded, 30% Met, 6% Did Not Meet). Currently, SbD schools in Cohorts 1 and 2 that have implemented models/roles outperformed other CMS schools and the state in every subgroup except one (two or more races) on end-of-year proficiency scores. From 2014-15 to 15-16, 85.3% of teachers supported by an MCL were retained and 85.2% of teacher-leaders in SbD schools were retained in the district. From 2015-16 to 16-17, 88.8% of teachers supported by an MCL were retained and 95.6% of teacher-leaders in SbD schools were retained

in the district. Currently, only 84.7% of the teachers supported by an MCL improved in overall summative evaluation ratings. There currently is not a formal tracking process for SbD schools regarding school designs and goals; teacher growth; or student growth.

The following chart indicates our grant-funded actions and goals we expect to achieve.

Grant Funded Action	Goal of Program
<ul style="list-style-type: none"> ● Hire PD Specialists and Data Analyst ● Train and calibrate PD Specialists ● Develop and implement coursework for all teacher-leaders ● Develop tracking systems ● Playlist access to aspiring teacher-leaders before they apply to the talent pool ● On-site, job-embedded coaching of MCLs ● Teacher-leader PD ● PD and support to SbD principals to lead teacher-leaders 	100% of all teacher-leaders Meet or Exceed Growth annually
	By 2020, post-grant, the Instructional Culture Index average on the Insight survey for all SbD schools will improve to at least 8.5 on a 10 point scale
	100% of SbD schools will receive Exceeds Growth rating on EVAAS annually
	SbD schools in all cohorts will outperform district and state end-of-year proficiency results in all subgroups
	Retention rate of teachers supported by an MCL improves to 95%, and retention of teacher-leaders improves to 98%
	100% of teacher's coached by an MCL will improve at least one level on their overall summative evaluation rating each year
	SbD will create a tracking system for all aspects of the program regarding schools designs and goals, teacher growth, and student growth by August 2017

Local Community Involvement: Community engagement for all activities related to the SbD program are critical to ensure stakeholders are well informed and to continue fostering a relationship of open dialogue and transparency. In August 2016, the district was locally featured on WCCB, Channel 18 in Charlotte, through a live broadcast to inform viewers about the program (Wilson, 2016). In September 2016, an input survey was submitted to the parent, citizen, university, and business communities to inform all stakeholders of the proposed program expansion and solicit feedback for advanced teacher roles and recommendations for PD.

Respondent submissions will be captured and shared via a frequently asked question section on the SbD website and refreshed as more questions are received. Stakeholders, including the business community, district staff and general public, will receive monthly newsletters (Attachment G) and will be encouraged to visit the SbD website frequently to learn about program updates, best practices and periodic outcomes. Schools participating in the program will also continue to use various communication vehicles, such as PTA/PTO mailings, school websites newsletters, ConnectEd calls, and emails to inform about the progress of SbD.

Sharing Best Practices: To date, CMS has implemented a compensation model that is recognized nationally. The SbD Program Lead and several principals and teacher-leaders have provided technical assistance to states and districts nationally (Kentucky Department of Education, Office of Next Generation Learners; Hope Street Group in North Carolina, Richmond County School System in Augusta, Georgia; Teaching Matters, Inc. in New York, Indianapolis Public Schools in Indiana, and most recently a state agency in Arizona, Spring Branch School District in Texas, and Guildford County in NC). Also, Public Impact contracted several of the districts' Reach Teachers to train staff in Indianapolis Public Schools on their teacher-leader roles and PI publishes articles from Opportunity Culture Fellows in SbD. We want to continue networking and sharing our work and trajectory of success we are beginning to see in our schools with student achievement, teacher effectiveness, and teacher-leader retention with other districts across our state and nation via publications, conferences, social media, and on-site visits.

First, all steps in phase I and phase II of the program will be captured and outlined in order to share via site-visits or consulting other stakeholders interested in replicating this work. For example, documented program processes and process map visuals to inform stakeholders of various components will include creation and definition of roles, school participation

requirements, eligibility guidelines for aspiring teacher-leaders, screening rubric review process, talent pool selection criteria, PD playlists, templates for qualitative and quantitative data collection, evaluation tracking process and growth results, and sustainability plans. Second, lessons that we learn along the way will be documented in presentation decks and shared via conferences and training sessions so others may benefit from our growth. Third, with grant funding, the SbD team would commit to providing consultation to other districts interested in replicating our work or hosting visiting districts and educational leaders wishing to see our work first-hand. Fourth, we will proactively seek local and national conferences to present at and publish written articles about our successes. Fifth, our program website will be kept updated and public so information and resources, like our monthly newsletter and videos about our work, can be accessed by other school systems to reference. Sixth, while the self-paced courses we are proposing to fund will be specific to principals, teacher-leaders, and aspiring teacher-leaders in our district, we intend to build them in Canvas and are willing to consult and share our work with other districts. Finally, in the third year of the grant, we propose hosting a national conference. Sessions would include discussion panels, training sessions (provided by staff trained to lead courses during the grant term), influential keynote speakers, and opportunities to visit SbD schools and job-shadow our teacher-leaders in order to learn first-hand about the work that we have done and the impact we continue to make on student achievement, teacher effectiveness, and school culture. We would also invite the other NC grant funded LEAs to present their work. CMS firmly believes that the achievement of ALL students benefits our nation and through the goals and vision of SbD, we are committed to increasing the number of students receiving instruction from an excellent teacher. While our direct reach impacts the achievement of the

students immediately in our district, we are committed to supporting other districts in the impact they can make on student achievement in their direct reach.

Theory of Action: If we hire a data analyst that can develop a system for data collection, track student, teacher, and program data then we will be able to publish reports that present the progress of the SbD program to a state and national audience.

Local Evaluation Procedures: The local program evaluation will include both process and outcome monitoring. It is imperative that stakeholders are made aware of the implementation throughout the school year and whether leading indicators of improved student achievement are on target for successful final outcomes with the state end-of-year assessments. Part of the on-going data collection to monitor the program will be observations of classrooms, planning sessions, and coaching sessions. Moreover, interviews with participants, student surveys, and surveys around PD content will be measured. Outcome monitoring will include both student and teacher-leader indicators. To determine student progress toward end-of-year goals, common assessment outcomes, district interim assessments, student attendance, and work samples will be reviewed quarterly. To determine teacher and coach progress, evaluation materials and the Insight Instructional Culture survey results will be analyzed. End-of-year measures will include EVAAS results, end-of-year assessment results, teacher retention, teacher attendance, and student attendance both year over year and with comparisons of students taught by non-SbD teachers. Program monitoring of services will include, but not limited to, the number of talent pool applicants, number accepted into the pool, number of candidates hired into the positions, number of PD sessions completed, and the types of PD attended.

Interim reports will be provided to the program lead once a month starting in October 2017. Each interim report will include all analyzed data up to that point to show progress and

trends throughout the program. Reports will be used to make program adjustments; such as, processes, available training, site-based support, data collection, etc. Interim updates will be provided to the Board of Education quarterly. A partial final yearly report will be provided in July each year. The full final report will be provided as soon as the end-of-year assessment data are made public (around month of September).

Annual Collection of Data		
Process Monitoring	Observations of teachers, planning sessions, and coaching sessions	August - September December, March, May
	Interviews of teaching and coaching participants	October, February, April
	Surveys	Completion of each PD
Outcome Monitoring	Student progress - All available indicators	End of each month
	Teacher progress - All available indicators	End of each month
End-of-Year Evaluation	All indicators	Partial report July Full report September

By NCDPI granting the necessary funds SbD proposes for phase II of our program, we will implement PD that is a mix of job-embedded training, mastery-based learning, skill specific content, train-the-trainer learning, and video exemplars. PD of this magnitude will allow aspiring teacher-leaders to be proactive with training opportunities for advancement, produce talent pool candidates that are prepared for specific advanced teacher roles, and create a sustainable system for teacher-leaders and principals to receive training, resources, and tools in order to provide excellent support to the teachers and students they serve.

ATTACHMENT A

Budget Item	Year 1 2017-18 Budget	Year 2 2018-19 Budget	Year 3 2019-20 Budget	Total Grant Requested Funds
Personnel				
PD Lead Specialist PG8	\$ 68,952	\$ 71,021	\$ 73,152	\$ 213,125
Employer's Social Sec Cost	\$ 5,275	\$ 5,433	\$ 5,596	\$ 16,304
Employer's Retirement Cost	\$ 11,260	\$ 11,811	\$ 12,385	\$ 35,456
Employer's Health Ins	\$ 5,565	\$ 5,732	\$ 5,904	\$ 17,201
Employer's Workers Comp Ins	\$ 345	\$ 355	\$ 366	\$ 1,066
Unemployment Ins	\$ 690	\$ 710	\$ 732	\$ 2,132
Life	\$ 10	\$ 10	\$ 10	\$ 30
PD Specialist PG7	\$ 59,966	\$ 61,765	\$ 63,618	\$ 185,349
Employer's Social Sec Cost	\$ 4,587	\$ 4,725	\$ 4,867	\$ 14,179
Employer's Retirement Cost	\$ 9,793	\$ 10,272	\$ 10,771	\$ 30,836
Employer's Health Ins	\$ 5,565	\$ 5,732	\$ 5,904	\$ 17,201
Employer's Workers Comp Ins	\$ 300	\$ 309	\$ 318	\$ 927
Unemployment Ins	\$ 600	\$ 618	\$ 636	\$ 1,854
Life	\$ 10	\$ 10	\$ 10	\$ 30
Data Analyst PG8	\$ 68,952	\$ 71,021	\$ 73,152	\$ 213,125
Employer's Social Sec Cost	\$ 5,275	\$ 5,433	\$ 5,596	\$ 16,304
Employer's Retirement Cost	\$ 11,260	\$ 11,811	\$ 12,385	\$ 35,456
Employer's Health Ins	\$ 5,565	\$ 5,732	\$ 5,904	\$ 17,201
Employer's Workers Comp Ins	\$ 345	\$ 355	\$ 366	\$ 1,066
Unemployment Ins	\$ 690	\$ 710	\$ 732	\$ 2,132
Life	\$ 10	\$ 10	\$ 10	\$ 30
Stipends for MCLs summer work	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Employer's Social Sec Cost	\$ 765	\$ 765	\$ 765	\$ 2,295
Employer's Retirement Cost	\$ 1,633	\$ 1,663	\$ 1,693	\$ 4,989
Stipends for teacher-leader summer PD	\$ 60,000	\$ 75,000	\$ 90,000	\$ 225,000
Employer's Social Sec Cost	\$ 4,590	\$ 5,738	\$ 6,885	\$ 17,213
Employer's Retirement Cost	\$ 9,798	\$ 12,473	\$ 15,237	\$ 37,508
Substitute pay for 1 teacher PD day	\$ 10,300	\$ 12,360	\$ 14,420	\$ 37,080
Employer's Social Sec Cost	\$ 788	\$ 946	\$ 1,103	\$ 2,837
Substitute pay for Design Sessions	\$ 3,708	\$ 6,180	\$ 7,210	\$ 17,098

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Employer's Social Sec Cost	\$ 284	\$ 473	\$ 552	\$ 1,309
Train-the-trainer workshops	\$ 120,000	\$ 60,000	\$ 0	\$ 180,000
CMS SbD Conference (yr 3)				
Hotel Conference Space, food, beverage			\$ 60,000	\$ 60,000
Holding Rooms (80% attrition for 100 rooms)			waived	\$ 0
Keynote			\$ 8,000	\$ 8,000
Pamphlet printing/name badges			\$ 1,000	\$ 1,000
Pens/notepads			\$ 2,000	\$ 2,000
Transportation (bw 10am-12pm)			\$ 10,000	\$ 10,000
Longevity	\$ 2,833	\$ 2,833	\$ 2,833	\$ 8,499
Employer's Social Sec Cost	\$ 217	\$ 217	\$ 217	\$ 651
Employer's Retirement Cost	\$ 463	\$ 471	\$ 480	\$ 1,414
Contracted Services				
Queens University	\$ 80,000	\$ 80,000	\$ 80,000	\$ 240,000
Relay	\$ 150,000	\$ 150,000	\$ 0	\$ 300,000
Center for Intentional Leadership	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
Together Leader	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Keynote Speaker	\$ 8,000	\$ 8,000	\$ 8,000	\$ 24,000
Travel Reimbursement	\$ 8,000	\$ 8,000	\$ 8,000	\$ 24,000
Supplies and Materials	\$ 4,000	\$ 4,000	\$ 4,000	\$ 12,000
Facilitative Leadership Materials	\$ 35,520	\$ 35,520	\$ 35,520	\$ 106,560
VitalSmarts Materials	<u>\$ 15,000</u>	<u>\$ 15,000</u>	<u>\$ 15,000</u>	<u>\$ 45,000</u>
	-	-	-	-
Equipment	<u>\$ 11,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 11,000</u>
Total Direct Costs	\$ 911,914	\$ 873,214	\$ 775,329	\$ 2,560,457
Indirect Cost	<u>\$ 30,157</u>	<u>\$ 28,877</u>	<u>\$ 25,640</u>	<u>\$ 84,674</u>
Total Grant Requested Funds	\$ 942,071	\$ 902,091	\$ 800,969	\$ 2,645,131
CMS Investment	\$ 948,067	\$ 1,022,333	\$ 1,096,600	
Total Project Budget	\$ 1,890,138	\$ 1,924,424	\$ 1,897,569	\$ 5,712,131

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1. Personnel

Professional Development Lead Specialist - a full time, 12-month position for each year of the grant. The Professional Development Lead Specialist will attend train-the-trainer sessions in order to lead the advanced teacher-leader roles in professional development, organize all courses and sessions available to SbD staff, maintain the program's Playlist or Path, manage MyTalent courses, organize the Summer Kick-Off, video-record best practices in coaching and lesson delivery to use for exemplars in PD sessions, and conduct site-visit coaching sessions.

Figured at \$68,952 with a proposed 3% annual salary increase contingent on CMS approved raises.

Professional Development Specialist - a full time, 12-month position for each year of the grant. The Professional Development Specialist will create courses in Canvas (or like platforms) for self-paced learning (multiple book studies, onboarding course, The Art of Coaching, etc.), attend train-the-trainer sessions in order to lead the advanced teacher-leader roles in professional development, video-record best practices in coaching and lesson delivery to use for exemplars in PD sessions, and conduct site-visit coaching sessions. Figured at \$59,966 with a proposed 3% annual salary increase contingent on CMS approved raises.

Data Analyst - a full time, 12-month position for each year of the grant. The Data Analyst will compile and analyze all data regarding the Success by Design program. This includes, but not limited to creating surveys to go out to Success by Design staff and those supported by SbD staff or in a school with SbD staff, analyzing data from Insight and TWC survey's, teacher evaluation data, student achievement data, MyTalent course data, and conduct site-visits for on-the-job data collection. This person will also write reports and create presentations for reporting out to various organizations (DPI, CMS, Belk, Public Impact). This person will also track grant funding expenditures and balance. Figured at \$68,952 with a proposed 3% annual salary increase contingent on CMS approved raises.

2. Fringe Benefits

Fringe benefits for the Professional Development Lead Specialist, Professional Development Specialist, Data Analyst, Program Lead, Stipend and Substitute pay are established and listed according to CMS Human Resources guidelines (2016-2017) to include FICA at 7.65% of salary costs, Employer's Retirement Cost at 16.33%, 16.63%, and 16.93% of salaries, Worker's Compensation at .5% of salary cost, and Health and Life Insurance at \$5,565 annually. A total of \$70,851 is requested in year one, \$73,454 in year two, and \$76,151 in year three.

3. Longevity Pay

Longevity pay is to recognize long-term service with CMS. Figured at projections and potential of hiring existing CMS staff for the Professional Development Lead Specialist (\$68,952), Professional Development Specialist (\$59,966) and the Data Analyst (\$59,966) to fall within the CMS required years of State service for eligibility with total year one salaries at \$188,884 with longevity pay collectively equaling \$2,833 for year one at the 1.50% rate, year two includes salary increases for all three positions totaling \$194,551 at the 1.50% rate equaling \$2,918, and year three includes salary increases for all three positions totaling \$200,388 at the 1.50% rate equaling \$3,005. An eligible employee who has at least ten (10) years of North Carolina state service shall receive a lump sum payment annually as outline below:

Years of State service	Longevity Pay Rate
10 but less than 15	1.50%
15 but less than 20	2.25%

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20 but less than 25	3.25%
25 or more	4.50%

4. Workshop Training, Stipends/Substitute pay

Train-the-Trainer Workshops- Funds to allow 18 people in SbD to participate in train-the-trainer workshop model sessions during the first two years of the grant in order to sustain training efforts in a variety of courses. Trainers would provide multiple sessions of the courses they are trained in throughout the year and again during the summer Kick-off and also during the CMS Success by Design Conference in year 3. Examples include, but are not limited to: Crucial Conversations, Influencer, Facilitative Leadership, and levers of Leverage Leadership- Data Driven Instruction, Observation and Feedback). Figured at 12 people in year 1 at \$10,000 each for \$120,000, 6 people in year 2 at \$10,000 each for \$60,000, 0 people in year 3.

Multi-classroom Leader Summer PD Stipend - 10 Multi-classroom Leaders will be selected each year based on trend performance (data, evaluation, ability to lead peers) to complete summer work. Summer work includes, but is not limited to planning and organizing the summer Kick-Off event, leading a PD session at the kick-off, writing scripts and participating in recruitment videos, reviewing and providing feedback about program processes, reevaluating playlist courses and working with PD specialists to increase offerings based on professional needs and personal interests of all teacher-leaders. Figured at \$200 per day for 5 days for 8 hours per day for 10 MCLs (based on average salary of current teacher-leaders of \$51,000/annual or \$25/hour).

Teacher-Leader Summer Professional Development Stipends - Teacher-leaders accepted into the talent pool and those hired into school SbD positions are invited to attend a 3 day Kick-off event hosting a variety of professional development sessions determined through data collection. Sessions align with Teacher Evaluation and Teacher-Leader Evaluation rubrics, district initiatives, and school needs. Figured at year 1 including 200 teacher-leaders at a rate of \$100 per day for 3 days; year 2 includes 250 teacher-leaders at a rate of \$100 per day for 3 days; year 3 includes 300 teacher-leaders at a rate of \$100 per day for 3 days. Figured at year 1- \$60,000, year 2- \$75,000, year 3- \$90,000.

Substitute Pay for teacher-leader professional development - Participating teacher-leaders will be allocated one substitute pay day to support participation in professional development in a course aligned to their professional development plan goals. Figured at year 1 covering 100 hired teacher-leaders at the CMS rate for a certified substitute at \$103 for the allowed day; year 2 covering 120 hired teacher-leaders at the CMS rate for a certified substitute at \$103 for the allowed day; year 3 covering 140 hired teacher-leaders at the CMS rate for a certified substitute at \$103 for the allowed day. Figured at year 1- \$10,300, year 2-\$12,360, year 3-\$14,420.

Substitute pay for Design Session participation - Design Sessions occur three times during a Cohort's first year of planning and again once per year for each year of re-Design. Principals are encouraged to bring a team typically consisting of other administrators and/or teacher-leaders. Schools that have a teacher-leader design team member that would require a substitute would be allocated one substitute for each of the 3 design sessions during the planning year and for 1 re-design session each year after. Design session work is necessary for analyzing student achievement and teacher effectiveness, learning about the program, learning how to create buy-in and communicate the benefits to all stakeholders, and create innovative and flexible master schedules in order to align one or more of the program's models/roles to the School Improvement Plan in order to effectively close the achievement gaps. Figured at \$103 per the CMS rate for certified substitute, year 1 includes 36 number of teachers at

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\$3,708, year 2- 60 teachers at \$103 at the CMS rate for a certified substitute at \$6,180, year 3- 70 teachers at the \$103 using the CMS rate for a certified substitute at \$7,210.

5. Travel

Provide funding for national/state conference registration fees, travel (airfare/mileage/baggage), lodging, food per diem, and ground transportation (taxi) for SbD team (3 participants) to learn research based best practices or present SbD successes around the nation/state. Mileage costs for SbD team to provide on-site training/coaching to all CMS schools participating in Success by Design. Additionally, funds would cover mileage costs for SbD team to provide training/consulting to other LEAs in the state when opportunity is offered. Figured at a 2-day conference- \$200 per registration; \$550 per flight/baggage or mileage \$.54 per mile (or current mileage rate); \$600 per lodging; food per diem at breakfast \$8.30, lunch \$10.90, dinner in state \$18.70 and out of state \$21.30; \$3.00 per mile ground transportation (taxi). Figured at \$8,000 per year for 3 years.

6. Equipment/Technology

The equipment to be purchased will support the workloads for the Program Lead, Professional Development Lead Specialist, Professional Development Specialist, and Data Analyst positions. The equipment requested matches the district's needs for expanding high quality program oversight and observations for Success by Design. Technology use by the Success by Design team will include, but not limited to, lead PD, collect and analyze data, record coaching sessions and model lesson delivery, communicate with teacher-leaders, manage MyTalent, create Canvas courses, record voiced-over slide decks, and attend/lead webinars. Funding allows acquisition of four Revolve Tablet G3 (or equivalent) 4 at approved CMS rate of \$1,038 laptops, one Epson PowerLite X27 LCD projectors at \$449, and other miscellaneous costs for technology and analyst software. Figured at \$11,000 for one time purchase in year 1.

7. Supplies, Materials, Books

Supplies will be needed to facilitate ongoing, internal professional development sessions for program participants and convenings. These include flip charts, markers, flash drives, binders, paper, pens, etc., (estimating \$2,000 per year for 3 years). Additionally, VitalSmarts requires a \$250 per participant fee to cover all workshop material costs. Figured at \$250 for 60 participants per year, for each program year, (estimating \$15,000 per year for 3 years). Facilitative Leadership costs \$35,520 per year for a 3-day workshop for 40 participants. Workshops offered via CMS trainers include Crucial Conversations, Influencer training, Facilitative Leadership, Observation/Feedback, and Data-Driven Instruction. Books for self-paced book-study Canvas (or similar platform) courses purchased for participants to check-out while enrolled in course. Books purchased teach researched based best practices for teacher-leaders and include, but not limited to Get Better Faster, Influencer, Teach Like a Champion, Leverage Leadership, Practice Perfect, and Differentiated Coaching. Figured at \$40 per book at 10 books each course, 5 courses per year, (estimating \$2,000 per year for 3 years). Total figured at \$54,520 per year for each of the 3 grant funded years.

8. Contracted Services

Provide principals the opportunity to attend the Change Management course at Queens University to maximize communication and buy-in with staff and stakeholders when beginning Design Sessions. A cohort of 15-20 principal participants at \$80,000 for each year, respectively.

Opportunity for principals and veteran MCLs to attend Relay, an intense full two-week summer program providing professional development and train-the-trainer qualifications for Leverage Leadership's

ATTACHMENT A

Observation/Feedback and DDI levers. Figured at \$15,000 per person for 10 people for year 1 and year 2.

Opportunity for 3rd year MCLs to attend Center for Intentional Leadership, a professional development series aligned to the Teacher-Leader Specialist Evaluation Tool, Standard 5. An MCL cohort of 10-25 participants each program year, figured at \$100,000 flat rate per cohort.

Opportunity to attend Together Leader, a professional development for MCLs and school administrators on organizational best practices. Figured at a flat rate of \$10,000 each program year.

Keynote- Contract a keynote speaker to motivate and inspire teacher-leaders during the summer PD Kick-Off event. Figured at \$8,000 per year for each of the 3 years.

9. Other, CMS SbD Conference

Year 3, 2020 Success by Design North Carolina statewide Conference, with potential for national LEA participation - Uptown Charlotte hotel conference space to accommodate 500 statewide, LEA participants with the potential for national attendance as well. Quoted with 2016 stated pricing with Omni Charlotte Hotel at \$60,000 (includes per diem amount at CMS policy at \$8.30 for breakfast, \$10.90 for lunch and conference space), 80% attrition for holding 100 rooms for conference participants with tax for two days. Honorarium for keynote speaker on final day of conference figured at \$8,000. Printing, handouts, and attendee badges, figured at \$1,000, and other miscellaneous supplies such as pens and notepads. Chartered bus transportation for conference participants site visits to schools, figured at \$10,000 for 9 to 10 charter buses. Total budgeted conference costs are \$81,000.

10. Total Direct Costs

The yearly totals of project direct costs are \$911,914 in year one; \$873,214 in year two; and \$775,329 in year three. Total direct costs are \$2,560,457.

11. Indirect Costs

The Indirect Costs are applied to project Total Direct Costs less Capital Equipment and Contract Services costs in each year at the CMS approved restricted rate for the 2016-2017 fiscal year of 3.307%: year one - \$30,157 year two - \$28,877, year three - \$25,640. Total indirect costs are \$84,674.

12. CMS Investment

Using a formula provided by the state and modified by the district, schools receive teacher allocations based on students Average Daily Memberships (ADMs). Participating schools are able to exchange their allocations to create an advanced teacher role in order to sustain these roles. Most recently, the state has allowed participating schools to use Title 1 funding towards MCL2 and MCL1 positions. Historically, Success by Design schools have allocated \$651,000 for the 2014-15 school year, \$608,000 for the 2015-16 school year, and \$873,800 for the 2016-17 school year. Based on this trend, projections for the next three years include: \$948,067 for year 1, \$1,022,333 for year 2, and \$1,096,600 for year 3.

13. Total Grant Requested Funds

Total grant requested funds figured at: Year 1- \$942,071, Year 2- \$902,091, Year 3- \$800,969, Total requested- \$2,645,131.

ATTACHMENT B

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ATTACHMENT C

Melissa Stormont
Email: melissaj.stormont@cms.k12.nc.us

EDUCATIONAL BACKGROUND

K-12 Administration, August 2009

Wingate University, Metro Campus, Matthews, NC
Add-On-Licensure Program

National Board Certified Teacher, November 2007

Certification Area: Early Adolescent Mathematics

Masters in the Art of Teaching Middle School, May 2003

Saginaw Valley State University, Saginaw, MI

Bachelor of Arts, Secondary Education, December 1997

Spring Arbor College, Spring Arbor, MI

Major: English **Minor:** Mathematics

PROFESSIONAL EXPERIENCE

Transformation Services Specialist, Success by Design Program Lead
Charlotte-Mecklenburg Schools, North Carolina

Oct. 2015-present

Executive Coordinator, Beacon Initiative
Charlotte-Mecklenburg Schools, North Carolina

Oct. 2014-Oct. 2015

District Testing Coordinator
Pine Bluff School District, Arkansas

July 2014-Sept. 2014

Curriculum & Instruction Coordinator, North Learning Community
Charlotte-Mecklenburg Schools, North Carolina

Dec. 2012-June 2014

SAT Prep Teacher, North Carolina Virtual Public School
North Carolina

January 2010-June 2014

Strategically Staffed Academic Facilitator, Albemarle Road Middle
Charlotte-Mecklenburg Schools, North Carolina

Aug. 2009-Dec. 2012

Teacher/Academic Facilitator, Crestdale Middle School
Charlotte-Mecklenburg Schools, North Carolina

July 2005-June 2009

Teacher, Au Gres-Sims Middle & High School
Au-Gres, Michigan

July 1999-June 2005

Teacher, Renaissance Public School Academy
Mt. Pleasant, Michigan

July 1998-June 1999

JOB RESPONSIBILITIES & OUTCOMES, PROFESSIONAL TRAINING, PRESENTATIONS, RECOGNITION, AWARDS, HONORS, & REFERENCES AVAILABLE IN FULL RESUME.

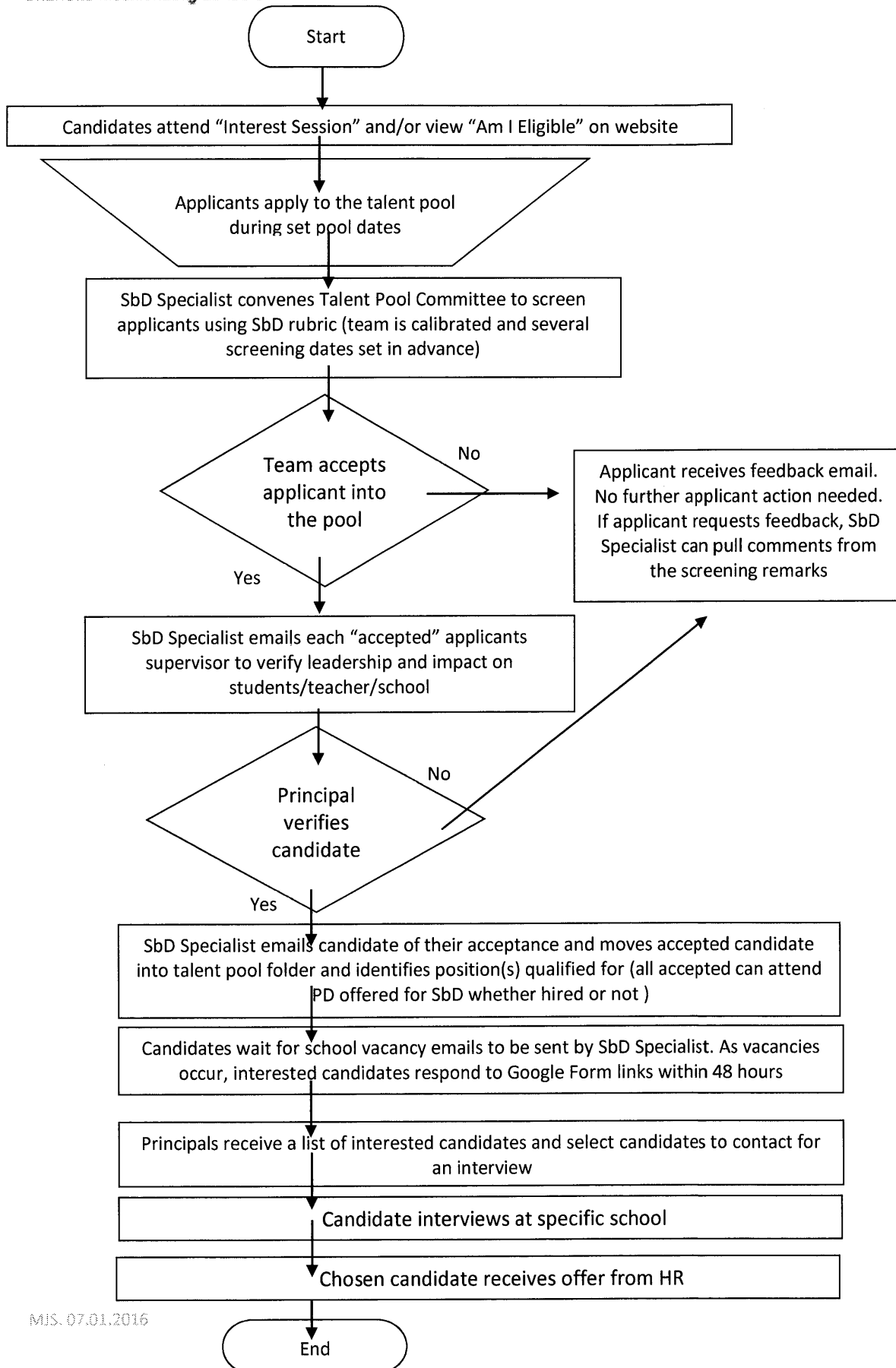
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2016 Success by Design Talent Pool Application Questionnaire- April-June

1. **I understand the following: Based on my application, the Success by Design Talent Pool Committee will review my application according to the screening rubric and job descriptions, and determine which position I most qualify for. I will receive notification of my talent pool status through the email I listed in my SearchSoft/MyApp account.**
2. If you are an internal applicant, please identify the name of your current school. If you are an external applicant, please identify the name of your current school, city, and state.
3. How many years of teaching experience have you completed?
4. Please check the grade level(s) you are interested in and qualified for.
5. Please check the subject(s) you are interested in and qualified for.
6. Upload your current, valid teaching license. Note: only 1 file can be uploaded.
7. Upload your resume. Note: only 1 file can be uploaded.
8. **I understand that in order to be considered for a Multi-Classroom Leader (MCL), Master Reach Teacher (MRT), or Senior Reach Teacher (SRT) position that I must present the most recent and valid high-growth data for at least 2-3 years.**
9. Please upload a screenshot of your 2014-2015 EVAAS data (or comparable state end-of-year test growth data). If you were not in a classroom during this year, please upload data for the grade level or subject you supported. Include a short narrative analyzing your data compared to school, district, or state data. Also describe the strategies you used to obtain the high growth. Note: only 1 file can be uploaded.
10. Please upload a screenshot of your 2013-2014 EVAAS data (or comparable state end-of-year test growth data). If you were not in a classroom during this year, please upload data for the grade level or subject you supported. Include a short narrative analyzing your data compared to school, district, or state data. Also describe the strategies you used to obtain the high growth. Note: only 1 file can be uploaded.
11. Please upload a screenshot of your 2012-2013 EVAAS data (or comparable state end-of-year test growth data). If you were not in a classroom during this year, please upload data for the grade level or subject you supported. Include a short narrative analyzing your data compared to school, district, or state data. Also describe the strategies you used to obtain the high growth. Note: only 1 file can be uploaded.
12. If available, please upload your 2015-2016 EOY data. This could be MAP growth between BOY to EOY, EOG/EOC data based on projections vs actual, and/or TRC growth from BOY to EOY. Data uploaded should be from state or district tests, not classroom assessment data.
13. **I understand that in order to be considered for a Multi-classroom Leader, Master Reach Teacher, or Senior Reach teacher position that I must present current and valid summative evaluations for the past 2 years that are above proficient in at least Standards I & IV.**
14. If available, upload your 2015-2016 summative evaluation. Note: only 1 file can be uploaded.
15. Upload your 2014-2015 summative evaluation. Note: only 1 file can be uploaded.
16. Upload your 2013-2014 summative evaluation. Note: only 1 file can be uploaded.
17. **I understand that in order to be considered for a Multi-classroom Leader, Master Reach Teacher, or Senior Reach teacher position that I must be willing and able to lead adults in order to build teacher capacity and increase student achievement.**
18. Upload your response to the following prompt regarding leadership/teamwork in relation to student achievement. Please think of a time when you recently led and/or managed a team of adult educators. In one-page or less, please describe 1) the goals you set for the team, 2) the strategies you used with the team, 3) the results the team achieved, and 4) your next steps for the team or yourself. Note: only 1 file can be uploaded.



Success by Design/Opportunity Culture
2016-2017 Process Map
Candidate Talent Pool Application



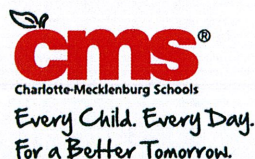
Success By Design

PD Playlist Overview

	Reach Instructional Associate (RA)	Reach Team Teacher (RTT) Senior Reach Teacher (SRT) Master Reach Teacher (MRT)	Multi-Classroom Leader 1 (MCL1) Multi-Classroom Leader 2 (MCL2)
Leadership		District PD: <ul style="list-style-type: none"> <input type="checkbox"/> Data Driven Instruction <input type="checkbox"/> Together Teacher <input type="checkbox"/> Supportive Interaction <input type="checkbox"/> Observation/Feedback 	District PD: <ul style="list-style-type: none"> <input type="checkbox"/> Together Leader Part I <input type="checkbox"/> Crucial Conversations <input type="checkbox"/> Facilitative Leadership <input type="checkbox"/> Influencer
Instructional Practice	District PD: <ul style="list-style-type: none"> <input type="checkbox"/> ELL Quick and Easy Strategies for the Not-So-Common Learner <input type="checkbox"/> Infusing Technology Effectively in your Classroom <input type="checkbox"/> Classroom Management: PEAK Strategies <input type="checkbox"/> INS Differentiation Academy - Summer 2016 <input type="checkbox"/> Content & Grade Level PD 	District PD: <ul style="list-style-type: none"> <input type="checkbox"/> EXC Secondary Literacy Instruction and Co-Teaching <input type="checkbox"/> Reading Apprenticeship for Leadership Teams 	District PD: <ul style="list-style-type: none"> <input type="checkbox"/> Reading Apprenticeship Follow-up Session <input type="checkbox"/> Tech Leader 2 Online Module
Professional Growth and Reflection	Book Study: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Co-Teach: Building and Sustaining Classroom Partnerships</i> by Marilyn Friend <input type="checkbox"/> <i>Teach Like a Champion</i> by Doug Lemov <input type="checkbox"/> <i>Using Technology with Classroom Instruction that Works</i>, 2nd Edition by Howard Pitler, Elizabeth R. Hubbell, & Matt Kuhn Articles: <ul style="list-style-type: none"> <input type="checkbox"/> "Creating Successful Blended-Learning Classrooms" by Bill Tolley <input type="checkbox"/> "The Key to Classroom Management" by Robert & Jana Marzano <input type="checkbox"/> Adolescent pedagogy (social, emotional, intellectual, physical changes teens go through) Videos: www.matchminis.org <ul style="list-style-type: none"> <input type="checkbox"/> Scanning and Circulating <input type="checkbox"/> Running a Quality Lesson <input type="checkbox"/> Our Planning Framework <input type="checkbox"/> Ending with an Exit Ticket <input type="checkbox"/> Designing a Target Task <input type="checkbox"/> Give Clear Directions <input type="checkbox"/> Ratio: All students thinking hard <input type="checkbox"/> Reacting to Minor Behavior 	Book Study: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Co-Teach: Building and Sustaining Classroom Partnerships</i> by Marilyn Friend <input type="checkbox"/> <i>Taking the Lead</i> by Joellen Killian and Cindy Harrison <input type="checkbox"/> <i>Practice Perfect: 42 Rules for Getting Better at Getting Better</i> by Doug Lemov <input type="checkbox"/> <i>Driven by Data</i> by Paul Bambrick-Santoyo <input type="checkbox"/> <i>The Short & Tragic Life of Robert Peace</i> by Jeff Hobbs Articles: <ul style="list-style-type: none"> <input type="checkbox"/> "Blending the Best: Better Learning for More Kids" by Scott Nolt <input type="checkbox"/> "REACH a Framework for Differentiating Instruction" by Marcia Rock <input type="checkbox"/> "Turning Good Teachers Into Great Leaders" by Terry Dozier Videos: www.matchminis.org <ul style="list-style-type: none"> <input type="checkbox"/> Our Planning Framework <input type="checkbox"/> Designing a Target Task <input type="checkbox"/> Making Practice Feel Real <input type="checkbox"/> A Leader They Can Trust <input type="checkbox"/> Proactive Management Mentality <input type="checkbox"/> ...and more! 	Book Study: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Leverage Leadership</i> by Paul Bambrick-Santoyo <input type="checkbox"/> <i>Never Underestimate Your Teachers</i> by Robyn Jackson <input type="checkbox"/> <i>Student-Centered Coaching: A Guide for K-8 Coaches & Principals</i> by Diane Sweeney <input type="checkbox"/> <i>Get Better Faster</i> by Paul Bambrick-Santoyo <input type="checkbox"/> <i>Essentialism: The Disciplined Pursuit of Less</i> by Greg McKeown Articles: <ul style="list-style-type: none"> <input type="checkbox"/> "Ten Roles for Teacher Leaders" by Cindy Harrison & Joellen Killian <input type="checkbox"/> "Seven Keys to Effective Feedback" by Grant Wiggins <input type="checkbox"/> "Will You Help Me Lead?" by Carolann Wade and Bill Ferriter Videos: www.matchminis.org <ul style="list-style-type: none"> <input type="checkbox"/> Giving Feedback During PD <input type="checkbox"/> Promoting a Growth Mindset <input type="checkbox"/> Preparing a Coaching Agenda <input type="checkbox"/> Modeling Effective Teaching <input type="checkbox"/> Reducing Fixed Mindset Behaviors <input type="checkbox"/> ...and more! Workshops: <ul style="list-style-type: none"> <input type="checkbox"/> Intentional Leadership <input type="checkbox"/> Relay
Site-Visits			Job Shadowing: <ul style="list-style-type: none"> <input type="checkbox"/> Fall Experience <input type="checkbox"/> Spring Experience

This is a career path. It is best to have engaged in the learning experiences building up to your role. Pursue opportunities beyond your role for further growth. Additional opportunities will be added over time.

Success by Design Newsletter



August 2016

Inside this Issue:

- Summer Professional Development Re-Cap
- Upcoming 2016-2017 Professional Development
- SbD Logo
- Data Snapshot
- Evaluation & Rubric Reviews
- Talent Pools & Interest Sessions

Summer PD Re-Cap

Success by Design staff hired for the 2016-2017 academic year, as well as candidates accepted into the 2016-2017 talent pool, were invited to attend the 2016 summer professional development offerings. These sessions were intended to front-load learning prior to the start of the school year in order to better equip our great teacher-leaders for success.

Thirty-five staff took advantage of the June 20th Observation & Feedback and Data-Driven Instruction workshop led by trained presenter, Alison Welcher. Participants that completed both sessions received a copy of Paul Bambrick-Santoyo's book, *Leverage Leadership*.

Eleven Multi-Classroom Leaders enrolled in The Together Leader time management session on July 21st. This training is normally only offered to district leaders and principals but has recently been offered to MCLs as well! The training received outstanding reviews from our MCLs so stay tuned for more available session dates.

Twelve staff participated in Supportive Interaction training that took place July 25th and 26th with coaching expert Tracy Edwards. After this two-day PD, Tracy follows-up with each participant at his/her school site. She observes each participant coaching a teacher using the tools they learned from the training and provides them individualized feedback for continued growth in their role.

School principals accompanied sixty of the districts highest performing teacher-leaders during the Success by Design Kick-Off Event at Philip O'Berry July 27th and 28th. Professional development sessions included an informative *My Role* session led by the program lead, Melissa Stormont, and several break-out sessions led by veteran Multi-Classroom Leaders and district leaders on topics such as Difficult Conversations, Time Management, Video Observations, Enhancing Outcomes for Students with Disabilities, Student Motivation Equation, and Instructional Planning Approach. Additionally, half-day sessions on two of Paul Bambrick-Santoyo's levers in his book *Leverage Leadership* were led by trained presenters Meaghan Loftus and Angela Grant on Observation & Feedback and Data-Driven Instruction. Attendees were given Success by Design swag and earned flex certificates for each day they attended! Additionally, *Leverage Leadership* books were distributed to staff that attended both Observation & Feedback and DDI sessions.



Reaching more students and building teacher capacity in schools by leveraging excellent teacher-leaders!

<http://cmssuccessbydesign.weebly.com/>

SbD Newsletter, cont.

UPCOMING PROFESSIONAL DEVELOPMENT:

- **DDI training** on Thursday, September 22nd from 9am-11:30am at Winterfield ES.
- ****DDI training** on Thursday, November 10th from 9am-11:30am at Winterfield ES.
- ****Observation/Feedback training** on Thursday, November 10th from 1pm-4pm at Winterfield ES.

****Last Chance Sessions!!**

Please register for the 3 sessions above using this link: <https://goo.gl/forms/zFCR5NlsgrkdOBO82>

- **Together Teacher** - Free online MOOC <https://www.coursera.org/learn/together-teacher>

MCL only- SAVE THE DATES:

- **(Required) Job Shadowing** on Tuesday, September 27th & Thursday, February 17th (morning shadowing and afternoon focused workshop, details TBA)
- **Together Leader** training on TBD
- **Supportive Interaction** training on TBD

Success by Design Playlist for Each Role:

Playlists consist of professional development courses offered in CMS, books, articles, and videos aligned to district and program initiatives and aligned to each role in order to help you grow in your leadership and instructional practice and promote best practice in our schools. Check them out at

<https://drive.google.com/open?id=0BzzJEjvzJfkRkdPanZYUVNOeFE>.

Design Sessions for Cohort 4- SAVE THE DATES:

Applications for Cohort 4 due by August 12th.

November: Thursday, Nov. 17th, 9am-4pm

January: Thursday, Jan. 26th, 9am-4pm

February: Tuesday, Feb. 28th, 9am-4pm

Cohorts 1, 2, and 3: Re-Design Session- TBA

We need a Logo!

Success by Design needs a logo! Something that represents us and that could easily be used on marketing swag and recruiting materials. Please submit your ideas to melissaj.stormont@cms.k12.nc.us



Data Snapshot: Talent Pool

- 175 unique applicants with an average of 11 years of experience applied to the 2016-2017 talent pool
- 93 applicants were accepted into the MRT, SRT, MCL1/2 pool = $(93/175) = 53.1\%$ accepted (48 more qualified for RTT to total 141. $(141/175) = 80.6\%$)
- Of the 95 positions for the 2016-2017 school year, 67 required acceptance into the talent pool, 28 positions did not (RTT and RA)
- 95 overall SbD positions (10 RA and 85 RTT/SRT/MRT/MCLs but 23 of those staff remained in their current position; therefore, 62 of the 85 positions were vacant (141 staff vying for 62 vacancies= 44% chance of being hired into an SbD instructional position)

Stay tuned for the Data Snapshot next month:

2016-17 Staff Demographics (Avg. # Yrs. Exp., % Masters, % NBCT)

Principals:

Please submit your vote for the MCL evaluation tool by Monday, August 8th via this form: <https://goo.gl/forms/OFHfGakgUy0BoPBC2>

Principals & District Leaders!

It's time for the Success by Design Talent Pool Annual Rubric Review! Would you like to participate on this committee? If so, please email melissaj.stormont@cms.k12.nc.us by Friday, August 12th.

Reminder: HR Webinar at 11am on Friday, August 12th

TALENT POOLS & INTEREST SESSIONS

The Success by Design Talent Pool for 2017-2018 positions will open in November after EVAAS data is released from DPI. Interest sessions will be held prior to the talent pool opening to better inform potential candidates about the application process, expectations of required documentation, and timelines. Interest sessions will be held Tuesday, September 20th, Thursday, October 6th, and Thursday, November 3rd at Spaugh in the cafeteria from 5pm-6pm.

Reaching more students and building teacher capacity in schools by leveraging excellent teacher-leaders!

<http://cmssuccessbydesign.weebly.com/>