

APPENDIX C

Proposal Cover Page

(Print or duplicate and complete this form and include it in your application package.)

Project Title: Cumberland County Schools[Building Capacity to Transform Instruction Model

Section 1. Applicant Information

LEA: Cumberland Tax ID/EIN: 56-6001015

Website: www.ccs.k12.nc.us Fax: 910-678-2598

Mailing Address: 396 Elementary Drive City/State/Zip: Fayetteville, NC 28301

RFP Contact Name and Position: Theresa Perry, Director, Professional Development

Phone: 910-678-2534 Email: theresaperry@ccs.k12.nc.us

Section 2. Project Information

Project Director Name and Position (if different from contact): _____

Phone: _____ Email: _____

Total Project Budget: \$155,185.00 Requested Grant Amount: \$99,184.00

Estimated Number of Schools Served: 86 Estimated Number of Students Served: 53,000

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:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2017.

Signature and date: (in blue ink) Theresa Perry

Title: Director, Professional Development Phone: 910-678-2534

Cumberland County Schools

Building Capacity to Transform Instruction

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Cumberland County Schools

Building Capacity to Transform Instruction

I. Description of Project:

Cumberland County Schools is the fifth largest district in the state and is one of the highest poverty districts. The district is located in a military community which contributes to high transiency of students and staff. In fact, the teacher turnover rate for the system in 2014-2015 was 17.56%, which was much greater than the state average. Most of the high schools hire at least 15 teachers per year, most inexperienced, and many lateral entry. Ensuring continuity in instructional expectations in a district this size, with this much transiency poses a challenge. Compounding that challenge is the fact that the district has limited district personnel to deploy to schools to deliver professional development to its 3,300 teachers or its approximately 250 newly hired teachers. This district concern led to conversations led by the District Professional Development Director at a Principals' Advisory meeting held March 2nd 2016. This Advisory Council as well as a Teacher of the Year Advisory Counsel discussed some potential models for addressing the concerns.

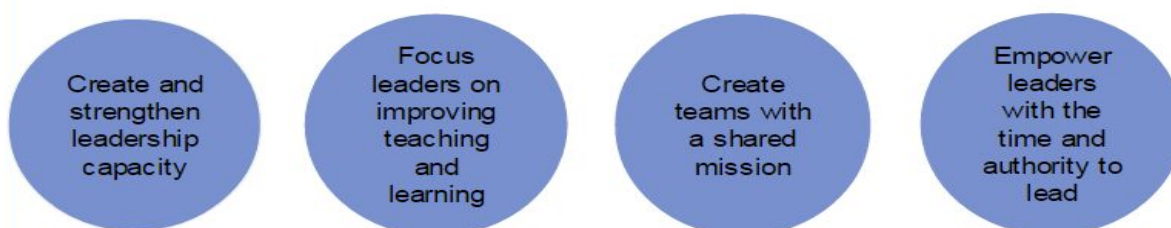
A survey was sent to principals March 10th (See Appendix A) to identify the top four areas of need for professional development to identify the top four areas in which they saw an ongoing need for professional development at their sites. Principals identified the following four areas:

- 1.) Classroom Management
- 2.) Academic Rigor
- 3.) Academic Engagement

4.) Meaningful/Aligned Instruction

Since the spring of 2016, principals have also been deeply grounded in a Baine & Company publication entitled *“Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools.”* This publication postulates that many schools rely on one Administrator or one Instructional Coach to be responsible for effective instruction in the building, resulting in the relinquishing of the responsibility by other teachers. The publication points to research suggesting that *“most school districts lack a model that establishes more leaders in each school with end - to - end responsibility for teacher development and student outcomes.”* (p. 3).

According to this publication, as they studied school districts experiencing success with building capacity, *“The common thread in the models that are showing the most promise is strengthening the amount and quality of leadership capacity focused on the core mission of teaching and learning within each school building.”* (p.36). Through leadership development around this publication in the spring of 2016, several lessons were learned as shown in the graphic below:



As a result of examining the research and recommendations from this report, and based on input from principals, the district decided to commit to a model of developing a cadre of teachers at each school responsible for focusing on the four areas of need identified by the principals. (See Appendix B)

Principals identified four teachers who each had existing strengths in the area in which they were assigned. It was requested that these teachers not currently serve in the Instructional Coach capacity, but that they did have solid student achievement data and that they would make good teacher leaders. Other criteria the principals were asked to use in identifying their teams, were that the individuals had to be willing to share information and resources, were strong in collaboration, and would coach, model, and lead effectively.

These four teachers attended training on August 4th, 2016 and were paid a nominal stipend of \$100.00 for their attendance. The district professional development office hired national consultants to conduct the training in the respective area as shown below:

Area	Consultant
Meaningful/Aligned Instruction	Mike Rutherford, Consultant and author of <u>The Artisan Teacher</u>
Academic Engagement	Robert Marzano Institute Incorporated
Academic Rigor	Florence McEachern, National Consultant with Thinking Maps Incorporated
Classroom Management	Conscious Discipline Incorporated

As a result of this training, the Transforming Instruction Cadre members were certified as in house providers of professional development in their respective area and is expected to do the following:

- 1) Lead professional development in their assigned area at their sites (a minimum of 10 hours for the year)

- 2) Participate in the district PLN for the assigned area to continue to develop and share resources.

II. Selection of the Advanced Teaching Roles (Transforming Instruction Cadre Leaders)

The original plan was that each of these four areas would be led by a district-level designee who would oversee the development and delivery of professional development in these four areas conducted at each building by the respective Transforming Instruction Cadre member. Additionally, it was planned that each district designee would also lead her respective Professional Learning Network (PLN) of 86 teachers (one from each school) in monthly conversations via video teleconferencing and utilizing a digital platform to house resources for ongoing support and development of the cadre members.

Based on this legislative opportunity to develop a compensation model for teacher leaders, CCS proposes that two teacher leaders from each of the ten attendance areas would take on that lead role instead of a district level designee in keeping with the model of further capacity building in the schools and across the district. These teacher leaders would (1) complete an application process to include a statement of why they are interested in serving in this capacity, (2) provide a resume outlining (a) professional development commitment and (b) teacher leadership commitment, (3) a required principal recommendation, (4) as well as a peer recommendation. This criteria would be taken into consideration along with a requirement of at least one of the following stipulations outlined by the RFP:

- (5) i. Advanced certifications such as National Board for Professional Teaching Standards Certification, or a master's degree in the assigned teaching area.

- ii. A rating of “accomplished” or “distinguished” on Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent of an out-of-state evaluation system.
- iii. Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the North Carolina State Board of Education.
- iv. Equivalent demonstrated mastery of teaching skills as required by the new local compensation model.

III. Responsibilities of Transforming Instruction Cadre Leaders:

This proposal seeks to utilize the model outlined in the RFP as:

3) iv. Participants complete training that certifies the teacher as an in-house provider of professional development functioning as a professional development coach in one of the following four areas:

- *Academic Engagement*
- *Academic Rigor*
- *Classroom Management*

Or

- *Meaningful/Aligned Instruction*

Specific duties of the Transforming Instruction Cadre Leaders would be to (1) develop resources and (2) conduct training in their respective areas, (3) to deploy those resources and the training to his/her designated cadre members, and to (4) oversee the development and delivery of professional development in these four areas conducted at each building by the respective Transforming Instruction Cadre member. Additionally, Cadre Leader would also (5) lead his/her respective Professional Learning Network (PLN) (one representative from each school) in

monthly conversations via video teleconferencing and utilizing a digital platform to house resources for ongoing support and development of the cadre members.

IV. District Notification:

One of the strengths of this proposal, was that it was already in progress without knowledge or specifications of the supporting legislation. The fact that this was determined to be a comprehensive district initiative based on input from teachers, principals, and district leaders with no external monetary assistance shows the district commitment to this effort. Additionally, the four teachers from each building committed to participating in this initiative with only the \$100.00 stipend for attending the one day training as compensation showing that they were committed to this effort already.

With this funding opportunity available, the district will notify principals and current cadre members of the opportunity to apply as a Transforming Instruction Cadre Leader. The application process will be shared as well as the requirements outline by the RFP. A rubric will be provided to further outline how candidates will be selected aligned to the specific criteria. These teachers will be expected to meet the job requirements set forth in the section above throughout the year and must continue to meet one of the four criteria outlined in section two of the RFP.

V. Public Notification

If approved, the school district will present the proposed compensation model to the Cumberland County Board of Education and will subsequently send out a public notice of the meeting as well as the actions that took place in the meeting. The school district will also utilize

its website www.ccs.k12.nc.us to make the public aware of the plan for the local compensation model.

VI. Process of Voluntary Relinquishment of Advanced Teaching Roles

The application will include a “Statement of Assurances” notifying the participant that the stipend to be paid is contingent on the completion of said duties outlined in the “Statement of Assurances” and that the participant can relinquish the role at any time. It will be further documented that should the participant not fulfill the duties to expectations or should the participant relinquish the role before said duties are completed, the participant will only be paid the stipend amount for time/duties completed and will may not, in fact be paid the stipend, but will otherwise not face any punitive circumstances. The participant will not be demoted from their pre-existing school role.

VII. Salary Supplement

CCS is structured by 10 Attendance Areas. Each of the 10 Attendance Areas would have a representatives selected to represent each of the four areas to total 4 Transforming Instruction Cadre Leaders per Attendance Area for a total of 40 teachers selected. These Cadre Leaders would each receive a \$2,200.00 stipend for the year for completion of the outlined duties for a total requested of \$88,000.00. This stipend will be paid as a supplement and will not be included in the average salary calculation used for budgeting state allotments.

The application will include a “Statement of Assurances” notifying the participant that the stipend to be paid is contingent on the completion of said duties outlined in the “Statement of Assurances” and that the participant can relinquish the role at any time. It will be further documented that should the participant not fulfill the duties to expectations or should the

participant relinquish the role before said duties are completed, the participant will only be paid the stipend amount for time/duties completed and will may not, in fact be paid the stipend, but will otherwise not face any punitive circumstances.

VIII. Number of Schools and Teachers Proposed for Compensation Model

Specific duties of the Transforming Instruction Cadre Leaders would be to develop resources and training in their respective areas, to deploy those resources and the training to his/her designated cadre members, and to oversee the development and delivery of professional development in these four areas conducted at each building by the respective Transforming Instruction Cadre member. Additionally, Cadre Leader would also lead his/her respective Professional Learning Network (PLN) (one representative from each school) in monthly conversations via video teleconferencing and utilizing a digital platform to house resources for ongoing support and development of the cadre members.

CCS has 86 schools and is structured by 10 attendance areas as seen in the table below:

Attendance Area # 1	Attendance Area # 2	Attendance Area # 3
<u>Pine Forest High</u> College Lakes Elementary Howard Hall Elementary Lillian Black Elementary Long Hill Elementary Manchester Elementary Pine Forest Middle Raleigh Road Elementary Spring Lake Middle W.T. Brown Elementary	<u>Seventy-First High</u> Anne Chesnut Middle * Bill Hefner Elementary Brentwood Elementary E.E. Miller Elementary * Lake Rim Elementary Lewis Chapel Middle Loyd Auman Elementary Seventy-First Classical Middle	<u>Jack Britt High</u> E. Melvin Honeycutt Elementary New Century International Elementary New Century International Middle John Griffin Middle Stoney Point Elementary

Attendance Area # 4	Attendance Area # 5	Attendance Area # 6
<u>South View High</u> C. Wayne Collier Elementary Ed V. Baldwin Elementary Elizabeth Cashwell Elementary Hope Mills Middle Rockfish Elementary South View Middle	<u>Douglas Byrd High</u> Cumberland Mills Elementary Cumberland Road Elementary Douglas Byrd Middle Howard Learning Academy MS Ireland Drive Middle J.W. Coon Elementary Mary McArthur Elementary Massey Hill Classical High Montclair Elementary Sherwood Park Elementary William H. Owen Elementary	<u>Cape Fear High</u> Armstrong Elementary Beaver Dam Elementary District 7 Elementary Eastover Central Elementary Mac Williams Middle Seabrook Elementary Stedman Elementary Stedman Primary <ul style="list-style-type: none"> ■ Sunnyside Elementary
<u>Attendance Area # 7</u>	<u>Attendance Area # 8</u>	<u>Attendance Area # 9</u>
<u>Gray's Creek High</u> Alderman Road Elementary Gallberry Farm Elementary Gray's Creek Elementary Gray's Creek Middle	<u>Westover High</u> Ben Martin Elementary Cliffdale Elementary Morganton Road Elementary Ponderosa Elementary Westover Middle	<u>Terry Sanford High</u> A. B. Wilkins High Alma Easom Ashley Elementary Glendale Acres Elementary <u>Max Abbott Middle</u> <u>Cumberland Polytechnic High</u> Teresa Berrien Elementary Vanstory Hills Elementary Walker-Spivey Elementary
<u>Attendance Area # 10</u>		
E.E. Smith High Cross Creek Early College High School Cumberland International Early College HS Ferguson Easley Elementary Lucile Souders Elementary Margaret Willis Elementary		

Each attendance area would have 4 representatives in the Compensation Model for a total of 40 teachers in the district and 40 schools represented in the district. Not all schools would have an advanced teacher role, but each school would be served by the 4 teachers in the attendance area. Approximately 4,000 students would be directly served by an advanced teacher role.

IX. Financial Sustainability

Since this plan was initiated prior to notification of grant funding opportunities, Title II funds were committed for use. While this grant opportunity exceeds the funding planned for use by Title II for this current year, the plan would be to budget the continuation of this work in the Title II plan when the award is no longer available.

X. Measurable Objectives/Timeframes/Expected Outcomes

Measurable Objective	Timeframe	Expected Outcome
Notify BOE and Public of Compensation Model	October	BOE Approval
Gather Input for application and rubric	December - January	Sound selection process
Develop application and rubric	February - March	Make application and rubric available to potential applicants
Select candidates	April	Identification of 40 Transforming Instruction Cadre Leaders
Host informational meeting for Cadre Leaders	May	Cadre Leaders prepared to begin work
Cadre Leaders implement plan	August - May	Trainings conducted, video meetings conducted, resources developed and housed on platform for sharing
Instructional improvements	Ongoing	Teacher efficacy improved, principals noting improvements in

		struction, increased student achievement
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XI. Community/Parent Awareness

A presentation of the district’s plan for the compensation model will be shared with the CCS District PTA so that they can promote and support it. Additionally, the local Education Foundation will be briefed as well.

XII. Evidence of Need

As stated in the Need Statement in the first section of the proposal, ensuring continuity in instructional expectations in a district this size, with this much transiency (17.56% TTO) poses a challenge. Compounding that challenge is the fact that the district has limited district personnel to deploy to schools to deliver professional development to its 3,300 teachers or its approximately 250 newly hired teachers.

Cumberland is the 5th largest district in the state and it one of the highest poverty districts in the state with 62% socioeconomically disadvantaged students identified. In May, Harvard University released a study ranking the community last out of the country’s 100 largest economic centers in earnings potential for children growing up in poverty.

(http://www.nytimes.com/interactive/2015/05/03/upshot/the-best-and-worst-places-to-grow-up-how-your-area-compares.html?_r=0) Compound the high poverty rate with the fact that North Carolina’s ranking of 41st in the nation in teacher salary, and it is understandable that the need is clear in Cumberland County. (www.wral.com/nc-teacher-pay-ranks)

XIII. Project Sharing

If awarded, CCS will host informational sessions at various state conferences. Additionally, the model will be shared with RESAs across the state. Resources and best practices developed throughout the project will be stored on a sharable platform and will be updated monthly. As part of the evaluation process, lessons learned throughout the project will also be documented.

XIV. Project Evaluation

The district Professional Development Director will serve as the local program manager and will oversee the following evaluation components:

- *Monthly* - The project manager will provide monthly activity reports to the the Associate Superintendent for Curriculum & Instruction as well as the other 4 directors that serve that department.
- *Quarterly* - The program manager will seek input quarterly on the effectiveness of implementation from principals, project leaders, and teachers served by the project leaders.
- *Annually* - A survey will be conducted with principals, project leaders, and project participants at the end of the project for overall project effectiveness.

Attachment A

Budget

Building Capacity to Transform Instruction Budget Proposal	
Activity	Amount
Stipend paid to Transforming Instruction Cadre Leaders	$\$2,000.00 \times 40 \text{ teachers} = \$80,000.00$ 7.65 - FICA (7.65%) (\$153.00) + 16.33 - Retirement (16.33%)(\$326.60) $\$479.60 \times 40 = \$19,184.00$ Total: \$99,184.00

Attachment B

Guiding Questions

For

Principal Input

Transforming Schools Guiding Questions for Leadership

Question 1) What is distributed leadership?

Your answer

Question 2) How can we model distributed leadership?

Your answer

Question 3) How can we build a culture of trust, reduce paranoia, and increase expectations, while providing real support for growth?

Your answer

Question 4) How do we develop leaders of leaders who empower others?

Your answer

Question 5) How do we create teams with members who step outside of their assigned roles and responsibilities to work toward a shared mission?

Your answer

SUBMIT



Never submit passwords through Google Forms.

https://docs.google.com/a/ccs.k12.nc.us/forms/d/e/1FAIpQLSdSmrLO_EAJQqzf2SfU5ugi1411zn-KB_8pt9Agief0zLwFQ/viewform

1/2

Attachment C

Principal Feedback

on

Distributed Leadership Model

Attachment D

Copy of Notification

To

**Principals to Complete Survey For Selection
of Professional Development Choices**

9/22/2016

Cumberland County Schools Mail - School PD Needs Survey



Theresa Perry <theresaperry@ccs.k12.nc.us>

School PD Needs Survey

1 message

Theresa Perry <theresaperry@ccs.k12.nc.us>
To: Principals - All <allprincipals@ccs.k12.nc.us>

Thu, Mar 10, 2016 at 11:35 AM

Principals,
Based on discussions with Advisory and Principals' Council, I am asking you to identify the top 4 areas of Professional Development needed at your site. Please complete the following survey by next Friday, March 18th to assist me in planning for next year.

<https://www.surveymonkey.com/r/583G3B8>

Thanks!

Theresa Perry, Ed. D.
Director, Professional Development
Cumberland County Schools
theresaperry@ccs.k12.nc.us
910-678-2534

Attachment E

Results from Principal Survey

5/23/2016

SurveyMonkey Analyze - 2016-2017 Professional Development Areas of Need



Healthcare Mobile Intelligence
Market Research

Create Team theresaperry@ccs.k12.n...

+ Create Survey

My Surveys Library Examples Survey Services Plans & Pricing

Create Events on surveys and share templates, logos, themes and more. Create a team now →

2016-2017 Professional Developme...

Summary Design Survey Collect Responses Analyze Results

CURRENT VIEW

RESPONDENTS: 68 of 68

Export All Share All

+ FILTER + COMPARE + SHOW

Question Summaries Data Trends Individual Responses

No rules applied

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more »

All Pages

SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

EXPORTS

SHARED DATA

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more »

Share All

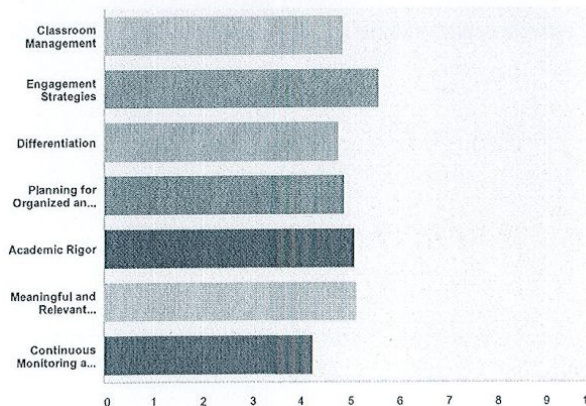
PAGE 1

Q1

Customize Export

In order to best provide ongoing professional development support in the areas of most need for your school, please rank the choices below from 1-4 with 1 being your top choice. If your top choices are not listed, please provide them in the next section.

Answered: 66 Skipped: 2



	1	2	3	4	5	6	7	Total	S
Classroom Management	26.83% 11	14.63% 6	19.51% 8	21.95% 9	0.00% 0	4.88% 2	12.20% 5	41	
Engagement Strategies	37.50% 18	16.67% 8	25.00% 12	10.42% 5	6.25% 3	4.17% 2	0.00% 0	48	
Differentiation	18.60% 8	13.95% 6	25.58% 11	25.58% 11	4.65% 2	4.65% 2	6.98% 3	43	
Planning for Organized and Aligned Instruction	20.93% 9	18.60% 8	20.93% 9	23.26% 10	4.65% 2	4.65% 2	6.98% 3	43	
Academic Rigor	20.41% 10	22.45% 11	22.45% 11	22.45% 11	4.08% 2	8.16% 4	0.00% 0	49	
Meaningful and Relevant Learning	7.84% 4	43.14% 22	15.69% 8	23.53% 12	5.88% 3	3.92% 2	0.00% 0	51	
Continuous Monitoring and Feedback	15.79% 6	13.16% 5	18.42% 7	21.05% 8	10.53% 4	5.26% 2	15.79% 6	38	

https://www.surveymonkey.com/analyze/jZNelue4sflxBHPZGzfJ0IHk9CNvKJ0zT8GFAILzU_3D

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Attachment F

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