

**Proposal Cover Page**

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

Project Title: Teacher Leadership Pathways (TLP) Project

**Section 1. Applicant Information**

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**Section 2. Project Information**

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

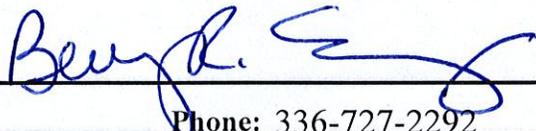
Total Project Budget: \$705,446.00 Requested Grant Amount: \$705,446.00

Estimated Number of Schools Served: 81 Estimated Number of Students Served: 55,000

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)

 10-19-2016

Title: Superintendent

Phone: 336-727-2292

**Winston-Salem/Forsyth County Schools:**  
***Teacher Leadership Pathways (TLP) Project***

**Table of Contents**

1. Program Structure	1
2. Description of Advanced Teaching Roles	7
3. Job Responsibilities	12
4. Informing Employees and Public on Criteria and Selection	13
5. Informing Employees and Public on Movement	13
6. Voluntary Relinquishment of Advanced Teaching Role	13
7. Salary Supplement Information	14
8. The Implementation Plan	14
9. Financial Sustainability	15
10. Measureable Objectives	17
11. Community Involvement	18
12. Need Statement	19
13. Sharing Best Practices Across the State	21
14. Local Evaluation Procedures	22
Works Cited	26
Attachment A: Budget	
Appendix A: TLAC Membership	
Appendix B: Teacher Leader Application	
Appendix C: Administrator Recommendation Form	
Appendix D: Teacher Leader Scoring Rubric	

## Teacher Leadership Pathways (TLP) Project Narrative

1. Program Structure. Dr. Beverly Emory became the Superintendent of the Winston-Salem/Forsyth County Schools (WS/FCS) during the summer of 2013. The district had been struggling with student achievement and growth scores that fall below the State of North Carolina average (see Section 12. Statement of Need.) Dr. Emory made the decision shortly after receiving her appointment that the district should apply for a Broad Foundation Diagnostic Site Visit. The application was successful and the site visit occurred during the school year 2013-14. The results of the ensuing diagnostic report have framed the District Continuous Improvement Process, which has been infused throughout the District schools and departments since that time. Selected Broad recommendations include the following: “Provide more in-depth professional development, exemplars, and well-organized resources such as lesson plans and assessments, to help teachers and leaders understand and implement curriculum and instruction practices aligned with the Common Core State Standards,” and “Develop a vision for instructional effectiveness and a professional development plan that helps educators develop skills for implementation.”

The work that began with the Broad Foundation report aligned district efforts with the Harvard Public Education Leadership Project (PELP) and created opportunities for district leadership to participate in summer leadership programs in 2014, 2015, and 2016. That work was pivotal and became a catalyst for change for the district, encouraging the district to adopt fewer and more strategic goals, as well as a theory of action that frames the work in terms of recognizing how adult behaviors impact student outcomes. The development of our model, the Teacher Leadership Pathways (TLP) Project for teacher leadership, aligns directly with this theory of action and the district’s commitment to improving student outcomes in all 81 of our schools.

## Teacher Leadership Pathways (TLP) Project Narrative

The WS/FCS TLP Project was built on the reformulation of the district's Goals and Priorities, an outgrowth of PELP participation. These goals were approved and refined by stakeholder groups both internally and within the community. The WS/FCS Goals are as follows:

- By 2020, 90 percent of third-grade students will read on or above grade level.
- By 2018, our graduation rate will be 90 percent.
- By 2018, we will close the achievement gap between subgroups by 10 percentage points while increasing the performance of all subgroups.

Our Priorities are as follows:

- Provide all schools and departments the differentiated support they need to reach the full potential of the Continuous Improvement Process to maximize student outcomes
- Train and support individuals to be strong instructional leaders and hold them accountable for achieving district goals.
- Equip staff to support struggling students.
- Intentionally engage our parent and community partners in understanding, supporting and advocating for our district goals in service of students.

The TLP Project aligns with research indicating that teachers matter to student learning [see for example, Brophy and Good (1986) and Hattie (2009)]. Wright, Horn and Sanders (1997) concluded: "The results of this study will document that the most important factor affecting student learning is the teacher...more can be done to improve education by improving the effectiveness of teachers than by any other single factor," page 63.

In order to enhance teachers' ability to collaborate with peers and to address the Broad Foundation recommendation to "provide more in-depth professional

## Teacher Leadership Pathways (TLP) Project Narrative

development”, the Board of Education (BOE) approved and reinstated Early Release Days to the district calendar beginning in 2013-14. These designated days offer protected time dedicated toward supporting each school’s continuous improvement plan. The district departments followed a similar process for dedicated time, and the work continues to support the evolution of a well-defined process for continuous reflection upon practice and checking for alignment with district goals. WS/FCS formed a Leadership Academy to improve leadership opportunities for principals, assistant principals, and central office staff. The emphasis for the Leadership Academy was on utilizing data for more effective decision-making. WS/FCS also formed the Teacher Academy which was implemented during the 2014-15 school year. The primary focus of the Teacher Academy was to establish a framework for providing sustained professional development and support that leads toward increased student achievement outcomes. It was during this time that the Teacher Leader Advisory Council (TLAC) was formed.

WS/FCS continued its journey towards a new vision for teacher leadership with a focus on the North Carolina Standards for Teachers. The NC Standards are: Teachers Demonstrate Leadership, Teachers Establish a Respectful Environment for a Diverse Population of Students, Teachers Know the Content They Teach, Teachers Facilitate Learning for Their Students, Teachers Reflect on Their Practice, Teachers Contribute to the Academic Success of Students (North Carolina Professional Teaching Standards, 2013). As is noted in *The Irreplaceables* (TNTP, 2002), high performing teachers need identified opportunities or paths for teacher leader roles in order to extend their reach, offered to teachers based on excellent performance. A focus on high performing teachers requires that these teachers are accurately identified, which is why a district focus in 2016-17 is to reinvigorate the evaluation process, so that consistent and accurate teacher

## Teacher Leadership Pathways (TLP) Project Narrative

and leader evaluations occur.

The TLAC membership (provided in Appendix A) includes accomplished teachers and principals at every level, curriculum coordinators, instructional coaches and leaders from the Human Resources and Instructional Services departments. Each of the members were selected based on their effectiveness in the classroom and/or prior work in the area of teacher leadership. The TLAC engaged in a review of research provided by The New Teacher Project, an organization committed to advancing policies and practices that ensure effective teaching in every classroom as well as the National Board of Professional Teaching Standards teacher leadership competencies. TLAC members and other potential teacher leaders in the district were identified using longitudinal EVAAS and evaluation data.

TLAC engaged in the spring of 2016 in webinars with staff from the New Teacher Project as well as Denver Public Schools, a district highlighted by the Broad Foundation for its innovation in teacher leadership. Teach to Lead is the teacher leadership guiding work of the US Department of Education, the National Board for Professional Teaching Standards, and ASCD. Subsequently, WS/FCS was invited to host a Teach to Lead design studio in the summer of 2016, where the district brought together more than 150 teachers, community members, and district leaders to further the work of developing a model for teacher leadership in the district. The most important conclusions drawn from this summit included WS/FCS teachers' recognition of the need for teacher leadership in the district to accomplish district academic goals, and the desire for potential teacher leaders to be involved in the design of the district teacher leader framework.

As York-Barr and Duke (2004) summarize in their seminal work, the following

## Teacher Leadership Pathways (TLP) Project Narrative

steps are called for to develop teacher leadership: 1. schools and districts must clearly articulate stated learning goals and priorities; 2. generate ways in which teachers can lead efforts related to goal accomplishment; 3. a system is created for identifying and matching the unique and varied leadership capabilities of individual teachers; 4. opportunities for conversations about the varied leadership work occur with regularity and intentionality in both formal and informal settings; and 5, necessary supports need to be identified to advance the work of teacher leaders. WS/FCS has followed these steps in developing the TLP project. TLP is grounded upon research that indicates that professional development should be sustained, job-embedded, and include regular follow up (Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009).

As a result of the district opportunities with the Broad Foundation, Harvard's PELP, and the US Department of Education and its collaborative partners, the district has concentrated its resources and advanced its efforts to develop opportunities for teacher leadership. The TLAC designed well defined pathways for teacher leader roles. The work included an application process for prospective teacher leaders (See Appendix B for Teacher Leader Application), a recommendation process for administrators (See Appendix C for Administrator Recommendation Form), and a rubric to evaluate teacher leader applications (See Appendix D) .The components of the application are weighted as follows:

- Leadership experience will have a maximum possible score of 4
- EVAAS will have a maximum possible score of 5
- Teacher evaluation standards rating will have a maximum possible score of 5
- ASW will have maximum possible score of 2.

## Teacher Leadership Pathways (TLP) Project Narrative

- Teacher leader narrative will have a maximum possible score of 3.

The WS/FCS TLP has defined three pathways for teacher advancement and professional growth. The teacher leaders who take on these roles will be required to complete extensive staff development in order to be certified to engage in one of the three Pathways. The three Pathways, which are described in detail in Section 2, include the following: Pathway 1 is designed for teachers to demonstrate Model Classrooms; Pathway 2 is designed as an intensive coaching role called Quality Colleagues; and Pathway 3 provides for the role of Professional Development Teacher Leaders.

The timeline for preliminary and early steps in the TLC Project include the following:

January 2017	Launch Community Communications Plan
January 2017	Review of district data to determine teacher leader candidate pool
February 15, 2017	Release of applications
March 15 2017	Applications due
March 15-April 1, 2017	Review of applications - blind review by TLAC
March 20, 2017	Notification to principals of selected applicants
March 27, 2017	Principal recommendations due
April 4, 2017	Notification to applicants
May 2017	Finalize program evaluation plan
June 2017	Hiring process begins for TLP Project Coordinator
June-July 2017	Certification Training for TLs
August 1, 2017	2017-2018 Pathway 3 PD offerings due
August 15, 2017	District PD calendar distributed (including offerings from TLs)

## Teacher Leadership Pathways (TLP) Project Narrative

August 15, 2017	Distribution of list of teacher leader model classrooms
August 2017	Hire TLP Project Coordinator
September 29, 2017	Identify teachers who may benefit from assignment to a Quality Colleague or Model Classroom
October 8, 2017	Schedule developed for classroom visits
October 8, 2017	Quality Colleague assignments made
October 23, 2017	Classroom Visits begin
October 23, 2017	Quality Colleague Partnerships Begin
October 23, 2017	TLP Professional Development Teacher Leaders, Offerings begin

2. Description of Advanced Teaching Roles. The WS/FCS TLP project will have three pathways for teacher leaders (described below). The teacher leadership application developed by the TLAC (Appendix B) requires that applicants report areas of certification, advanced degrees, National Board certification, grade levels taught, subject areas taught, WS/FCS schools served, leadership experiences, EVAAS ratings, NC teacher evaluation standards rating accomplished or distinguished, Assessment of Student Work (ASW) ratings, teacher leader pathway preference, teacher behavior perceived strengths, and a statement on the importance of teacher leadership and why the candidate would make a good teacher leader.

The application will only be accessible to teachers for whom raters can verify three or more years of experience and who meet at least one of the following criteria: 1. hold a master’s degree or are currently National Board certified; 2. who have positive EVAAS (above 0) or ASW student growth ratings (meets); or 3. who have been

## Teacher Leadership Pathways (TLP) Project Narrative

rated accomplished or distinguished on the most recent teacher evaluation. Once submitted, the applications will be blind-reviewed by a subcommittee comprised of teachers and other district leaders against the rubric created by the TLAC. The rubric will be used to assign point values accordingly (see Appendix D). Open-ended responses, the EVAAS score, ASW score and the evaluation ratings will be scored. Principal recommendations will be requested for the applicants with the highest overall scores. After principal recommendations are received, the final decision will be made as to the selection of teachers who will participate in the 2017-2018 WS/FCS TLP Project. Teacher leader applicants will be required to reapply annually.

Pathway 1- Model Classrooms. Teacher leaders who participate in the Model Classroom Pathway will open their classrooms to individual teachers or groups of no more than two teachers to visit and observe for a particular area of instructional focus as defined by the visiting teacher's administrator or his/her designee. The opportunity to visit a model classroom is meant to assist teachers who may be struggling with a specific strategy, who do not have a mentor for support, and who will benefit from observing best practices in the classroom. Visits to classrooms will be coordinated by the Instructional Superintendents' Office based on the teacher leader list provided by Human Resources.

Identified teachers will visit model classrooms on a schedule developed and documented by the Office of the Instructional Superintendents. The model classroom teacher will debrief with the visiting teacher for an hour outside of the school day. The debriefings will be scheduled at a mutually agreed upon time within three days but preferably on the same day as the observation. The visiting teacher will determine with his/her administrator or designee one or more practices observed during the model

## Teacher Leadership Pathways (TLP) Project Narrative

classroom visit for the teacher to replicate. A schedule will be kept by the Instructional Superintendent documenting classroom visits, and the teacher leader will keep a log and summary of each debriefing. The teacher leader can tailor this summary to the needs of each teacher. It will be important to include feedback given and a synopsis of strategies proposed. A copy of each debrief will be submitted after each debrief as evidence to the appropriate Instructional Superintendent. This evidence will serve as a review of next steps for the attending teacher, as well as to document activities for the compensation of the teacher leader.

The following protocol will serve as a guide to the classroom visits and subsequent debrief with the Model Classroom teacher leader:

1. *Describe* what you saw.
2. *Analyze* the descriptive evidence (What patterns do you see? How might you group the data?).
3. *Predict* what students are learning.
4. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?
5. Based on what you saw demonstrated, what strategy would you use in your classroom?

Pathway 2- Quality Colleague. Teacher leaders who participate in the Quality Colleague Pathway will support up to three teachers needing assistance with key instructional practices such as quality lesson planning and delivery, utilizing data, and goal setting. Teacher leaders will be assigned a teacher in their school or a nearby school with the objective of teaching lesson planning, mindset/relationships, data interpretation and use for instruction, or other identified area of deficit noted for at least one school

## Teacher Leadership Pathways (TLP) Project Narrative

year. This pathway is specifically designed as a support and resource for teachers who do not currently have a mentor and have three or more years of experience in WS/FCS. Quality Colleague Teacher Leaders will be assigned a colleague with whom to work intensively for at least one school year. If indicated, based on need, the time may be extended into a second year.

The Quality Colleague Teacher Leader is expected to meet the corresponding teacher face to face at least quarterly; observe in the teacher's classrooms at least once per semester and give feedback; invite the teacher to observe a model lesson at least once per semester; and to communicate with the teacher's administrator at least quarterly. A Teacher Leader Log will be used to document session activities and outcomes with Quality Colleagues.

Pathway 3- Professional Development District Leader. Teacher leaders participating in the Professional Development Pathway will commit to developing and providing professional learning opportunities for teachers as approved by Human Resources and/or Instructional Services. This pathway is specifically designed to deliver PD that will impact teacher practice. This pathway will support Instructional Services in its delivery of professional development and capitalize on the talent within the workforce in WS/FCS. A protocol will be followed: Teachers must submit an artifact that indicates that the strategies learned were carried out in the classroom and answer the following questions:

1. What worked well?
2. What didn't work well?
3. What could be done better next time in order to achieve the desired results?

For all three Pathways, the district will develop a process to certify that each

## Teacher Leadership Pathways (TLP) Project Narrative

person is qualified to serve as a Model Classroom, Quality Colleague, or to deliver Professional Development. In order to certify for Pathway 1: Model Classroom or Pathway 2: Quality Colleague, Teacher Leaders must be trained in instructional leadership with Dr. Raymond Jones, Master Trainer, Project CRISS (CREating Independence through Student-owned Strategies). Dr. Jones has served as a Master Trainer since 1993. CRISS is a national in-service training model with a research foundation that provides experiential activities to deliver high-impact, flexible strategies across grade levels and content areas. The following questions are addressed in this intensive three day training: (Q1) How Is Learning Caused? (Q2) How Do We See Learning? (Q3) How Is Good Instruction Designed? and (Q4) How Do We Coach Teachers? This training will be completed in the summer of 2017.

In order to certify for Pathway 3: Professional Development Teacher Leader, Teacher Leaders must participate in the National Staff Development Council's Planning and Designing Professional Learning online course. This 10-hour course is designed to provide the knowledge and tools needed to plan and design individual, team, school, or system-wide professional learning that changes teacher practice and increases student achievement. Through videos from leaders in the field, research on adult learning, and dozens of tools and protocols, participants in this course: 1. examine the key elements of professional learning plans for individuals, teams, schools, and systems that focus on specific, measurable outcomes for educators and students; 2. use the seven-step back-mapping model to plan professional learning that improves student performance; 3. apply research on how adults learn and Learning Forward's Learning Designs standard and to select learning designs that are appropriate for their contexts and meet the needs of adult learners and 4. learn to use assumptions, theories of change, and logic models to ensure

## Teacher Leadership Pathways (TLP) Project Narrative

professional learning is successfully implemented, evaluated, and sustained. This training will be completed in the summer of 2017.

Teachers who would be served by the three aforementioned pathways will be identified via the development of the professional development plan, a goal-setting document that is collaboratively developed by a teacher and his or her administrator as part of the North Carolina teacher evaluation process. Thus, administrators will determine which teachers in the district would benefit most from the intensive support provided within the pathways.

Feedback and support structures will be provided to teacher leaders. The TLP Project Coordinator, position to be hired, will observe each teacher leader and provide feedback at least once per quarter. Summative feedback will be provided at year end using the North Carolina Teacher Leadership Specialist Evaluation Instrument. In addition, there will be a TLP Project Teacher Leader PLT scheduled once per quarter in order for Teacher Leaders to collaborate around assigned pathways and provide actionable project feedback, in the interest of continuous improvement.

3. Job Responsibilities. The role of teacher leader is vital to student success and to meeting our district goals. It is imperative that we keep our teacher leaders engaged in improving instructional practice. Our excellent teachers who take on more responsibility deserve thorough professional development that prepares them to lead, train, and guide the classroom practice of their peers. The TLP Project will require that teacher leaders complete certification training and then serve as a teacher leader in one of the three Pathways. (See the previous section for details of the certification training that will be required for each Pathway). Requirements of the certification training will be reviewed annually by the TLAC and updated as needed for this annual process.

## Teacher Leadership Pathways (TLP) Project Narrative

4. Informing Employees and the Public on Criteria and Selection. Strategies will be developed by our Marketing and Communications department to publicize our TLP Project, particularly informing our public on what it takes to be a teacher leader, how one earns eligibility to continue after initial approval, and how teacher leaders will be evaluated. The WS/FCS have been guided by a Teacher Academy Advisory Board (TLAC) made up of teachers from all levels (HS, MS and Elementary), principals, program managers and Instructional Services personnel. The TLAC will continue to meet quarterly to keep our program on track, assess program successes and failures, and receive continuous feedback. Teacher leader candidates must apply each year for consideration to be a teacher leader in the district. The criteria for selection will remain the same each year unless otherwise amended by the TLAC. The employees selected for this program will be notified via email and in a letter as to the status of their application. The district will create a Haiku page which will house the “latest news” to keep our employees up to date.

5. Informing Employees and the Public on Movement. TLAC established three clear pathways for teacher leadership roles modeled on the State mentor program where teachers are compensated for fulfilling specific responsibilities. There is no specific movement among pathways. The committee has and will continue to have input into clarifying eligibility, stipends and teacher roles, and the teacher support and feedback structures.

6. Voluntary Relinquishment of Advanced Teaching Role. Any teacher leader who wishes to relinquish their role as a teacher leader shall submit notification in writing to the Human Resources Department stating their intentions. Human Resources will follow our established process to inform Finance that a pro-rated share of the supplement should

## Teacher Leadership Pathways (TLP) Project Narrative

be paid. This change in status will not be considered a demotion nor shall in any way impact the teacher's status as an employee of the WS/FCS.

7. Salary Supplement Information. The maximum annual salary supplement in Pathway 1 is \$2,000. The maximum annual salary supplement in Pathway 2 is \$3,000. The maximum annual salary supplement in Pathway 3 is \$2,000. No individual teacher may participate in multiple pathways. Therefore, the highest possible percentage of State Teacher Salary schedule pay would be 8.57% (\$3,000 divided by \$35,000).

The WS/FCS affirms that all annual salary supplements under Pathways 1, 2, and 3 will be paid as a supplement to the classroom teacher's regular salary and will not be included in the average salary calculation for budgeting State allotments.

The WS/FCS affirms that any classroom teacher participating in Pathway 1, 2, or 3 that fails to maintain the minimum criteria established for the pathway position or is not successfully performing the additional duties associated with the pathway or voluntarily relinquishes their role in the pathway shall be paid only their applicable base pay on the State teacher salary schedule plus their regular local supplement on the Winston-Salem/Forsyth County Schools salary schedule.

The Pathway annual salary supplements are flat dollar amounts, ranging from a minimum of \$50 to a maximum of \$3,000 and are the same dollar amounts regardless of the teacher's degree, years of teaching experience, or advanced certifications.

8. The Implementation Plan. Every school in WS/FCS has the potential to have a Pathway 1: Model Classroom, and to have teachers benefit from visiting a model classroom and working with the associated Teacher Leader. This pathway has the potential to impact 20,000 students and 800 classrooms. (20 Teacher Leaders with a maximum of 40 classroom visits, and estimating 25 students per classroom). Every

## Teacher Leadership Pathways (TLP) Project Narrative

school has the potential to have Pathway 2: Quality Colleagues on its staff, and to benefit from their services. This pathway has the potential to impact 3,000 students and 120 classrooms in the district. (40 Teacher Leaders supporting up to three Quality Colleagues with an estimated 25 students per classroom). Every teacher, and therefore every student in the district, has the potential to be impacted by those teacher leaders selected to participate in Pathway 3: the Professional Development pathway. This Pathway will potentially impact 500 teachers and 55,000 students, based on 20 teachers providing up to five PD sessions with an estimated 50 teachers in attendance.

The compensation models for the three pathways are as follows:

Pathway 1-Model Classroom- The Model Classroom Teacher Leader will be compensated at a rate of \$50 per scheduled classroom visitor not to exceed \$2000 annually, upon completion of required activities. Maximum participants for the Model Classroom Pathway= 20.

Pathway 2- Quality Colleague- The Quality Colleague Teacher Leader will be compensated at a rate of \$3000 or \$1000 per person annually upon completion of the required face to face feedback sessions, observations, model lessons, and administrator contacts. Maximum participants for the Quality Colleague Pathway= 40.

Pathway 3- Professional Development District Leader- The Professional Development Teacher Leader will be compensated at a rate of \$400 per professional development session led (not to exceed five sessions per year) not to exceed \$2000 annually, upon completion of required activities. Maximum participants for the Professional Development Pathway= 20.

9. Financial Sustainability. The work of the TLAC leading to the proposed TLP Project was presented to our Superintendent and local Board of Education's Policy Committee in

## Teacher Leadership Pathways (TLP) Project Narrative

September 2016, and we were given approval and support to move forward. The Policy Committee also passed a motion to change existing policy so that teacher leaders could receive stipends. In order to sustain the program, we will reach out to our local non-profit organization, The Winston-Salem Foundation. The Winston-Salem Foundation is a non-profit community foundation comprised of over 1,300 funds that assists people and organizations with their charitable giving. The amount of funding requested will depend on the evolution of the project, but the total need for sustainability is expected to be in excess of \$400,000 annually. This estimate includes teacher leader compensation, with additional leaders added each year, plus the cost of classroom substitutes. In June 2015, the Winston-Salem Foundation and the WS/FCS announced the Peer Project, a 5-year, \$2 million commitment by the foundation to support local educators with a broad and varied range of professional development learning opportunities for all employees that will ultimately enrich the classroom experience and boost student achievement. The requirements of The Peer Project-Engaging Educators in Continuous Learning align well with TLP Goals, which are positive outcomes for teacher leaders and teacher mentees on measures of instructional effectiveness, which will lead to improved student outcomes. There is potential, limited funding available through Project Impact, a \$22 million dollar commitment to our district by local businesses, employers and their foundations such as FLOW Companies, BB&T, Wake Forest Baptist Medical Center, Novant Health, Reynolds American and the Winston Salem Foundation. Project Impact funding is to designated to support targeted efforts including pre-kindergarten expansion, extended learning options and, expanded staff development and instructional support. The district will also explore possible funding from the Z. Smith Reynolds Foundation. Funds sought will be dependent on the evolution of the project design and financial requirements. This

## Teacher Leadership Pathways (TLP) Project Narrative

is potentially the most important set of strategies our district could undertake in order to impact teacher practice and student performance (Hattie, 2015).

10. Measureable objectives. The objective of the WS/FCS TLP is to produce positive outcomes for teacher leaders and teacher mentees on measures of teacher confidence, instructional effectiveness and professional development quality ratings. While these outcomes will positively impact teacher practice, it is anticipated that the district will realize gains in student achievement as well.

For Pathway 1: Model Classroom, the goal is that teacher mentees will improve practice, as evidenced by the measurable objectives:

- Professional Development Plan (PDP) goals of 80% of teachers who visit model classrooms will be met
- Principal perceptions of the performance of teachers who visit model classrooms will improve significantly as measured by pre/post classroom walkthrough data
- 80% of teachers who visit model classrooms will be rated proficient or higher on each evaluation standard.

For Pathway 2: Quality Colleague, the measurable objectives are

- The PDP goals of 80% of teachers who are assigned a quality colleague will be met
- Principal perceptions of the performance of teachers who are assigned a quality colleague will improve significantly as measured by pre/post classroom walkthrough data
- 80% of teachers who are assigned a quality colleague will be rated proficient or higher on each evaluation standard, and that teachers who

## Teacher Leadership Pathways (TLP) Project Narrative

are assigned a quality colleague will make statistically significant gains in EVAAS or ASW scores (if applicable)

For Pathway 3: Professional Development District Leader, the measurable objectives are

- The PDP goals of 80% of teachers who participate in teacher-leader led PD will be met
- 80% of teachers who participate in teacher-leader led PD will be rated proficient or higher on each evaluation standard.

11. Community Involvement. This project will involve the community in a variety of ways. Improving teacher quality positively impacts not only the school community but also the community as a whole. When effective teaching happens, positive outcomes for students occur, such as higher graduation rates and thus increased employability, which is a positive impact for the community. The WS/FCS Community Partners are invested and engaged in collaborating with the school district. BB&T, Dr. Larry Coble, and several other businesses and community members have initiated leadership programs and have invited WS/FCS leaders to participate. We are committed to involving our community and higher education partners in the TLP Project. Specifically, the TLAC intends to collaborate with Dr. Barbara Levin, professor in the Department of Teacher Education and Higher Education at UNCG and co-author of *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership* (2017).

The teacher leaders involved in this project will not only impact their own schools but surrounding schools as well whether they choose to be a “Quality Colleague”, conduct professional development or open their classrooms to other teachers or community members

## Teacher Leadership Pathways (TLP) Project Narrative

across our district. Teacher Mentees will directly transfer the newly learned skills into their own classroom practice. Local non-profits who are sponsored by businesses and private donors will also play an active role in the support of our teacher leaders as we will look to them for continued support as partners.

Accountability for conducting this program with fidelity will be of the utmost importance to us and will be continuously evaluated (see Section 14. Local Evaluation Procedures). Project leadership will continuously update our Superintendent and School Board and seek their feedback for continuous improvement. The plan is to inform the public using school board meetings, our website, and social media.

12. Need Statement. The WS/FCS would benefit greatly from this grant and the provision of funding to support our TLP Project because our students are underperforming based on state targets and need more effective teaching. Our teachers are struggling and need strong models for improved instructional practices. The WS/FCS statement of need is based on particulars of our demographic data, proficiency data, EVAAS teacher effectiveness summary data, and district and school level EVAAS growth data.

Forsyth County is located in the Piedmont region of North Carolina. WS/FC serves approximately 55,000 students. Economic indicators reflect the lingering effects of the Great Recession. Residents of Forsyth County were impacted to a greater degree when compared to NC and the US. This can be seen in Forsyth County's prolonged drop in median household income compared to NC and the US. In 2016 the median income for the US was \$53,657, for NC it was \$46,556, and it was \$45,220 for Forsyth County. The drop in median income coincided with a sharp increase in children living in poverty. While Forsyth County's percentage of children living in

Teacher Leadership Pathways (TLP) Project Narrative

poverty has generally been higher than the State's, the difference in 2013-14 remained stark--21.7% for the US, 24.3% for NC and 28.6% for Forsyth County.

WS/FCS has a very diverse student population: district-wide in 2015-16 we were 40.3% White, 28.5% Black, 24.5% Hispanic, and 6.7% Other. Mirroring the growth of the Hispanic population in the county, enrollment of Hispanic students over the past decade has grown from 14.8% to 24.5%. The percentage of students receiving free or reduced-price lunch was 57.7% in 2015-16, up from 47.0 % in 2006-07.

WS/FCS has struggled in student achievement performance when compared to the State of North Carolina. Examples are provided in the table below.

<b>Selected EOG Grade Level Proficiencies 2015-16</b>				
	<b>Reading Grades 3-8 %</b>		<b>Math Grades 3-8 %</b>	
	<b>NC</b>	<b>WS/FCS</b>	<b>NC</b>	<b>WS/FCS</b>
Overall	56.9	50.8	54.7	49.1
White	69.7	72.7	66.3	70.5
Black	39.2	34.8	35.1	29.4
Hispanic	43.4	32.5	46.7	35.6
LEP	17.8	13.2	29.4	21.4
EDS	42.3	33.9	40.4	33.0

As indicated by EVAAS results, the effectiveness of WS/FCS teaching was less positive than teaching across the state of NC. The 2015-16 EVAAS Teacher Effectiveness Summary across all EOG and EOC subjects reveals the percentage meeting or exceeding growth was 88% for the State and 86% for WS/FCS. The percentages vary by subject and grade. Areas of relative weakness include, for

**20**

## Teacher Leadership Pathways (TLP) Project Narrative

example, Grade 6, 7, and 8 Reading, with 81% meeting or exceeding growth for the State, and 71% for WS/FCS, and in Math Grade 6, 7, and 8, 79% for the State of NC, and 68% for WS/FCS. The TLP Project's overarching goal is to increase the effectiveness of teachers, thereby improving student outcomes. In order to address our negative performance we need to address teacher practice, find out what works, and replicate and share best practices.

13. Sharing Best Practices Across the State. The WS/FCS will share best practices learned from the TLP project both within the district and across the state. The following will take place.

- A District-Wide Haiku page for the TLP Project will be developed.
- Teacher Leaders will present at annual WS/FCS Collaborative Learning Conference.
- Teacher Academy Leaders will be spotlighted by our local district News: Channel 2 and on our district webpage.
- Opportunities will be sought out in order for our teachers to present at local, state and national conferences such as the Conference on Teaching and Learning sponsored by the NBPTS.
- Teachers will share information during their Professional Learning Teams at the school level and across zones.
- District Administrators and Instructional Superintendents will also share project information with their assigned schools. We have six Instructional Superintendents, five of whom support and evaluate our 81 schools.
- Short video clips will be recorded in order to share with our beginning teacher program, "STAY" and any other teachers who might want access.

## Teacher Leadership Pathways (TLP) Project Narrative

TLP Project leadership will share information on the progress of the TLP Project with our Board of Education during the 2016-2017 and subsequent school years. These meetings are televised and will reach community members broadly.

14. Local Evaluation Procedures. The TLP Project evaluation will be led by the WS/FCS Research and Evaluation department.

The goals of TLP include the following:

- Increase teacher leadership capacity by providing three clearly defined pathways for teacher leadership
- Increase teaching effectiveness for teacher mentees as measured by the evaluation standards, PDPs, and EVAAS growth.
- Increase academic proficiency and growth for students served by TLP.

The objectives of TLP include the following, as applicable to each of the Pathways (see Section 10, Measurable Objectives):

- 80 percent of teacher mentees will meet their PDP goals.
- 80% of teacher mentees will improve pre- post on walkthrough data for served teachers.
- 80% will improve significantly pre- post on principal perceptions of mentee teachers' teaching effectiveness.
- 80 percent of teacher mentees will reach a rating of proficient or higher on each of the standards.
- Improve mentee teachers' EVAAS ratings by a statistically significant margin.

The evaluation team will also develop a plan to provide feedback to and evaluate the impact of the TLP Project on the Teacher Leaders themselves. The desired outcomes include teacher retention, improved job satisfaction, and improved confidence in

## Teacher Leadership Pathways (TLP) Project Narrative

teaching.

The key strategy for the TLP Project is to fully develop and implement the three Teacher Leader Pathways in 2017-18. Adjustments to the project implementation will be based on the results of the formative local evaluation results each year of the grant period.

Evaluation Purposes and Approaches. The purpose of this evaluation is to determine the extent to which TLP is being implemented with fidelity, and achieving program goals and objectives. The key stakeholders are the Teacher Leaders, Teacher Mentees, all other teachers and school staff, school and district administration, students, and the community at large.

The evaluation will be both formative and summative, providing feedback for program improvement and information about outcomes. The evaluation design includes quantitative and qualitative methodology, combined to present a fair representation of the program and make use of multiple data sources to increase the validity and reliability of the results.

The evaluation questions are as follows:

1. To what extent has TLP been implemented with fidelity in WS/FCS and the community?
2. To what extent have the goals and objectives of the TLP been met?
3. To what extent has TLP impacted teacher and student outcomes?

TLP is a three year program. Implementation will begin in 2017-18. The evaluation design is mixed methods, employing both quantitative and qualitative methods to assess the level of implementation of the program strategies and provide feedback on how those strategies can be implemented more effectively. Data will be

## Teacher Leadership Pathways (TLP) Project Narrative

collected throughout the duration of the program.

For all pathways, a plan to study the impact of the TLP Project on the Teacher Leaders will be developed. Measurable outcomes may include teacher leader retention in the District, job satisfaction, and confidence in teaching.

In addition, a goal of the evaluation will be to document the advancement of the district plan to enhance teacher leadership, through the ongoing work of the TLAC and project adjustments made based on the ongoing evaluation reporting.

Data collection will consist of multiple sources, including surveys, interviews, artifacts and secondary materials, site visits, and focus groups. Other data to be collected include teacher EVAAS scores, PDPs, State Teacher Evaluation results, and walkthrough data. Additional instrumentation will be developed as the evaluation plan is fully developed and as the evaluation progresses.

Qualitative data collected by the evaluation team will be analyzed for trends and themes. Data will be aggregated to preserve participants' anonymity. Quantitative data analysis will combine descriptive and inferential statistics. Formal feedback summarizing implementation fidelity and program impact findings will be provided annually. Interim reports will be provided throughout the duration of the program. Project findings and results will be distributed to key stakeholders throughout the District and the Community.

### Evaluation Timeline

January 2017. Establish TLP Project Evaluation Steering Team membership with diverse stakeholder representation and determine meeting schedule.

January 2017. Develop instruments to measure TLP Project fidelity and outcomes.

## Teacher Leadership Pathways (TLP) Project Narrative

February- April 2017. Develop data collection system to document teacher participation in each Pathway, 2. Teacher Mentees listing, 3. PDP Tracking, 4. Walkthrough Ratings, 5. Teacher Evaluation Ratings.

May 2017. Finalize Initial Evaluation Plan

June 2017. Present Evaluation Plan to TLAC.

August 2017-May 2018. Qualitative, quantitative and formative data collection

November 2017. Interim Report 1 to TLAC and Community

March 2018. Interim Report 2 to TLAC and Community

July 2018. Final Year 1 Report distributed internally and externally

## Teacher Leadership Pathways (TLP) Project Narrative

### Works cited:

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Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London and New York: Routledge.

Levin, B.B. & Schrum, L. (2017). *Every Teacher A Leader: Developing the Needed Dispositions, Knowledge and Skills for Teacher Leadership*. Sherwood Oaks, CA: Corwin Press.

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## Teacher Leadership Pathways (TLP) Project

<b>Budget Detail - Overall Budget</b>				
All Personnel and fringe benefit costs are based on the current rates. All contractual rates are in accordance with regional market values.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Totals</b>
Pathway #1 Model Classrooms Teacher Leader \$50 per classroom visitor not exceed \$2,000 (40 visits) annually In Year 1 Maximum Number of Participants 10 <b>\$2,000 x 10 Participants</b> <i>In Years 2 and 3, add a Cohort with 5 new participants each year, for a maximum number of 15 and 20 participants respectively.</i>	\$20,000.00	\$30,000.00	\$40,000.00	\$90,000.00
Pathway #2 Quality Colleague Teacher Leader Not to exceed \$3,000 annually. In Year 1 Maximum Number of Participants 20 <b>\$3,000 x 20 Participants</b> <i>In Years 2 and 3, add a Cohort with 10 new participants each year, for a maximum number of 30 and 40 participants respectively.</i>	\$60,000.00	\$75,000.00	\$120,000.00	\$255,000.00
Pathway #3 Professional Development Teacher Leader \$400 per PD Session Not to exceed \$2,000 annually. In Year 1 Maximum Number of Participants 10 <b>\$2,000 x 10 Participants</b> <i>In Years 2 and 3, add a Cohort with 5 new participants each year, for a maximum number of 15 and 20 participants respectively.</i>	\$20,000.00	\$30,000.00	\$40,000.00	\$90,000.00
Part-time Project Coordinator -.5 FTE Retired Educator 20 hours per week x 36 weeks @ \$30 per hour	\$21,600.00	\$21,600.00	\$21,600.00	\$64,800.00
<b>Personnel Subtotal</b>	<b>\$121,600.00</b>	<b>\$156,600.00</b>	<b>\$221,600.00</b>	<b>\$499,800.00</b>
<b>FRINGE BENEFITS</b>				
Pathway #1 Teacher Leaders - (24.44% of Salary - Social Security, Worker's Comp, Retirement)	\$4,888.00	\$7,332.00	\$9,776.00	\$21,996.00
Pathway #2 Teacher Leaders - (24.44% of Salary - Social Security, Worker's Comp, Retirement)	\$14,664.00	\$18,330.00	\$29,328.00	\$62,322.00
Pathway #3 Teacher Leaders - (24.44% of Salary - Social Security, Worker's Comp, Retirement)	\$4,888.00	\$7,332.00	\$9,776.00	\$21,996.00
Part-time Project Coordinator -(8.32 % of salary - Social Security and Worker's Comp. (NO RETIREMENT))	\$1,797.00	\$1,797.00	\$1,797.00	\$5,391.00
<b>Fringe Benefits Subtotal</b>	<b>\$26,237.00</b>	<b>\$34,791.00</b>	<b>\$50,677.00</b>	<b>\$111,705.00</b>
<b>TRAVEL</b>				
<b>Travel Subtotal</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>EQUIPMENT (&gt; \$1,000 per unit cost) - None</b>				

**Teacher Leadership Pathways (TLP) Project**

<i>Equipment Subtotal</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>
<b>SUPPLIES</b>				
<i>Supplies Subtotal</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>
<b>CONTRACTUAL</b>				
Evaluation Support - Dr. Marty Ward WS/FCS R&E	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Professional Development - Dr. Raymond Jones	\$14,000.00	\$14,000.00	\$14,000.00	\$42,000.00
Professional Development -Online Session Registration \$170 per participant up to 20 participants per year	\$3,400.00	\$3,400.00	\$3,400.00	\$10,200.00
<i>Contractual Subtotal</i>	<i>\$27,400.00</i>	<i>\$27,400.00</i>	<i>\$27,400.00</i>	<i>\$82,200.00</i>
<b>Training Stipends-Long Term NONE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<i>Training Stipends Subtotal</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>
<b>Direct Costs (Includes all Subtotals)</b>	<b>\$175,237.00</b>	<b>\$218,791.00</b>	<b>\$299,677.00</b>	<b>\$693,705.00</b>
<b>Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)</b>	<b>\$2,838.00</b>	<b>\$3,675.00</b>	<b>\$5,228.00</b>	<b>\$11,741.00</b>
<b>Total (Direct and Indirect costs)</b>	<b>\$178,075.00</b>	<b>\$222,466.00</b>	<b>\$304,905.00</b>	<b>\$705,446.00</b>
<b>Total Requested:</b>	<b>\$705,446.00</b>			

## **Teacher Leader Pathways Project Budget Narrative**

Winston-Salem/Forsyth County Schools (WS/FCS) is requesting a total of \$705,446 to fund the District's three year plan for the Teacher Leadership Pathways (TLP) Project. The TLP Project has the potential to serve the entire district of 81 schools (43 elementary, 13 middle, 14 high and 11 special) with approximately 55,000 students. Over the three year grant, approximately 180 teachers participate as leaders in the TLP Project and potentially 1,420 will participate as mentees. The TLP Project will implement strategies that will improve each student's academic achievement by providing resources to develop opportunities for teacher leadership. Over the three year grant period, funding will be utilized to fund staff salaries (including incentives), pay benefits, provide professional development and evaluate the project. All of these line items are necessary to run a successful TLP Project. In preparing the budget local, state and federal regulations were taken into consideration, specifically 34 CFR 74.40-48 and 80.36. All personnel and fringe benefit costs are based on the current rates. There will be no projected travel costs associated with the grant. In accordance with local/state contract figures or vendor-supplied cost estimates, all contractual rates are based on regional market values.

### **Personnel:**

Funds requested are to fund a part-time Project Coordinator and staffing for three (3) Teacher Leader Pathways. The Project Coordinator (PC) will be a retired educator, scheduled to work 20 hours per week for 36 weeks at a rate of \$30 per hour (\$21,600 annually). The PC will serve as a liaison between the Teacher Leader participants and central office to ensure program success. The PC will assist the Project Director (PD) with maintaining required documentation for fiscal, program and evaluation reporting. The PC responsibilities will include reviewing and submitting documentation to payroll for Teacher Leader Pathway incentives; scheduling

Attachment: A

professional development sessions and assisting with collecting data instruments that will be used to evaluate the project. Salary Supplements will be paid to effective educators in accordance with the participant's pathway model. TLP Project supplements are flat dollar amounts, ranging from a minimum of \$50 to a maximum of \$3,000. The dollar amounts are the same regardless of the teacher's degree, years of teaching experience, or advanced certifications. Details are shown below.

**Pathway #1 Model Classrooms Teacher Leader**

\$50 per classroom visitor not to exceed \$2,000 (40 visits) annually.

In Year 1 Maximum Number of Participants 10  $\$2,000 \times 10 \text{ Participants} = \$20,000$

In Years 2 and 3, add a Cohort with 5 new participants each year, for a maximum number of 15 and 20 participants respectively.

**Pathway #2 Quality Colleague Teacher Leader**

Not to exceed \$3,000 annually.

In Year 1 Maximum Number of Participants 20  $\$3,000 \times 20 \text{ Participants} = \$60,000$

In Years 2 and 3, add a Cohort with 10 new participants each year, for a maximum number of 30 and 40 participants respectively.

**Pathway #3 Professional Development Teacher Leader**

\$400 per PD Session Not to exceed \$2,000 annually.

In Year 1 Maximum Number of Participants 10  $\$2,000 \times 10 \text{ Participants} = \$20,000$

In Years 2 and 3, add a Cohort with 5 new participants each year, for a maximum number of 15 and 20 participants respectively.

**Total Personnel Funding over the 3 year grant period is \$499,800.**

Attachment: A

**Fringe Benefits:** Funding amounts are based on formulas set by the district in compliance with employment laws. Figures include, FICA/Medicare, retirement and worker's compensation, with the exception of the PC, an employee retired from WS/FCS is not eligible for retirement when reemployed on a part-time basis.

**Total Fringe Benefit Funding over the 3 year grant period is \$111,705.**

**Travel:** None.

**Equipment:** None.

**Supplies:** None.

**Contractual:** Total contractual funding requested over the three year grant is \$82,200, allocated for professional development and evaluation services. The specifics are shown below:

Funding is requested at \$42,000 over three years of the grant, funds will be utilized for contracted services with Dr. Raymond Jones to provide professional development workshops for the project's Pathway #1 and Pathway #2 Teacher Leader participants. Dr. Jones' services are 6% of the budget. Professional development will also be available online for Pathway #3 Teacher Leader participants. Funding is requested at \$10,200 over three years of the grant. The National Staff Development Council's Planning and Designing Professional Learning will provide the online course. This will provide funding for a maximum of 20 Teacher Leaders to participate online at \$170 per participant. The online course is at a cost of approximately 1.5 % of the budget. Funding is also requested for evaluation of the TLP Project. Dr. Marty Ward, the Chief Program Officer of WS/FCS' Research and Evaluation Department will lead the evaluation efforts for this project. Funding will be utilized to contract additional support for

Attachment: A

WS/FCS; this may be the services of an intern and/or software to assist with data collection and analysis. WS/FCS' Research and Evaluation Department's services are approximately 4.25% of the budget. Total contractual costs are approximately 12% of the overall budget. Costs for contractual services are estimated at local market rates and are consistent with the WS/FCS' standards as well as Local and State procurement procedures.

**Total Contractual Funding over the 3 year grant period is \$82,200.**

**Indirect Costs:** Indirect costs are calculated at the district's restricted cost rate 1.92% on all budget expenses except for contractual and equipment (none).

**Total Contractual Funding over the 3 year grant period is \$11,741.**

In addition to the request for grant funding listed above. School Administrators will support the success of the TLP Project by using Local Funds to provide substitutes for teachers who will need time away from their classrooms to participate in the TLP Project. After Teacher Leaders receive professional development through grant paid contractors, they will in turn provide professional development to the other teachers in the district.

WS/FCS's Central Office (CO) will support the TLP Project by providing support staff on an Inkind basis. Dr. Amy Nail, Instructional Superintendent for Instructional Services, will serve as the Project Director. The Project Director (PD) will direct the day-to-day operation of the program for WS/FCS, ensuring fidelity and compliance with the terms of the grant to ensure programming is current and State and Federal guidelines are being met. The PD will assist the PC with maintaining required documentation for fiscal, program and evaluation reporting.

**Total funding requested over the 3 year grant is \$705,446.**

## Appendix A

### **Teacher Leadership Advisory Council: Names and Positions**

Rachel Hicks	Elementary Teacher
Sally McCombs	Former Star3 Program Manager/Current PLT Coach
Amy Pantano	Middle School Curriculum Coordinator
DeMarie Anderson	Elementary Teacher
Lisa Jensen	PLT Coach
Charles Mcaninch	High School Principal
Essie McKoy	Middle School Principal
Iris Mudd	Middle School Teacher
Willette Nash	Multicultural Education Program Manager
Ana Ortiz	Bilingual Community Coordinator
Brad Royal	High School Principal
Donald Wyatt	Elementary Principal
Marci Harvey	High School Teacher
Ann Talton	SIOP Coach
Amy Nail	Instructional Superintendent for Instructional Services
Donna Cannon	Instructional Superintendent for Talent and PD



**WSFCS Teacher Leader Application**

1. First Name

2. Last Name

3. Areas of Certification, Advanced Degrees and Date Added (including National Board Certification if applicable)

4. Grade Levels Taught (Check all that apply)

- K-2
- 3-5
- 6-8
- 9-12
- Other (please specify)

5. Subject Areas Taught (Check all that apply)

- ELA
- Math
- Science
- Social Studies
- Other: Please explain

Other (please specify)

6. List in chronological order all the schools in the WS/FCS district in which you have taught starting with your current school.

7. Describe your leadership experience in working with peers/fellow teachers.

8. Indicate the range of your EVAAS multi-year average index from the Teacher Value Added report.

- 0.00-0.99
- 1.00-1.99
- 2.00-2.99
- 3.00-3.99
- 4.00+
- I do not have an EVAAS multi-year average. But I do have an EVAAS index. Enter index in "other" box below.
- I do not have EVAAS data
- Please specify index:

9. On which of the following NC teacher standards were you rated "accomplished" or "distinguished" on your 2016-2017 evaluation? (Check all that apply)

- Standard I: Teachers demonstrate leadership
- Standard II: Teachers establish a respectful environment for a diverse population of students
- Standard III: Teachers know the content they teach
- Standard IV: Teachers facilitate learning for their students
- Standard V: Teachers reflect on their practice
- N/A
- Other (please specify)

10. Indicate the rating you received for Analysis of Student Work (ASW) for the 2016-2017 school year.

- Does not meet expected growth
- Meets expected growth
- Exceeds expected growth
- I did not participate in ASW

11. Which Teacher Leader pathway(s) are you most interested in? (Check all that apply)

- Model Classroom- Teachers who choose to participate in the Model Classroom Pathway will open their classrooms to individual teachers or groups of no more than three teachers to visit and observe for a particular area of instructional focus as defined by the teacher's administrator or his/her designee.
- Professional Development-Teacher leaders who choose to participate in the Professional Development pathway will commit to developing and providing professional learning opportunities for teachers as approved by HR and/or program managers in Instructional Services.
- Quality Colleague- Teacher leaders who choose to participate in the Quality Colleague pathway will commit to supporting up to three teachers in their school or a nearby school with lesson planning, mindset/relationships, and/or data analysis for at least one school year.

12. Which of the following teacher behaviors do you consider to be a strength for you? (Check all that apply)

- Classroom Management
- Lesson Planning
- Positive Relationships with Students
- Using Data to Inform Instruction
- Instructional Technology
- Curriculum Integration
- Student Engagement
- Cooperative Learning
- Small Flexible Groups
- Creating Equity

Other (please specify)

13. Explain why you think teacher leadership is important in the WS/FCS district and why you would make a good teacher leader.



## Administrator Recommendation: Teacher Leader

Please rate the teacher applicant as either Developing, Proficient, Accomplished, or Distinguished on the National Board for Professional Teacher Standards teacher leadership competencies.

**\* Required**

Teacher Name (Last, First) \*

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Your answer

1. Reflective Practice: Helps to create conditions that encourage reflection among peers, administrators, and other staff members. Makes strategic plans that are informed by data and reflection. \*

- Developing
- Proficient
- Accomplished
- Distinguished

2. Personal Effectiveness: Builds trust and credibility to support lifelong learning in self and others. Balances the roles and duties of teacher leadership with other professional responsibilities, including meaningful work with students. \*

- Developing
- Proficient
- Accomplished
- Distinguished

3. Interpersonal Effectiveness: Serves as a support for others, effectively communicating and earning trust. Encourages and inspires others to take action grounded in shared vision for the benefit of students. \*

- Developing
- Proficient
- Accomplished
- Distinguished

4. Communication: Articulates informed, meaningful student-centered goals. Shares a carefully crafted message in ways that will spur others to pursue positive change. \*

- Developing
- Proficient
- Accomplished

## Appendix C

- Distinguished

5. Group Processes: Understands the fundamentals of leading groups of peers, collaborating and navigating difficult situations, while honoring diversity of opinion and varying strengths and styles. \*

- Developing
- Proficient
- Accomplished
- Distinguished

6. Adult Learning: Understands adult learning and how to impact colleagues and address their diverse needs. Taps into their own expertise and experience to enhance personal and group growth. \*

- Developing
- Proficient
- Accomplished
- Distinguished

7. Coaching and Mentoring: Promotes an environment of collegiality, trust, and respect. Fosters the development of fellow teachers, valuing and respecting where they are in their personal practice. Helps colleagues make their own professional decisions. \*

- Developing
- Proficient
- Accomplished
- Distinguished

8. Organizational Effectiveness- Leading with Skill: Works with others with skill, integrity, and effectiveness. Strengthens the capacity of the district through wise use of resources and involvement of others. \*

- Developing
- Proficient
- Accomplished
- Distinguished

9. Building Capacity of Others: Collaborates in implementing professional growth activities to help colleagues develop and expand leadership skills. \*

- Developing
- Proficient
- Accomplished
- Distinguished

Comments to support ratings for questions 1-9 (Optional, *may attach additional pages*).

**Appendix D: Teacher Leader Scoring Rubric**

<b>Score=0</b>	<b>Score=1</b>	<b>Score=2</b>	<b>Score=3</b>	<b>Score=4</b>	<b>Score=5</b>	<b>MAXIMUM SCORE</b>
<b>7. Describe your leadership experience in working with peers/fellow teachers:</b>						
No Credit	Emerging (Developing)	Developing (Proficient)	Performing (Accomplished)	Transforming (Distinguished)		
No response or limited response	Values the importance of self and professional improvement and development for the benefit of students	Promotes an environment of collegiality, trust, and respect Fosters the development of fellow teachers	Engages in formal roles of coaching and mentoring Utilizes multiple measures to identify effective teaching and successful student learning	Creates new systems that foster the development of fellow teacher leaders, for fellow teacher leaders to design coaching and mentoring opportunities in their own contexts		<b>4</b>
<b>8. Please indicate the range of your EVAAS multi-year average index from the Teacher Value Added report</b>						
Less than 0	0-0.99	1-1.99	2-2.99	3-3.99	4 or Higher	<b>5</b>
<b>9. On which of the following NC teacher standards were you rated "accomplished" or "distinguished" on your 2016-2017</b>						
0	1 per Accomplished or Distinguished rating					<b>5</b>
<b>10. Please indicate the rating you received for Analysis of Student Work (ASW) for the 2016-2017 school year.</b>						
0	1 per Expected	2 per Exceeds				<b>2</b>
<b>13. Explain why you think teacher leadership is important in the WS/FCS district, and why you would make a good teacher leader.</b>						
A poorly written explanation of the importance of teacher leader role AND a poorly written explanation of their contributions to the role	A clearly written explanation of the importance of teacher leader role OR a clearly written explanation of their contributions to the role(adequately addresses only one aspect)	A clearly written explanation of the importance of teacher leader role AND a clearly written explanation of their contributions to the role				<b>3</b>
						<b>TOTAL=19</b>