

**APPENDIX C**

**Proposal Cover Page**

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

Project Title: \_\_\_\_\_

<b>Section 1. Applicant Information</b>	
LEA: _____	Tax ID/EIN: _____
Website: _____	Fax: _____
Mailing Address: _____	City/State/Zip: _____
RFP Contact Name and Position: _____	
Phone: _____	Email: _____

<b>Section 2. Project Information</b>	
Project Director Name and Position (if different from contact): _____	
Phone: _____	Email: _____
Total Project Budget: _____	Requested Grant Amount: _____
Estimated Number of Schools Served: _____	Estimated Number of Students Served: _____

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)** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Project Title: Advanced Teaching Pathways to Facilitate Teacher Impact and Motivation**

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**(1) Description of the Program Structure, Including (2) Descriptions and (3) Responsibilities of the Advanced Teaching Roles**

As many districts in the Northeast region of North Carolina are concerned with teacher attrition (NCSBE & NCDPI, 2017), Gates County Schools is focusing on retaining quality teachers and building capacity of all teachers. To achieve this, Gates County Schools will create professional learning and leadership opportunities (both formal and informal) to retain the best teachers and grow them into leaders while rewarding them through monetary and non-monetary incentives. The new opportunities for teacher leadership and collaboration proposed here will target educator needs for autonomy, mastery, and purpose (Pink, 2011), and they will be offered opportunities to engage in responsibilities and positions that align with their strengths, interests, and the school system's needs. Because teacher retention is a primary objective, consideration of teacher motivation is essential, especially in rural areas like Gates county where teacher attrition is a concern. Motivated teachers who display positive emotions towards their work typically experience less burnout (Chang, 2009) and often have more motivated students (Han & Yin, 2016; Schiefele, 2017; Schiefele & Schaffner, 2015). More motivated students are typically more engaged and perform better (Deci & Ryan, 2000; Wigfield & Eccles, 2001; Hidi & Renninger, 2006). As such, we are concerned both with teacher and student motivation and performance in developing these pathways.

In the pathway development and implementation, we will follow a design-based implementation approach to meeting the needs of Gates County Schools. In design-based implementation, partners seek inclusive and collaborative feedback to identify issues, engage in solutions, and track data on cycles of inquiry—in order to generate findings that will transform ongoing practice and outcomes. In this case, the proposed advanced teaching pathways are based off of a model currently being implemented in Pitt County Schools. Some aspects of Pitt County

School's model will be replicated while others will undergo a process of iterative refinements per Gates County School's specific context of need. The pathway development will begin in the elementary schools where three of the current five district instructional coaches are placed. Gates County Schools instructional coaches assume coaching duties in addition to their full-time classroom teacher roles.

Because Gates County Schools is concerned with retention of quality educators, a guiding question for the new leadership and advanced teaching opportunities is, "How do we build collective capacity to keep our most effective teachers in the classroom working *with students?*" Research consistently indicates that simply paying teachers more money based on student performance does not lead to improved performance by teachers or improved learning by students; neither does increased pay based on additional responsibilities necessarily lead to increased student performance (Figlio & Kenny, 2007; Sawchuck, 2010). Further, while financial incentives have not proven effective in retaining teachers in rural schools, factors that do seem to positively affect teacher retention include learning about the contexts of rural schools and communities, social aspects of rural teaching within and outside of the school, and how to become familiar with rural community dynamics and norms (Goodpaster, Adedokun, and Weaver, 2012; Maranto & Shus, 2012). Likewise, motivation literature suggests extrinsic motivation is not always the most appropriate form of motivation to encourage persistence, as it can thwart intrinsic motivation (Deci & Ryan, 2000). We recognize teachers are looking for both increased financial compensation *and* influence (Danielson, 2006; Feller, 2013; Reform Support Network, 2013), so our proposal provides an opportunity for high-performing teachers to also serve as teacher leaders. In an iterative design process beginning with our elementary schools and in collaboration with Pitt County Schools, we will increase compensation in a system in which teachers exhibit exponential influence and engage in transformative collaboration leading

to improved student outcomes. See the Research Literature (Attachment B) section for more information about the literature that has informed this proposal.

Our ultimate goal is to have all Gates County Schools students taught and influenced by highly effective teachers, with the students' learning and motivation considered important outcomes. Consistent with the guidelines for the "Teacher Compensation Models and Advanced Teaching Roles," Gates will link differentiated compensation for highly effective teachers to the assumption of additional academic responsibilities, leadership roles, and student performance. Grant funds will be used to support the following activities:

- Develop a sustainable model for retaining and rewarding teachers by implementing advanced teaching roles in small, rural districts;
- Create new teacher career paths to provide opportunities for the best teachers to develop leadership while remaining in the classroom working with students;
- Empower teachers to collaborate in order to increase the number of students across the district influenced by highly effective teachers;
- Facilitate teacher motivation to enhance quality teacher retention in this rural district.

### **Advanced Teaching Pathways**

Current pathways for assuming leadership in most systems involves moving into administration. Not all teacher leaders are interested in taking on administrative roles but want to be influential and collaborate with other educators (Danielson, 2006; Reeves, 2008). Advanced teaching pathways other than administration can provide teacher leaders a sense of empowerment and impact, increased motivation for teaching, and a desire to stay in the profession. With this understanding, Gates County Schools will implement a system for highly effective teachers to become teacher leaders by providing a context within which they can

assume leadership roles and be compensated. Moreover, their leadership will assist other educators in developing their effectiveness, motivation, and leadership in turn. The model for providing these leadership opportunities is founded on the idea that incentives with support for collaboration and leadership will improve results at the classroom level. Although external incentives are important, teacher competition for extrinsic rewards cannot positively impact the learning and motivation of all students nor the motivation of all teachers on its own. Indeed, research suggests that competition for extrinsic rewards can thwart intrinsic/autonomous motivation (Deci, Betley, Kahle, Abrams, & Porac, 1981; Deci & Ryan, 2000). Individual, highly-effective teachers can influence the learning and motivation of the students in their classroom, but when these teachers collaborate with others, they can influence an entire school (Marzano, 2001), making their influence exponentially more impactful.

The advanced teaching paths will be founded in those developed in other counties (e.g., Pitt County Schools) that offer differentiated pay and responsibilities to teachers within the system. Within Gates County Schools, these roles will be explored and refined to best meet the needs of this specific context over time following design-based implementation principles (Fishman, Penuel, Allen, Sri, & Sabelli, 2013). The four Pitt County Schools' paths to be explored are: Facilitating Teachers (FT), Collaborating Teachers (CT), Multi-Classroom Teachers, (MCT), and Co-Teachers (Co-T). Facilitating Teachers and Multi-Classroom Teachers represent new and proven roles highly effective teachers may choose to pursue while remaining in the classroom to receive increased pay and influence (Bacharah, Heck, & Dalhberg, 2010; Public Impact, 2012). Collaborating Teachers will receive differentiated pay to work with FTs, and both Collaborating and Co-Teachers will be able to improve instructional practice through collaboration.

The FT and MCT paths are specifically designed to enhance instructional improvement,

teacher motivation, and teacher retention. Teachers in the FT and MCT positions will be identified as highly effective teachers through multiple measures, including evaluations, classroom observations, student performance and motivation data, and peer feedback. It will be their responsibility to model, train, and mentor other teachers to help them improve their instructional practice.

The four paths of advanced teaching options for teachers in their career journey will lead to increased compensation and influence (i.e., autonomy and empowerment) over time. As professionals, educators can choose to move towards increased effectiveness at a pace and on the path with which they are most comfortable. The four paths are described in the following sections: (1) Facilitating Teacher (FT), (2) Collaborating Teacher (CT), (3) Multi-Classroom Teacher (MCT), (4) Co-Teacher (Co-T). It is important to note that all teachers in the pathways will teach full-time in the classroom. Facilitating, Multi-Classroom, Collaborating, and Co-Teachers will be full-time classroom teachers working directly with students in classroom instruction for a minimum of 70% of the school day.

**1: Facilitating Teacher (FT).** This option represents the best of what research says leads to teacher improvement through collaborative communities. According to Childs-Bowen, Moller, and Scrivner (quoted in National Comprehensive Center for Teacher Quality, 2007, p. 6), “Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” Facilitating Teachers will be expert educators who have demonstrated a history of being highly effective with students and as collaborators with other staff members. In the Gates County Schools implementation of FTs, the FT role will be assumed by instructional coaches who already have collaborative relationships with the classroom teachers. Thus, the FT role will enhance and direct their duties as instructional coaches and

leaders in the school. Gates County Schools instructional coaches teach full-time in the classroom, unlike other districts across the state.

FTs will serve by leading a Collaborative Teaching Community where they work side-by-side with a team of two to four less-experienced teachers. This Collaborative Teaching Community will co-plan together, allowing the Facilitating Teacher to indirectly influence students' learning and motivation in multiple classrooms. By working with less-experienced teachers, they can model planning and assessment strategies; serve as advisors, coaches, and mentors; and help develop beginning and/or professional teachers. In addition, FTs will engage in specialized training, "Motivating Students for Success," so they can train educators in their Collaborative Teaching Community to more effectively motivate their students as well as assess and reflect on student motivation in their classrooms. FTs will additionally receive training in co-teaching, with an emphasis in co-planning and co-instruction.

Another key responsibility of the Collaborative Teaching Community will be the completion of an annual Collaborative Action Research Project focused on solving a classroom or school-level concern for learning and/or motivation. By becoming an expert in this area, Facilitating Teachers will then have the ability to share the results of their Collaborative Action Research with teachers across the district, building both individual and organizational capacity. Specialized professional learning and coaching will be provided to the Facilitating Teacher as the leader of the team, with the expectation that the FT implements these practices and protocols to help guide the entire team through the Collaborative Action Research Project.

Current instructional coaches will assume the FT roles, which will become an extension of their instructional coaching duties. Again, in Gates County Schools, instructional coaches teach full-time in the classroom. The current instructional coaches were selected for that role because they hold an advanced credential (e.g., master's degree, National Board Certification,

relevant internal certification from the district) and had EVAAS scores indicating effective teaching. As the pilot progresses, other educators may apply for the FT position. Those teachers must hold an advanced credential (e.g., master's degree, National Board Certification, relevant internal certification from the district). In addition, an EVAAS rating in excess of "+1", which signifies the teacher is approximately in the top 25% of teachers in the district. If the educator does not have an EVAAS score, additional evidence indicating positive impact on student outcomes is required. FTs will also be rated at least "Accomplished" on Standards 1-5 on the Professional Teaching Standards to demonstrate high performance.

As a reward for this increased responsibility, Facilitating Teachers will receive a monthly \$500 supplement above and beyond the Professional Teacher pay scale.

**2: Collaborating Teacher (CT).** CT is a subset of the Facilitating Teacher path, as these teachers will work with a Facilitating Teacher to form a Collaborative Teaching Community. Collaborating Teachers participate in the Collaborative Action Research Project and receive additional compensation for their efforts. In addition, Collaborating Teachers will engage in specialized trainings lead by their FTs focused on motivating students, which will then be practiced and assessed within their classrooms. If desired, the additional professional development focused on student motivation and co-teaching will be options for action research topics. Collaborating Teachers will receive an annual supplement of \$1,200 for every year they work with a Facilitating Teacher. After working as Collaborating Teachers, they can choose to remain on the CT path, return to Professional Teacher duties, or apply for the Facilitating Teacher path.

**3: The Multi-Classroom Teacher (MCT).** The Multi-Classroom Teacher is a pathway currently implemented by Pitt County Schools that will be explored by Gates County Schools through a process of targeted shadowing and observation as Gates County Schools leadership

consider the pathway for implementation. In Pitt County School's practice, MCT represents the pinnacle of influence for a classroom teacher. These master teachers, as demonstrated by both classroom observation and student performance data, co-teach across multiple classrooms with other teachers and apprentice them in the art and science of what highly effective instruction looks like (Figure 1). By focusing on two to four teachers and working in depth with them on a daily basis through modeling, co-teaching, and reflection, these teachers directly impact students in multiple classrooms. Beginning in the first year of the grant, Pitt County Schools' MCT model will be shadowed by Gates County Schools' leaders and Facilitating Teachers to explore what this model could look like in Gates County Schools. In the second year of the grant, an MCT model will be piloted through iterative designs focused on the specific small, rural context of Gates County Schools. This model will start small and be refined over the duration of the grant. Elements of this model may be integrated into the FT pathway- ie, co-teaching and co-planning.

Multi-Classroom Teachers will have demonstrated high effectiveness with students and adults as well as multiple educational credentials (e.g., National Board Certification and an additional certification such as an advanced degree in the relevant area or an internal certification through the district). MCTs will be rated at least "Accomplished" on Standards 1-5 to demonstrate high performance on the Professional Teaching Standards. MCTs must also be rated as "Exceeds Expected Growth" in EVAAS, indicating they are in the top 15% of teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a significant positive impact on student performance.

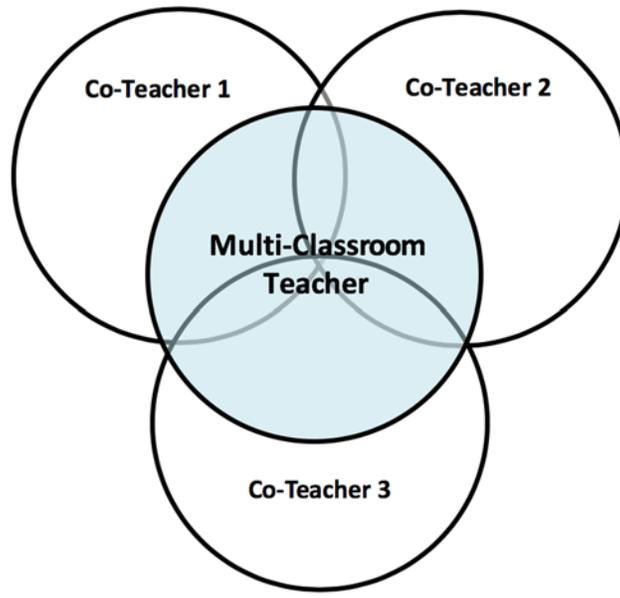
MCTs will engage in specialized training so they can train and collaborate with their co-teachers to more effectively motivate students as well as assess and reflect on student motivation in their classrooms. The motivation trainings will focus on teaching strategies that are part of the MUSIC Model of Motivation (Jones, 2009) and assessment includes the MUSIC Model of

Motivation Inventory (Jones, 2016). Cognitive Coaching and Co-Teaching trainings, focused on co-planning and co-instruction strategies, will also be included.

The fact that MCTs will teach with multiple Co-Teachers ensures their influence extends beyond the walls of one single classroom. Students will benefit directly by having two teachers in the classroom rather than one, which allows for more individualized instruction. It also expands the reach of these teachers exponentially so that they can influence more students than if they remained in a single classroom. Multi-Classroom Teachers, in recognition of their work, will receive a pay supplement that is agreed upon and sustainable as the program is developed for Gates County Schools.

**4: Co-Teacher (Co-T).** Co-Teacher is the fourth path, consisting of those teachers who apprentice themselves to a Multi-Classroom Teacher. While these teachers will not receive a supplement as other teachers do, they will (a) receive specialized training in the co-teaching methodology; (b) engage in co-planning, co-teaching, and co-reflecting with the Multi-Classroom Teacher; and (c) engage in specialized training lead by their MCTs that is focused on motivating students, assessing motivation, and reflecting to refine instructional practice. Upon demonstration of success in the classroom with the Multi-Classroom Teacher, Co-Ts will have the option to complete an internal certification making them eligible to apply for the Facilitating Teacher path.

All four paths are summarized in Table 1; a professional development plan for all positions is included in the Support Materials.



*Figure 1.* The Multi-Classroom Teacher with multiple Co-Teachers. Figure adapted from Pitt County School's MCT model figure.

Table 1

*Qualifications, Responsibilities, and Rewards for All New Advanced Teaching Roles*

<b>Role</b>	<b>Qualifications</b>	<b>Responsibilities</b>	<b>Rewards</b>
FT	<ul style="list-style-type: none"> <li>• One level of additional certification</li> <li>• Accomplished on NCEES Standards</li> <li>• +1 in EVAAS</li> <li>• Demonstrated leadership of adults</li> <li>• Recommendation of principal</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a Collaborative Teaching Community with a Collaborative Action Research Project to address performance need</li> <li>• Attend specialized training</li> </ul>	PT+ \$500 monthly supplement
CT	<ul style="list-style-type: none"> <li>• Teaching license</li> <li>• Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Works with the Facilitating Teacher to complete the Collaborative Action Research Project</li> <li>• Receive specialized training from FT in student motivation, including assessment, instructional practices, and reflection</li> </ul>	PT + \$1,200
MCT	<ul style="list-style-type: none"> <li>• Two levels of additional certification (NBPTS, Masters, TLI)</li> <li>• Accomplished on NCEES Standards</li> <li>• +2 in EVAAS</li> <li>• Demonstrated leadership of adults</li> <li>• Recommendation of principal</li> </ul>	<ul style="list-style-type: none"> <li>• Co-Teach in Multiple Classrooms</li> <li>• Lead implementation of instructional models based on data informed performance needs</li> <li>• Teach an increased number of students as the lead classroom teacher of record with co-teaching classes</li> <li>• Attend specialized training</li> <li>• Provide training focused on student motivation and assessment of motivation to Co-Ts</li> </ul>	Lead Teacher + TBD (up to \$1,000 monthly supplement)
Co-T	<ul style="list-style-type: none"> <li>• Teaching license</li> <li>• Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Apprentices under a Multi-Classroom Teacher for part of each day</li> <li>• Specialized training in</li> <li>• Receive specialized training from MCT in student motivation, including assessment, instructional practices, and reflection</li> </ul>	Training and an optional internal certification

*Note.* Qualification criteria are weighted equally. PT = Professional Teacher.

Table 2

*Project Timeline*

	2019-2020		2020-2021			2021-2022			2022-2023			2023-2024		
	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Pathway Design and Implementation team shadows Pitt County FTs	X						X						X	
School-Based training for Design and Implementation team to prepare for and support FT positions	X			X			X			X			X	
Open invitations for FT positions				X			X			X			X	
Hire FTs	X			X			X			X			X	
Train FTs		X			X			X			X			X
Pathway Design and Implementation team shadows Pitt County MCTs							X						X	
Open invitations for MCT positions							X			X			X	
Hire MCTs							X			X			X	
Train MCTs					X			X			X			X
Pathway Design and Implementation team meet monthly to discuss iterative refinements needed for pathways	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**(4) Communication Plan to Describe the New Compensation Model, (5) Movement on the Compensation Model, and (6) Voluntary Relinquishment of Advanced Teaching Roles**

Information on the advanced teaching pathways will be shared at the January 2019 Board of Education meeting, so the information can be broadcast to the public and recorded for distribution to all teachers in the district and to the public at large. Ongoing updates to the advanced teaching pathways will be made on the district's website, local media outlets, monthly principal and leadership meetings, and Board of Education Meetings.

Job descriptions and eligibility requirements for all positions will be posted using the

district's Human Resources procedures. A FAQ will contain critical information about how the School Improvement Team identifies a need to request an advanced teaching position; how positions are hired, how that role impacts school procedures and culture, how a teacher maintains eligibility, and how a teacher exits from the program. Training will be facilitated with principals and school teams during the spring and summer of 2019 and 2020 to prepare them for the new advanced teaching roles.

Finally, voluntary relinquishment of an advanced teaching role will not be considered a demotion. Teachers wishing to voluntarily relinquish the role will also relinquish the supplemental pay that goes with the advanced teaching role. For FTs, teachers will be able to remain in the classrooms in which they currently teach. For MCTs, teachers will be assigned to a teaching position for which they are certified.

### **(7) Salary Supplement Information**

All salary supplements will be paid as a supplement to the classroom teacher's regular salary and will not be included in the average salary calculation used for budgeting State allotments. Gates County Schools will comply with all guidelines and regulations set forth by the state in the awarding of supplements. Supplements paid are listed in Table 3.

Table 3

#### *Supplements*

Supplement	Who qualifies	Amount
Supplement	Facilitating Teachers	\$500 per month
Supplement	Multi-Classroom Teachers	TBD in year 2 (up to \$1,000 per month)
Supplement	Collaborating/Co-Teaching Teachers	\$1,200 per year

For those teachers who are on a differentiated career path (e.g., Facilitating Teacher, Multi-Classroom Teacher), a customized rubric will be used to measure and evaluate performance regarding those positions and identify and develop professional learning for these

teachers aligned to the responsibilities and criteria of their path, in addition to the standard NCEES evaluation. For example, the National Board for Professional Teaching Standards, the National Education Association, the Center for Teacher Quality, and the MUSIC Model of Motivation Inventory (Jones, 2016). The use of a customized rubric for individuals on different paths allows for professional learning, goal setting, and feedback to be targeted based on the unique needs of the individual and aligned to the goals of the position. Use of the customized rubrics will also provide a procedure whereby teachers who do not maintain minimum criteria or do not successfully perform duties can be moved off the path and back onto the Professional Teacher path. The rubric will be developed in consultation with Pitt County Schools.

### **(8) Implementation Plan**

Oversight and implementation falls under the Gates County Schools Assistant Superintendent's office. This office handles curriculum and instruction and instructional coaching support. A Pathway Design and Implementation team will be formed with school and teacher leadership representatives, as well as external consultants from Pitt County Schools R3 project and the Rural Education Institute. The team will guide implementation at the district level. The district's implementation plan recognizes that individual schools and the principals and School Improvement Teams (SIT) that lead them have different needs with regards to performance and personnel. During the spring of 2019, the district will communicate with the SITs to clarify the process through which the staggered pilot of FT and MCT positions will be allocated. The advanced teaching pathways will be supported through grant funds. The specific number of pilot positions, numbers of eligible teachers, and the number of impacted students are included in Table 4.

Based on the total number of Gates County Schools students and teachers reported in 2017 (NC School Report Cards, 2017), this program is likely to impact a substantial percentage

of students over the course of six years. The FTs have the potential to directly impact approximately 25% of students at the elementary schools during the pilot stages of this program (i.e., the first two years, elementary schools only). By scaling up the project to include at least one FT at the middle school and one FT at the high school during the third through sixth years, the program could directly impact 50% of middle grades students and 32% of high school students each year. With a minimum of one FT in each of the five schools in Gates County, up to approximately 31% of all students will be directly impacted each school year. Additional impact would be felt as more FTs are added and the MCT pathway is explored.

Table 4

*Advanced Teaching Roles Potential School Impact: Pilot Years*

<b>Role and funding Source</b>	<b># of ATR positions</b>	<b># of eligible teachers</b>	<b># Students of record for teacher</b>
Facilitating Teacher (FT)	1 FTs/School	25 Elementary Teachers had +1 or Higher on EVAAS for 2017	Approximately 15 students/FT
	3 School-Based		3 x 15 = 45
<b>Total FTs</b>	<b>3 Teachers</b>		<b>45 Students</b>
Collaborating Teacher (CT)	3-4/school based on # of FTs	Any teaching willing to work with an FT	Approximately 15 students/CT
	3 FT x 4 = 12 CTs		180
<b>Total CTs</b>	<b>12 Teachers</b>		<b>180 Students</b>
Multi-Classroom Teacher (MCT)	MCTs are requested by the SIT team and approved by the district.	7 Teachers had +2 or Higher on EVAAS for 2017	Approximately 45 students/MCT
	3 School-Based		3 x 45 = 135
<b>Total MCTs</b>	<b>3 Teachers</b>		<b>135 Students</b>
Co-Teacher (Co-T)	2-3 Co-Teachers/MCT	Any teacher willing to work with an MCT	Approximately 15 students/Co-T
	3 MCTs x 3 = 9 Co-T		9 x 15 = 135
<b>Total Co-Ts</b>	<b>9 Co-T Teachers</b>		<b>135 Students</b>

**(9) Plans for Financial Sustainability**

These grant funds will allow Gates County Schools to expand upon its current

instructional coaching support in each school. By investing in advanced teaching pathways and building capacity across the district, Gates County Schools is committed to sustaining the project long-term. During the grant period, Gates County Schools will build internal capacity by beginning the pilots strategically with instructional coaches who already teach full-time in the classroom and investing in key training at the multiple elementary schools before piloting at the middle and high school.

Upon the completion of the grant, it is the intent of Gates County Schools to absorb costs into regular allotments and training funds. We will look towards national leaders in this, Public Impact, as other states grapple with the sustainability issue. At this point, similar to Pitt County Schools, we are considering converting targeted teaching positions into either state or local positions paid for out of funds such as the low-wealth allocation and reallocate that money to pay for the advanced teaching pathways supplements.

### **(10) Measurable Objectives**

The outcomes will benefit teachers by providing increased influence and compensation as described throughout this proposal. As it relates to benefits for students, the primary benefit is that more students will interact directly with highly-effective teachers than under the current system. Additionally, as our best teachers from across the system mentor and support other teachers, the effectiveness of all teachers will continue to grow. Specific, measurable objectives aligned with broader program goals are identified in Table 5.

Table 5

*Goals and Measurable Objectives*

Goals	Measurable Objectives
Create new teacher career paths to provide opportunities for the best teachers to develop leadership while remaining in the classroom working with students	<ul style="list-style-type: none"> <li>• Hire a minimum of 12 FTs and 36 CT receiving supplements for advanced teaching roles</li> </ul>
Empower teachers to collaborate in order to increase the number of students across the district influenced by highly effective teachers	<ul style="list-style-type: none"> <li>• Have a minimum of 3 collaborative action research projects focused on addressing an identified performance need completed each year of the grant</li> <li>• Increase the number of students taught by “Highly Effective” teachers by 50%</li> </ul>
Facilitate teacher motivation to enhance quality teacher retention in this rural district	<p>Measure increases in FT, CT, MCT (if applicable) and Co-T (if applicable) motivation for teaching and intentions to persist as educators.</p> <ul style="list-style-type: none"> <li>• Measures of teacher motivation from expectancy-value theory, self-determination theory, social cognitive theory/self-efficacy, and domain identification (e.g., Ilardi et al., 1993; Jones, Tendhar, &amp; Paretti, 2015; Schmader, Major, &amp; Gramzow, 2001; Wigfield &amp; Eccles, 2000; Woolfolk &amp; Hoy, 1990)</li> <li>• Measures of related outcomes (e.g., intentions to persist, self-regulation, behavioral engagement)</li> </ul>
Develop a sustainable model for retaining and rewarding teachers by implementing advanced teaching roles in small, rural districts	<ul style="list-style-type: none"> <li>• Join implementation collaborative with Pitt County Schools R3 team</li> <li>• Partner with ECU’s Rural Education Institute to disseminate information regarding development and implementation of advanced teaching pathways in rural schools</li> </ul>

**(11) Describe How the Project Will Involve the Local Community**

Leveraging small and large school district perspectives, university resources, and a shared problem of practice, this project was developed through a collaboration between Gates County Schools, Pitt County Schools, and East Carolina University’s Rural Education Institute (REI). All three entities are part of the rural eastern region of the state. The timeline for development included:

- Fall 2010-current: Pitt County Schools collaboration with East Carolina University regarding instructional coaching/mentoring and co-teaching support
- Fall 2017: Pitt County Schools awarded NCDPI Teacher Compensation Models and Advanced Teaching Roles grant: *R3*
- Fall 2018: *R3* presented at national conference in collaboration with Pitt County Schools and Rural Education Institute faculty; additionally, *R3* was widely discussed with eastern NC school administrators
- Fall 2018: Gates County Schools, Pitt County Schools *R3* team, and ECU's Rural Education Institute began conversations surrounding design-based implementation of advanced teaching pathways in Gates County Schools. School district administrators, teachers, instructional coaches, and university faculty were involved in these conversations.

As noted previously, Pitt County Schools is one of the current NCDPI Teacher Compensation Models and Advanced Teaching Roles grantees. In turn, Pitt County Schools Division of Educator Effectiveness and Leadership is beginning partnerships with districts to implement elements of *R3* in their districts. Building upon prior work, Pitt County Schools and *R3* project leaders are able to provide consulting and training opportunities at reduced costs as districts onboard elements of the various advanced teaching pathways. The Rural Education Institute seeks to collaborate with school and community partners to address educational disparities and ensure access to high-quality education by nurturing research-practice partnerships to address common problems. As a consultant, the Rural Education Institute can facilitate the design-based implementation of this project while evaluating short and long-term impacts.

## **(12) Cite Data That Supports the Need Statement**

Gates County Schools (GCS, LEA #370) serves 1,590 pk-12 students and is a rural-distant school district with an average of 242 elementary level students per elementary school (as of 2017). There are a total of five schools, three of which are elementary. The average student-teacher ratio in the elementary schools was just over 15:1 in 2017 (NC School Report Cards, 2017). According to the NC School Report Cards (2017) “District Snapshot for Gates County,” we experienced a teacher turnover rate of 12.3% in the elementary schools. The Northeast region of NC schools has the third highest teacher attrition rate of the eight NC regions (NCSBE & NCDPI, 2017). In context, the state attrition rate was 8.7 and Gates County Schools’ attrition rate was 11.9 (NCSBE & NCDPI, 2017). In terms of need for programs focused on incentivizing teacher leadership, there is a larger percentage of highly experienced teachers in Gates County (68.3%) when compared to the State (51.1%; NC School Report Cards, 2017), suggesting that ample teachers have the expertise that is important to developing into teacher leaders. In addition, it is important to note that the percentage of new teachers in Gates County (8.3%) is substantially lower than the state average (21.5%; NC School Report cards, 2017), which suggests that motivating teachers to pursue advanced teaching roles in this county may be beneficial to maintaining a strong base of teachers over time.

Of the 20 elementary school teachers in Gates County in 2017, fewer teachers than the state average held advanced degrees (26.7%) and a smaller average per school were National Board Certified (3; NC School Report Cards, 2017). The principal turnover rate between schools was more than twice the state average at 20%, none held advanced degrees beyond a master’s degree, and all had between 0 and 3 years of experience in that role (NC School Report Cards, 2017). All three elementary schools were given a “C” school grade and more than the state average of students were retained in the third grade (18.3%; NC School Report Cards, 2017).

Gates County is a Tier 1 county (NC Department of Commerce, 2018). In the elementary schools, 59.4% of students are considered “economically disadvantaged” (NC School Report Cards, 2017). According to NC Department of Commerce (2018), the median family income of the 11,891 residents was \$46,387 in 2015. AccessNC (2018) estimated that 15.2% of the population is below the poverty line. Based on 2015-15 Census data, the demographic distribution of residents in the county was 62.6% White, 33.6% Black or African American, 1.9% Hispanic or Latino, and 1.9% classified as “other race.” Minority enrollment in the elementary schools is reported as 41% (majority Black or African American).

### **(13) Describe How Project Information Will Be Shared With Other School Systems**

Updates regarding the project will be shared at regional principal and superintendent meetings. Updates will also be shared at the monthly Northeast Collaborative induction meetings, of which Gates County Schools is a member. Additionally, the partnership with the Rural Education Institute will provide opportunities to share design and implementation findings as well as recommendations at regional, state, and national conferences. Furthermore, the Pitt County Schools collaboration will enrich the implementation discussions and refinements of the advanced teaching pathways as other districts begin partnering with Pitt County Schools R3 team.

### **(14) Describe Local Evaluation Procedures and Methods of Evaluation for the Project**

The project will implement an ongoing internal evaluation process: (a) Project consultants and school administration will meet quarterly to track implementation, review data, evaluate the program’s design-based aspects and adjust the program direction through an iterative process as needed; and (b) the Pathway Design and Implementation team will meet monthly to review project implementation data. We anticipate a number of positive impacts for participating teachers and students. The experience, professional development content, and

assessment of implementation and impact will be useful for replication in other rural schools and districts in the state. Pre-assessment, formative assessments, and summative assessments of relevant and important data points will be used to evaluate progress and impact.

Ongoing formative evaluation will focus on program impact longitudinally as well as program implementation. As needed, formative evaluation will serve to inform the design-based implementation research process and enact changes in the program implementation, reflecting a process of iterative refinement. Annual summative assessments will focus on evaluating program impact where we will focus on how this program is influencing our teachers, students, and schools. The Rural Education Institute will assist with design-based implementation support.

Evaluation methods will include collecting and analyzing both qualitative and quantitative data from teachers, students, and principals. Data sources will include: student performance data (EOG assessments, report card grades), motivation surveys completed by students and teachers, teacher reflections on student motivation data, 360-degree leadership results, coaching logs, teacher evaluation data (teacher EVAAS ratings, formal observations/walkthroughs), teacher and administrator interviews, and feedback on professional development.

Motivation surveys will be designed for the teachers and students participating in this program. To explore malleable factors in students' motivation-related perceptions about learning in class, we will measure perceptions of each of the five components of the MUSIC model (i.e., eMpowerment, Usefulness, Success, Interest, and Caring; see Table 6) using the MUSIC Model of Academic Motivation Inventory (Jones, 2016). The MUSIC Model of Motivation will be a focus during the "Motivating Students for Success" training; thus, we will evaluate impact on student motivation using an inventory designed to assess the model of focus during professional development. The five components have been shown to be related to important outcomes like

engagement and motivation, domain identification, career goals, and effort (Chittum & Jones, 2017; Jones, Sahbaz, Schram, & Chittum, 2017; Osborne & Jones, 2011; Wang & Eccles, 2013; Wigfield & Eccles, 2000). Perhaps most importantly, these constructs have been shown to be malleable by an instructor in the learning environment (Turner et al., 2014; Wang & Eccles, 2013).

We will also examine teachers' motivation and engagement by surveying their perceptions and intentions to persist. We will measure their (a) identification with teaching, which concerns the extent to which a person values a domain as an important part of his or her "self" (Jones et al., 2014); (b) teacher efficacy, or confidence in successfully completing teaching-related tasks (Bandura, 1986; Hoy & Woolfolk, 1993); (c) expectancy-value beliefs about teaching, including interest value, utility value, perceived cost, expectancy for success, and ability beliefs (Eccles & Wigfield, 1995; Simkins et al., 2006; Wigfield & Eccles, 2000; Xiang, McBride, Guan, & Solmon, 2003); (d) psychological needs in self-determination theory including perceived autonomy, relatedness, and competence (Ilardi, Leone, Kasser, & Ryan, 1993); (e) self-regulation, which is monitoring, analyzing, evaluating their own progress when teaching and planning (Kuhl & Furhmann, 1998); (f) effort/behavioral engagement when teaching; and (g) goals and intentions to persist in the teaching profession.

At the end of the grant, Gates County Schools, Pitt County Schools R3 consultants, and ECU's Rural Education Institute will collaborate in submitting a summary of program impact. Focus will be on program impact in the short and long term, sustainability, and scaling up (as applicable).

Table 6

*The MUSIC Model Components, Definitions, and Related Constructs*

<b>MUSIC component</b>	<b>Definitions</b> (The degree to which a student perceives that:)	<b>Related constructs</b>
eMpowerment	he or she has control in the learning environment	Autonomy (Deci & Ryan, 2012, 2000)
Usefulness	the class work is useful to his or her future	utility value (Eccles et al., 1983; Wigfield & Eccles, 2000)
Success	he or she can succeed at the class work	expectancy for success (Eccles et al., 1983; Wigfield & Eccles, 2000)
Interest	the instructional methods and class work are interesting or enjoyable	situational interest (Hidi & Renninger, 2006)
Caring	the teacher cares about whether the student succeeds in the class work and cares about the student's well-being	Caring (Noddings, 1992), Relatedness (Deci & Ryan, 2000, 2012)

*Note.* Based on Jones (2016) and adapted from Chittum and Jones (2017).

## Attachment A: Proposed Budget

	Jan 19-Jun 19	Jul 19-Jun 20	Jul 20-Jun 21	Jul 21-Jun 22	Jul 22-Jun 23	Jul 23-Jun 24
<b>Compensation</b>						
Annual Salary Supplement, Facilitating Teacher (FT). Estimate is for 3 FTs in year 2 and gradually increase to a total of 12 FTs at a cost of \$5,000 per FT.		\$15,000 (n = 3)	\$30,000 (n = 6)	\$40,000 (n = 8)	\$50,000 (n = 10)	\$60,000 (n = 12)
Fringe benefits, Facilitating Teachers; includes SSN (7.65%) and retirement (18.44%). Estimates based on the 2018-2019 rates (SS-\$382.50; Ret-\$922.00).		\$3,914	\$7,827	\$10,436	\$13,045	\$15,654
Annual Salary Supplement, Collaborating Teacher (CT). Estimate is for 9 CTs in year 2 and scaling up to a total of 36 CTs at a cost of \$1,200 per CT.		\$10,800 (n = 9)	\$21,600 (n = 18)	\$28,800 (n = 24)	\$36,000 (n = 30)	\$43,200 (n = 36)
Fringe benefits, Collaborating Teachers; includes SSN (7.65%) and retirement (18.44%). Estimates based on the 2018-2019 rates (SS-\$91.80; Ret-\$221.28).		\$2,818	\$5,635	\$7,514	\$9,392	\$11,271
Annual Salary Supplement, Multi-Classroom Teacher (MCT). Estimate is for 3 MCTs by years 3-5 at an estimated cost of ??? per MCT.				\$10,000 (n = 1)	\$20,000 (n = 2)	\$30,000 (n = 3)
Fringe benefits, Multi-Classroom Teacher, includes SSN (7.65%), retirement (18.44%), (Annual); estimates are based on the 2018-2019 rates (SS-\$765; Ret- \$1,844)				\$2,609 (n = 1)	\$5,218 (n = 2)	\$7,827 (n = 3)
Substitute costs for observations/shadowing for FTs, MCTs, and others involved in the grant (\$100 per day; 8 days)	\$2,400 (n = 3)		\$2,400 (n = 3)			
Fringe benefits, Substitute Teachers; includes SSN (7.65%). Estimates based on the 2018-2019 rates (SS-\$7.65) (8 days).	\$184		\$184			
Stipends to attend summer trainings for FTs, MCTs, Co-Teachers, and others associated with the grant. Estimated cost is \$100/day for summer stipends; 9 days.		\$2,700 (n = 3)	\$2,700 (n = 3)	\$2,700 (n = 3)	\$2,700 (n = 3)	
Fringe benefits, for Summer Training stipends, includes SSN (7.65%) and retirement (18.44%) (Annual). Estimates are based on the 2018-2019 rates (SS-\$7.65; Ret-\$18.44).		\$704	\$704	\$704	\$704	
Salary for program administration and support;	\$12,697.74	\$12,697.74	\$12,697.74			

estimate is based on providing 15% of salary of project director, and one classified personnel who will oversee this program.						
Fringe benefits for administration and support; estimate is based on providing 15% of benefit costs of one project director, and one classified personnel who will oversee this program.	\$4,281.78	\$4,281.78	\$4,281.78			
<b>Professional Development</b>						
Training travel mileage from Gates County to Pitt County (approx. 180 miles; 54.5 cents per mile—2018 rate).		\$2,400 (n = 24)	\$2,400 (n = 24)	\$2,400 (n = 24)	\$2,400 (n = 24)	
Observation/shadowing travel mileage from Gates County to Pitt County (approx. 180 miles; 54.5 cents per mile—2018 rate)	\$2,400 (n =24)		\$1,200 (n = 12)			
Summer FT Training fee per person (AS and DDD \$150 a day per person; 8 days)		\$7,200 (n =6)	\$4,800 (n =4)	\$4,800 (n =4)	\$4,800 (n =4)	
Summer MCT Training fee per person (Cognitive Coaching \$150 a day per person-8 days)				\$4,800 (n =4)	\$4,800 (n =4)	\$4,800 (n =4)
<b>Administration</b>						
Zoom subscription for virtual conferencing	\$20	\$20	\$20	\$20	\$20	\$20
REI contractual costs	\$4,500	\$9,000	\$9,000	\$9,000	\$9,000	\$4,500
Pitt County Schools contractual costs	In Kind	In Kind	In Kind	In Kind	In Kind	In Kind
Consultant services	\$2,500		\$2,500			
<b>GRANT TOTAL</b>	<b>\$28,983.52</b>	<b>\$83,539.52</b>	<b>\$119,953.52</b>	<b>\$123,783</b>	<b>\$158,079</b>	<b>\$177,272</b>

### Budget Notes

#### Compensation

As the grant begins, support for district administration will occur in the form of a 15% salary support for the project director and administrative office support to begin the development and implementation of new pathways. As the grant continues and the pathways become integrated into the Gates County Schools programming, administrative support will be integrated into existing duties.

#### Professional Development

The FT and MCT trainings are available to Gates County Schools at the negotiated rate below due to services being offered in Pitt County.

- Adaptive Schools training at Pitt County: \$150 a day, per person, 4 days

- Data Driven Dialogue training at Pitt County: \$150 a day, per person, 4 days
- Cognitive Coaching training at Pitt County: \$150 a day, per person, 8 days

### **Administration**

The Rural Education Institute contractual services include multiple ECU faculty contributing to this work. At a negotiated rate of \$4,500 per semester (equivalent to one course replacement at ECU), REI's contractual services include facilitating Design-Based Implementation Research process through:

- Participating in quarterly meetings with Gates County Schools leadership
- Participating in monthly meetings with Pathway Design and Implementation Team
- Supporting internal project evaluation
- Ongoing and regular coaching for FTs and MCTs during fall and spring semesters
  - Motivation Coach, Dr. Jessica Chittum
  - Co-Teaching Coach, Dr. Christina Tschida
  - Cognitive Coaching, Dr. Christina Tschida
- Providing Co-teaching/Co-Planning Training 1/2 day
- Providing Motivation Training 1/2 day

Through ECU's Rural Education Institute, two individuals with expertise in either student motivation or co-teaching/cognitive coaching will take on the roles of "Motivation Coach" and "Co-Teaching/Cognitive Coaching Coach" to work alongside the FTs and MCTs by providing training and coaching support. The Motivation Coach, who works in collaboration with ECU's Rural Education Institute, will develop and facilitate specialized trainings focused on designing and implementing instruction to motivate students and assessing student motivation in Gates County elementary school classrooms. The trainings will focus on the MUSIC Model of Motivation (Jones, 2009, 2016), which states that people are primarily motivated in five ways: through perceptions of empowerment, usefulness, success, interest, and caring in the educational environment (see Table 6 in the narrative). Dr. Jessica Chittum, an REI faculty affiliate, will assume the Motivation Coach role. A Co-Teaching/ Cognitive Coaching Coach, who works in collaboration with ECU's Rural Education Institute, will design and facilitate specialized trainings focused on co-planning and co-instructional strategies, co-reflection, and co-assessment. Dr. Christina Tschida, an REI faculty affiliate, will assume the Co-Teaching Coach role. Dr. Tschida is also trained in Cognitive Coaching and can support FT and MCT development through cognitive coaching. Specialized trainings for FTs and MCTs will be held during the summer months while a coaching partnership will take place during the school years. The REI-affiliated coaches will work alongside FTs and MCTs to enhance student motivation and co-teaching partnerships while the school year is in session. This support coaching will be reduced in the later years of the grant as the co-teaching/co-planning and motivation is incorporated into district PD by the district's instructional coaches. Having access to virtual conferencing software, like Zoom, will

facilitate coaching despite the distance in miles between REI and Gates County Schools.

Pitt County Schools contractual services are partially supported through the Pitt County Schools *R3* grant. Contractual services include facilitating use of *R3* elements in Gates County Schools through:

- Participation in quarterly meetings with Gates County Schools leadership
- Participation in monthly meetings with Pathway Design and Implementation Team
- Facilitation of observation and shadowing opportunities in Pitt County Schools

Consultant services will be provided by *R3* project leaders in which they will facilitate administrator and school based training at Gates County Schools as the district onboards and develops school culture surrounding the implementation of new advanced teaching pathways. These trainings will occur in year 1 and later in years 3 or 4 as the MCT model is considered and piloted. Cost for services is \$2,500 a day.

**Attachment B: Allowable Support Materials**

**Letters of Support**





## Research Literature

This Gates County Schools program is based on research aimed at creating highly effective teacher leaders who feel autonomous in affecting positive change in their schools, creating an environment in which students positively benefit. A primary focus of this program will be to motivate highly effective teachers to continue to persist in their teaching roles and, thus, impact a greater number of students while supporting and mentoring less-experienced teachers. In addition, the specialized training and coaching inherent to this program have been designed to amplify teacher effectiveness and student performance in Gates County Schools.

Because monetary compensation is considered insufficient to motivating teachers in complex and dynamic workplaces like classrooms and schools (Pink, 2011), we will implement a program focused on motivating effective teachers through opportunities for them to develop into teacher leaders with increased autonomy and exponential impact within their schools and district. Motivation literature supports the idea that extrinsic motivators alone are often insufficient and have been shown to thwart more meaningful autonomous motivation or *intrinsic motivation* (Deci & Ryan, 2000). Motivation involves processes that influence and sustain goal-directed behavior by providing both energy and direction (Reeve, 2005). Researchers have found that motivation is positively linked to improved performance, engagement, persistence, and task choice, as well as many other positive outcomes (Deci & Ryan, 2000; Han & Yin, 2016; Reeve, 2005; Reeve & Lee, 2014; Reeve & Nix, 1997; Wigfield, & Eccles, 2000).

Another important consideration is teacher burnout. Researchers have cited many causes for teacher attrition, with burnout being a main contributor (Leung & Lee, 2007). Indeed, teachers suffering from burnout also perform more poorly on more demanding cognitive tasks, including reduced speed, less effort, and lower quality solutions (Ortner, 2012). Teacher burnout has been negatively associated with student motivation (Shen et al., 2015) and linked to negative perceptions of one's teaching (Gavish & Friedman, 2010), which highlights the importance of targeting personal beliefs about one's teaching, like motivation constructs. Other studies examining teacher attrition have highlighted reasons for leaving the profession, such as dissatisfaction with the profession, lack of perceived control, lack of support and caring from colleagues, and low self-efficacy or ability perceptions for teaching—all of which relate to motivation constructs that are considered both pertinent to success and are considered malleable perceptions (Jones, 2009).

Self-determination theory suggests that there are three psychological needs are important, (a) autonomy, or perceived control over one's choices and environment; (b) the need for competence, or perceptions that one is competent or successful in one's endeavors; and (c) the need for relatedness, or having strong, positive relationships with others. When these three needs are nurtured, positive effects like satisfaction, increased success and performance, and persistence tend to follow (Deci & Ryan, 2012). These three needs appear to be related to many issues cited by teachers who leave the field or experience burnout, such as lack of control or autonomy at work, lack of support and isolation from colleagues, and issues with self-efficacy or competence beliefs. For example, one study found that teachers' feelings of belonging (i.e., their relationships with colleagues) were important mediators to job dissatisfaction, burnout, and eventually, decisions to leave teaching (Skaalvik & Skaalvik, 2010). By incorporating co-teaching and co-planning in this program, we will be targeting these perceptions. By providing enhanced leadership roles for teachers, we are enhancing their perceived autonomy. Furthermore, more competent people (e.g., effective and experienced teachers) often desire more autonomy in order to be intrinsically motivated. Likewise, less competent individuals often desire less autonomy, as they have not yet mastered the skills applicable to an increased level of empowerment (Tai, Sadler, & Maltese, 2007). Because a primary

focus of ours is on motivating highly competent teachers to stay in the classroom and positively impact students, the schools, and the district more widely, it is essential to provide them with ample autonomy and influence to achieve those ends and feel the importance of their contribution. At the same time, targeted and specialized trainings and coaching are important to making these enhanced leadership roles meaningful and impactful.

In addition to the benefits of teacher motivation, research has shown that more motivated teachers often have more motivated students in their classes (Han & Yin, 2016; Schiefele, 2017; Schiefele & Schaffner, 2015), which in turn is linked to improved engagement and learning in the classroom (Deci & Ryan, 2000, Wigfield & Eccles, 2001; Hidi & Renninger, 2006). Research also suggests that in the classrooms of motivated teachers, students not only report increased motivation but also better behavior and classroom management by the teacher (Schiefele, 2017). A leading cause for teacher burnout is negative emotions about student behavioral concerns (Chang, 2009; Fernet, Guay, Senécal, & Austin, 2012; Grayson & Alvarez, 2008). Because more motivated students are less likely to demonstrate negative behavioral outcomes and are often more engaged in learning, a focus on improving student motivation is also important. Thus, because one of our main focuses is on retaining quality teachers, attention to teacher *and* student motivation is integral to this program design and its evaluation.

Various aspects of the proposed program are focused on benefiting and developing teachers. For example, enhanced teacher performance and motivation have played a large role in evaluating the efficacy of cognitive coaching. In particular, teacher efficacy, self-regulation skills, better instruction and reflection, sense of autonomy/empowerment, improved relatedness/community, and teacher satisfaction with career choices have been associated with cognitive coaching (Cochran, & DeChesere, 1995; Costa & Garmston, 2003; Daniels, 2002; Edwards & Newton, 1994). In addition, by pairing highly effective teacher leaders with CTs and Co-Ts, both sides of the pairings will experience benefits. For instance, perceptions of teacher efficacy, or the confidence a teacher has in his/her ability to successfully perform a task (e.g., teaching, planning; Bandura, 1986; Gibson & Dambo, 1984; Hoy & Woolfolk, 1993), is significantly related to beneficial outcomes like less burnout and increased performance (e.g., effective classroom management skills; Schiefele, 2017). One case study found when teachers are mentored through co-teaching, long-term relationships often develop and are often mutually beneficial (Sachs, Fisher, & Cannon, 2011). As Lev Vygotsky suggested, when a more knowledgeable other is assisting a less knowledgeable other, both parties are benefited through an important process of reciprocity (Tudge & Schrimsher, 2003). The more knowledgeable other not only supports and teaches but is likely to better master the material s/he is purveying.

Finally, to engage highly effective teachers in leadership roles bearing in mind the importance of their motivation and, thus, retention, we will compensate them for their increased influence and impact on our schools and students. Especially in schools with greater need, increased compensation can influence teacher retention and engagement (Henry, Fortner, & Thompson, 2010), which can positively impact the students, schools, and district at large.

### **Plan Contributors**

#### Gates County Schools District Personnel

Dr. Barry Williams, Superintendent

#### Teachers/Instructional Coaches

Kristal Brooks, Buckland Elementary

Krystie Williams, Buckland Elementary

Anita Winn, Buckland Elementary

### Principals

Gail Hawkins, Principal, Buckland Elementary

Shawn Wilson, Principal, Gatesville Elementary

### Pitt County Schools District Personnel

Dr. Seth Brown, Director of Educator Support and Leadership Development

Thomas Feller, Director of Professional Learning and Leadership Development

### Rural Education Institute Personnel

Dr. Kristen Cuthrell, Interim Director, Rural Education Institute

Dr. Jessica Chittum, Assistant Professor of Elementary Education and Rural Education Institute Research and Innovation Associate

Dr. Christina Tschida, Associate Professor of Elementary and Middle Grades Education and Rural Education Institute Research and Innovation Associate

## **Professional Development**

As is the case in Pitt County Schools pathway work, both Facilitating and Multi-Classroom Teachers will receive specialized training and coaching aligned to best practices in developing and facilitating groups, student and teacher motivation, analyzing data, conducting collaborative action research, cognitive coaching, and working/planning/co-teaching with adults. The transformative collaboration will require ongoing professional learning, support, and coaching, necessitating the addition of coaches who specialize in the areas of professional development. As both the FT and MCT positions will place teachers into leadership positions within the school, 360-degree leadership surveys will be administered every 12-18 months for all Facilitating and Multi-Classroom Teachers, including intense follow-up coaching by FTs and MCTs. In addition, customized training will be developed for participating schools and school leadership teams in preparation for the start of each new leadership path.

### Facilitating Teachers (FT):

- Adaptive Schools (4 days)
- Data Driven Dialogue (4 days)
- 360 Surveys (Leadership Circle and Strengths-Based Coaching)
- Motivating Students for Success training (½ day)
- Co-Teaching and Co-Planning training (½ day)
- Complete a Leadership 360 once every 12-18 months

### Multi-Classroom Teachers (MCT):

- Cognitive Coaching<sup>SM</sup> (8 days)
- Motivating Students for Success training (½ day)
- Co-Teaching and Co-Planning training (½ day)
- Complete a Leadership 360 once every 12-18 months

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**Project Title: Advanced Teaching Pathways to Facilitate Teacher Impact and Motivation**

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**(1) Description of the Program Structure, Including (2) Descriptions and (3)  
Responsibilities of the Advanced Teaching Roles**

As many districts in the Northeast region of North Carolina are concerned with teacher attrition (NCSBE & NCDPI, 2017), Gates County Schools is focusing on retaining quality teachers and building capacity of all teachers. To achieve this, Gates County Schools will create professional learning and leadership opportunities (both formal and informal) to retain the best teachers and grow them into leaders while rewarding them through monetary and non-monetary incentives. The new opportunities for teacher leadership and collaboration proposed here will target educator needs for autonomy, mastery, and purpose (Pink, 2011), and they will be offered opportunities to engage in responsibilities and positions that align with their strengths, interests, and the school system's needs. Because teacher retention is a primary objective, consideration of teacher motivation is essential, especially in rural areas like Gates county where teacher attrition is a concern. Motivated teachers who display positive emotions towards their work typically experience less burnout (Chang, 2009) and often have more motivated students (Han & Yin, 2016; Schiefele, 2017; Schiefele & Schaffner, 2015). More motivated students are typically more engaged and perform better (Deci & Ryan, 2000; Wigfield & Eccles, 2001; Hidi & Renninger, 2006). As such, we are concerned both with teacher and student motivation and performance in developing these pathways.

In the pathway development and implementation, we will follow a design-based implementation approach to meeting the needs of Gates County Schools. In design-based implementation, partners seek inclusive and collaborative feedback to identify issues, engage in solutions, and track data on cycles of inquiry—in order to generate findings that will transform ongoing practice and outcomes. In this case, the proposed advanced teaching pathways are based off of a model currently being implemented in Pitt County Schools. Some aspects of Pitt County

School's model will be replicated while others will undergo a process of iterative refinements per Gates County School's specific context of need. The pathway development will begin in the elementary schools where three of the current five district instructional coaches are placed. Gates County Schools instructional coaches assume coaching duties in addition to their full-time classroom teacher roles.

Because Gates County Schools is concerned with retention of quality educators, a guiding question for the new leadership and advanced teaching opportunities is, "How do we build collective capacity to keep our most effective teachers in the classroom working *with students?*" Research consistently indicates that simply paying teachers more money based on student performance does not lead to improved performance by teachers or improved learning by students; neither does increased pay based on additional responsibilities necessarily lead to increased student performance (Figlio & Kenny, 2007; Sawchuck, 2010). Further, while financial incentives have not proven effective in retaining teachers in rural schools, factors that do seem to positively affect teacher retention include learning about the contexts of rural schools and communities, social aspects of rural teaching within and outside of the school, and how to become familiar with rural community dynamics and norms (Goodpaster, Adedokun, and Weaver, 2012; Maranto & Shus, 2012). Likewise, motivation literature suggests extrinsic motivation is not always the most appropriate form of motivation to encourage persistence, as it can thwart intrinsic motivation (Deci & Ryan, 2000). We recognize teachers are looking for both increased financial compensation *and* influence (Danielson, 2006; Feller, 2013; Reform Support Network, 2013), so our proposal provides an opportunity for high-performing teachers to also serve as teacher leaders. In an iterative design process beginning with our elementary schools and in collaboration with Pitt County Schools, we will increase compensation in a system in which teachers exhibit exponential influence and engage in transformative collaboration leading

to improved student outcomes. See the Research Literature (Attachment B) section for more information about the literature that has informed this proposal.

Our ultimate goal is to have all Gates County Schools students taught and influenced by highly effective teachers, with the students' learning and motivation considered important outcomes. Consistent with the guidelines for the "Teacher Compensation Models and Advanced Teaching Roles," Gates will link differentiated compensation for highly effective teachers to the assumption of additional academic responsibilities, leadership roles, and student performance.

Grant funds will be used to support the following activities:

- Develop a sustainable model for retaining and rewarding teachers by implementing advanced teaching roles in small, rural districts;
- Create new teacher career paths to provide opportunities for the best teachers to develop leadership while remaining in the classroom working with students;
- Empower teachers to collaborate in order to increase the number of students across the district influenced by highly effective teachers;
- Facilitate teacher motivation to enhance quality teacher retention in this rural district.

### **Advanced Teaching Pathways**

Current pathways for assuming leadership in most systems involves moving into administration. Not all teacher leaders are interested in taking on administrative roles but want to be influential and collaborate with other educators (Danielson, 2006; Reeves, 2008). Advanced teaching pathways other than administration can provide teacher leaders a sense of empowerment and impact, increased motivation for teaching, and a desire to stay in the profession. With this understanding, Gates County Schools will implement a system for highly effective teachers to become teacher leaders by providing a context within which they can

assume leadership roles and be compensated. Moreover, their leadership will assist other educators in developing their effectiveness, motivation, and leadership in turn. The model for providing these leadership opportunities is founded on the idea that incentives with support for collaboration and leadership will improve results at the classroom level. Although external incentives are important, teacher competition for extrinsic rewards cannot positively impact the learning and motivation of all students nor the motivation of all teachers on its own. Indeed, research suggests that competition for extrinsic rewards can thwart intrinsic/autonomous motivation (Deci, Betley, Kahle, Abrams, & Porac, 1981; Deci & Ryan, 2000). Individual, highly-effective teachers can influence the learning and motivation of the students in their classroom, but when these teachers collaborate with others, they can influence an entire school (Marzano, 2001), making their influence exponentially more impactful.

The advanced teaching paths will be founded in those developed in other counties (e.g., Pitt County Schools) that offer differentiated pay and responsibilities to teachers within the system. Within Gates County Schools, these roles will be explored and refined to best meet the needs of this specific context over time following design-based implementation principles (Fishman, Penuel, Allen, Sri, & Sabelli, 2013). The four Pitt County Schools' paths to be explored are: Facilitating Teachers (FT), Collaborating Teachers (CT), Multi-Classroom Teachers, (MCT), and Co-Teachers (Co-T). Facilitating Teachers and Multi-Classroom Teachers represent new and proven roles highly effective teachers may choose to pursue while remaining in the classroom to receive increased pay and influence (Bacharah, Heck, & Dalhberg, 2010; Public Impact, 2012). Collaborating Teachers will receive differentiated pay to work with FTs, and both Collaborating and Co-Teachers will be able to improve instructional practice through collaboration.

The FT and MCT paths are specifically designed to enhance instructional improvement,

teacher motivation, and teacher retention. Teachers in the FT and MCT positions will be identified as highly effective teachers through multiple measures, including evaluations, classroom observations, student performance and motivation data, and peer feedback. It will be their responsibility to model, train, and mentor other teachers to help them improve their instructional practice.

The four paths of advanced teaching options for teachers in their career journey will lead to increased compensation and influence (i.e., autonomy and empowerment) over time. As professionals, educators can choose to move towards increased effectiveness at a pace and on the path with which they are most comfortable. The four paths are described in the following sections: (1) Facilitating Teacher (FT), (2) Collaborating Teacher (CT), (3) Multi-Classroom Teacher (MCT), (4) Co-Teacher (Co-T). It is important to note that all teachers in the pathways will teach full-time in the classroom. Facilitating, Multi-Classroom, Collaborating, and Co-Teachers will be full-time classroom teachers working directly with students in classroom instruction for a minimum of 70% of the school day.

**1: Facilitating Teacher (FT).** This option represents the best of what research says leads to teacher improvement through collaborative communities. According to Childs-Bowen, Moller, and Scrivner (quoted in National Comprehensive Center for Teacher Quality, 2007, p. 6), “Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” Facilitating Teachers will be expert educators who have demonstrated a history of being highly effective with students and as collaborators with other staff members. In the Gates County Schools implementation of FTs, the FT role will be assumed by instructional coaches who already have collaborative relationships with the classroom teachers. Thus, the FT role will enhance and direct their duties as instructional coaches and

leaders in the school. Gates County Schools instructional coaches teach full-time in the classroom, unlike other districts across the state.

FTs will serve by leading a Collaborative Teaching Community where they work side-by-side with a team of two to four less-experienced teachers. This Collaborative Teaching Community will co-plan together, allowing the Facilitating Teacher to indirectly influence students' learning and motivation in multiple classrooms. By working with less-experienced teachers, they can model planning and assessment strategies; serve as advisors, coaches, and mentors; and help develop beginning and/or professional teachers. In addition, FTs will engage in specialized training, "Motivating Students for Success," so they can train educators in their Collaborative Teaching Community to more effectively motivate their students as well as assess and reflect on student motivation in their classrooms. FTs will additionally receive training in co-teaching, with an emphasis in co-planning and co-instruction.

Another key responsibility of the Collaborative Teaching Community will be the completion of an annual Collaborative Action Research Project focused on solving a classroom or school-level concern for learning and/or motivation. By becoming an expert in this area, Facilitating Teachers will then have the ability to share the results of their Collaborative Action Research with teachers across the district, building both individual and organizational capacity. Specialized professional learning and coaching will be provided to the Facilitating Teacher as the leader of the team, with the expectation that the FT implements these practices and protocols to help guide the entire team through the Collaborative Action Research Project.

Current instructional coaches will assume the FT roles, which will become an extension of their instructional coaching duties. Again, in Gates County Schools, instructional coaches teach full-time in the classroom. The current instructional coaches were selected for that role because they hold an advanced credential (e.g., master's degree, National Board Certification,

relevant internal certification from the district) and had EVAAS scores indicating effective teaching. As the pilot progresses, other educators may apply for the FT position. Those teachers must hold an advanced credential (e.g., master's degree, National Board Certification, relevant internal certification from the district). In addition, an EVAAS rating in excess of "+1", which signifies the teacher is approximately in the top 25% of teachers in the district. If the educator does not have an EVAAS score, additional evidence indicating positive impact on student outcomes is required. FTs will also be rated at least "Accomplished" on Standards 1-5 on the Professional Teaching Standards to demonstrate high performance.

As a reward for this increased responsibility, Facilitating Teachers will receive a monthly \$500 supplement above and beyond the Professional Teacher pay scale.

**2: Collaborating Teacher (CT).** CT is a subset of the Facilitating Teacher path, as these teachers will work with a Facilitating Teacher to form a Collaborative Teaching Community. Collaborating Teachers participate in the Collaborative Action Research Project and receive additional compensation for their efforts. In addition, Collaborating Teachers will engage in specialized trainings lead by their FTs focused on motivating students, which will then be practiced and assessed within their classrooms. If desired, the additional professional development focused on student motivation and co-teaching will be options for action research topics. Collaborating Teachers will receive an annual supplement of \$1,200 for every year they work with a Facilitating Teacher. After working as Collaborating Teachers, they can choose to remain on the CT path, return to Professional Teacher duties, or apply for the Facilitating Teacher path.

**3: The Multi-Classroom Teacher (MCT).** The Multi-Classroom Teacher is a pathway currently implemented by Pitt County Schools that will be explored by Gates County Schools through a process of targeted shadowing and observation as Gates County Schools leadership

consider the pathway for implementation. In Pitt County School's practice, MCT represents the pinnacle of influence for a classroom teacher. These master teachers, as demonstrated by both classroom observation and student performance data, co-teach across multiple classrooms with other teachers and apprentice them in the art and science of what highly effective instruction looks like (Figure 1). By focusing on two to four teachers and working in depth with them on a daily basis through modeling, co-teaching, and reflection, these teachers directly impact students in multiple classrooms. Beginning in the first year of the grant, Pitt County Schools' MCT model will be shadowed by Gates County Schools' leaders and Facilitating Teachers to explore what this model could look like in Gates County Schools. In the second year of the grant, an MCT model will be piloted through iterative designs focused on the specific small, rural context of Gates County Schools. This model will start small and be refined over the duration of the grant. Elements of this model may be integrated into the FT pathway- ie, co-teaching and co-planning.

Multi-Classroom Teachers will have demonstrated high effectiveness with students and adults as well as multiple educational credentials (e.g., National Board Certification and an additional certification such as an advanced degree in the relevant area or an internal certification through the district). MCTs will be rated at least "Accomplished" on Standards 1-5 to demonstrate high performance on the Professional Teaching Standards. MCTs must also be rated as "Exceeds Expected Growth" in EVAAS, indicating they are in the top 15% of teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a significant positive impact on student performance.

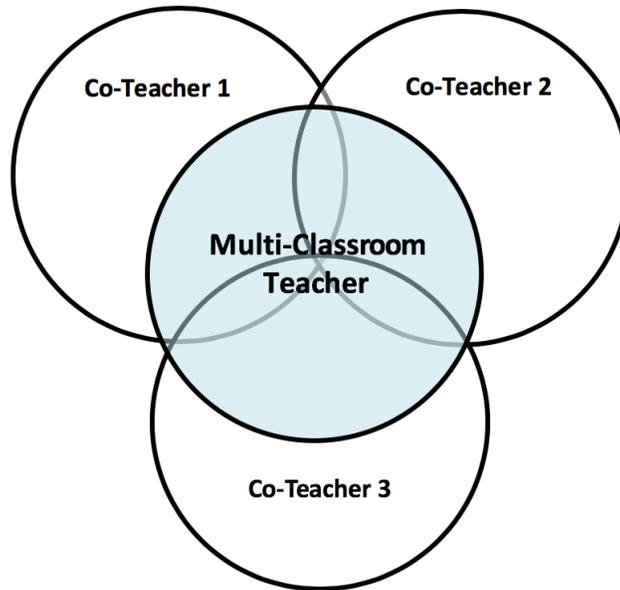
MCTs will engage in specialized training so they can train and collaborate with their co-teachers to more effectively motivate students as well as assess and reflect on student motivation in their classrooms. The motivation trainings will focus on teaching strategies that are part of the MUSIC Model of Motivation (Jones, 2009) and assessment includes the MUSIC Model of

Motivation Inventory (Jones, 2016). Cognitive Coaching and Co-Teaching trainings, focused on co-planning and co-instruction strategies, will also be included.

The fact that MCTs will teach with multiple Co-Teachers ensures their influence extends beyond the walls of one single classroom. Students will benefit directly by having two teachers in the classroom rather than one, which allows for more individualized instruction. It also expands the reach of these teachers exponentially so that they can influence more students than if they remained in a single classroom. Multi-Classroom Teachers, in recognition of their work, will receive a pay supplement that is agreed upon and sustainable as the program is developed for Gates County Schools.

**4: Co-Teacher (Co-T).** Co-Teacher is the fourth path, consisting of those teachers who apprentice themselves to a Multi-Classroom Teacher. While these teachers will not receive a supplement as other teachers do, they will (a) receive specialized training in the co-teaching methodology; (b) engage in co-planning, co-teaching, and co-reflecting with the Multi-Classroom Teacher; and (c) engage in specialized training lead by their MCTs that is focused on motivating students, assessing motivation, and reflecting to refine instructional practice. Upon demonstration of success in the classroom with the Multi-Classroom Teacher, Co-Ts will have the option to complete an internal certification making them eligible to apply for the Facilitating Teacher path.

All four paths are summarized in Table 1; a professional development plan for all positions is included in the Support Materials.



*Figure 1.* The Multi-Classroom Teacher with multiple Co-Teachers. Figure adapted from Pitt County School's MCT model figure.

Table 1

*Qualifications, Responsibilities, and Rewards for All New Advanced Teaching Roles*

<b>Role</b>	<b>Qualifications</b>	<b>Responsibilities</b>	<b>Rewards</b>
FT	<ul style="list-style-type: none"> <li>• One level of additional certification</li> <li>• Accomplished on NCEES Standards</li> <li>• +1 in EVAAS</li> <li>• Demonstrated leadership of adults</li> <li>• Recommendation of principal</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a Collaborative Teaching Community with a Collaborative Action Research Project to address performance need</li> <li>• Attend specialized training</li> </ul>	PT+ \$500 monthly supplement
CT	<ul style="list-style-type: none"> <li>• Teaching license</li> <li>• Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Works with the Facilitating Teacher to complete the Collaborative Action Research Project</li> <li>• Receive specialized training from FT in student motivation, including assessment, instructional practices, and reflection</li> </ul>	PT + \$1,200
MCT	<ul style="list-style-type: none"> <li>• Two levels of additional certification (NBPTS, Masters, TLI)</li> <li>• Accomplished on NCEES Standards</li> <li>• +2 in EVAAS</li> <li>• Demonstrated leadership of adults</li> <li>• Recommendation of principal</li> </ul>	<ul style="list-style-type: none"> <li>• Co-Teach in Multiple Classrooms</li> <li>• Lead implementation of instructional models based on data informed performance needs</li> <li>• Teach an increased number of students as the lead classroom teacher of record with co-teaching classes</li> <li>• Attend specialized training</li> <li>• Provide training focused on student motivation and assessment of motivation to Co-Ts</li> </ul>	Lead Teacher + TBD (up to \$1,000 month supplement)
Co-T	<ul style="list-style-type: none"> <li>• Teaching license</li> <li>• Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Apprentices under a Multi-Classroom Teacher for part of each day</li> <li>• Specialized training in</li> <li>• Receive specialized training from MCT in student motivation, including assessment, instructional practices, and reflection</li> </ul>	Training and an optional internal certification

*Note.* Qualification criteria are weighted equally. PT = Professional Teacher.

Table 2

*Project Timeline*

	2019-2020		2020-2021			2021-2022			2022-2023			2023-2024		
	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Pathway Design and Implementation team shadows Pitt County FTs	X						X						X	
School-Based training for Design and Implementation team to prepare for and support FT positions	X			X			X			X			X	
Open invitations for FT positions				X			X			X			X	
Hire FTs	X			X			X			X			X	
Train FTs		X			X			X			X			X
Pathway Design and Implementation team shadows Pitt County MCTs							X						X	
Open invitations for MCT positions							X			X			X	
Hire MCTs							X			X			X	
Train MCTs					X			X			X			X
Pathway Design and Implementation team meet monthly to discuss iterative refinements needed for pathways	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**(4) Communication Plan to Describe the New Compensation Model, (5) Movement on the Compensation Model, and (6) Voluntary Relinquishment of Advanced Teaching Roles**

Information on the advanced teaching pathways will be shared at the January 2019 Board of Education meeting, so the information can be broadcast to the public and recorded for distribution to all teachers in the district and to the public at large. Ongoing updates to the advanced teaching pathways will be made on the district's website, local media outlets, monthly principal and leadership meetings, and Board of Education Meetings.

Job descriptions and eligibility requirements for all positions will be posted using the

district's Human Resources procedures. A FAQ will contain critical information about how the School Improvement Team identifies a need to request an advanced teaching position; how positions are hired, how that role impacts school procedures and culture, how a teacher maintains eligibility, and how a teacher exits from the program. Training will be facilitated with principals and school teams during the spring and summer of 2019 and 2020 to prepare them for the new advanced teaching roles.

Finally, voluntary relinquishment of an advanced teaching role will not be considered a demotion. Teachers wishing to voluntarily relinquish the role will also relinquish the supplemental pay that goes with the advanced teaching role. For FTs, teachers will be able to remain in the classrooms in which they currently teach. For MCTs, teachers will be assigned to a teaching position for which they are certified.

### **(7) Salary Supplement Information**

All salary supplements will be paid as a supplement to the classroom teacher's regular salary and will not be included in the average salary calculation used for budgeting State allotments. Gates County Schools will comply with all guidelines and regulations set forth by the state in the awarding of supplements. Supplements paid are listed in Table 3.

Table 3

#### *Supplements*

Supplement	Who qualifies	Amount
Supplement	Facilitating Teachers	\$500 per month
Supplement	Multi-Classroom Teachers	TBD in year 2 (up to \$1,000 per month)
Supplement	Collaborating/Co-Teaching Teachers	\$1,200 per year

For those teachers who are on a differentiated career path (e.g., Facilitating Teacher, Multi-Classroom Teacher), a customized rubric will be used to measure and evaluate performance regarding those positions and identify and develop professional learning for these

teachers aligned to the responsibilities and criteria of their path, in addition to the standard NCEES evaluation. For example, the National Board for Professional Teaching Standards, the National Education Association, the Center for Teacher Quality, and the MUSIC Model of Motivation Inventory (Jones, 2016). The use of a customized rubric for individuals on different paths allows for professional learning, goal setting, and feedback to be targeted based on the unique needs of the individual and aligned to the goals of the position. Use of the customized rubrics will also provide a procedure whereby teachers who do not maintain minimum criteria or do not successfully perform duties can be moved off the path and back onto the Professional Teacher path. The rubric will be developed in consultation with Pitt County Schools.

### **(8) Implementation Plan**

Oversight and implementation falls under the Gates County Schools Assistant Superintendent's office. This office handles curriculum and instruction and instructional coaching support. A Pathway Design and Implementation team will be formed with school and teacher leadership representatives, as well as external consultants from Pitt County Schools *R3* project and the Rural Education Institute. The team will guide implementation at the district level. The district's implementation plan recognizes that individual schools and the principals and School Improvement Teams (SIT) that lead them have different needs with regards to performance and personnel. During the spring of 2019, the district will communicate with the SITs to clarify the process through which the staggered pilot of FT and MCT positions will be allocated. The advanced teaching pathways will be supported through grant funds. The specific number of pilot positions, numbers of eligible teachers, and the number of impacted students are included in Table 4.

Based on the total number of Gates County Schools students and teachers reported in 2017 (NC School Report Cards, 2017), this program is likely to impact a substantial percentage

of students over the course of six years. The FTs have the potential to directly impact approximately 25% of students at the elementary schools during the pilot stages of this program (i.e., the first two years, elementary schools only). By scaling up the project to include at least one FT at the middle school and one FT at the high school during the third through sixth years, the program could directly impact 50% of middle grades students and 32% of high school students each year. With a minimum of one FT in each of the five schools in Gates County, up to approximately 31% of all students will be directly impacted each school year. Additional impact would be felt as more FTs are added and the MCT pathway is explored.

Table 4

*Advanced Teaching Roles Potential School Impact: Pilot Years*

<b>Role and funding Source</b>	<b># of ATR positions</b>	<b># of eligible teachers</b>	<b># Students of record for teacher</b>
Facilitating Teacher (FT)	1 FTs/School	25 Elementary Teachers had +1 or Higher on EVAAS for 2017	Approximately 15 students/FT
	3 School-Based		3 x 15 = 45
<b>Total FTs</b>	<b>3 Teachers</b>		<b>45 Students</b>
Collaborating Teacher (CT)	3-4/school based on # of FTs	Any teaching willing to work with an FT	Approximately 15 students/CT
	3 FT x 4 = 12 CTs		180
<b>Total CTs</b>	<b>12 Teachers</b>		<b>180 Students</b>
Multi-Classroom Teacher (MCT)	MCTs are requested by the SIT team and approved by the district.	7 Teachers had +2 or Higher on EVAAS for 2017	Approximately 45 students/MCT
	3 School-Based		3 x 45 = 135
<b>Total MCTs</b>	<b>3 Teachers</b>		<b>135 Students</b>
Co-Teacher (Co-T)	2-3 Co-Teachers/MCT	Any teacher willing to work with an MCT	Approximately 15 students/Co-T
	3 MCTs x 3 = 9 Co-T		9 x 15 = 135
<b>Total Co-Ts</b>	<b>9 Co-T Teachers</b>		<b>135 Students</b>

**(9) Plans for Financial Sustainability**

These grant funds will allow Gates County Schools to expand upon its current

instructional coaching support in each school. By investing in advanced teaching pathways and building capacity across the district, Gates County Schools is committed to sustaining the project long-term. During the grant period, Gates County Schools will build internal capacity by beginning the pilots strategically with instructional coaches who already teach full-time in the classroom and investing in key training at the multiple elementary schools before piloting at the middle and high school.

Upon the completion of the grant, it is the intent of Gates County Schools to absorb costs into regular allotments and training funds. We will look towards national leaders in this, Public Impact, as other states grapple with the sustainability issue. At this point, similar to Pitt County Schools, we are considering converting targeted teaching positions into either state or local positions paid for out of funds such as the low-wealth allocation and reallocate that money to pay for the advanced teaching pathways supplements.

### **(10) Measurable Objectives**

The outcomes will benefit teachers by providing increased influence and compensation as described throughout this proposal. As it relates to benefits for students, the primary benefit is that more students will interact directly with highly-effective teachers than under the current system. Additionally, as our best teachers from across the system mentor and support other teachers, the effectiveness of all teachers will continue to grow. Specific, measurable objectives aligned with broader program goals are identified in Table 5.

Table 5

*Goals and Measurable Objectives*

Goals	Measurable Objectives
Create new teacher career paths to provide opportunities for the best teachers to develop leadership while remaining in the classroom working with students	<ul style="list-style-type: none"> <li>• Hire a minimum of 12 FTs and 36 CT receiving supplements for advanced teaching roles</li> </ul>
Empower teachers to collaborate in order to increase the number of students across the district influenced by highly effective teachers	<ul style="list-style-type: none"> <li>• Have a minimum of 3 collaborative action research projects focused on addressing an identified performance need completed each year of the grant</li> <li>• Increase the number of students taught by “Highly Effective” teachers by 50%</li> </ul>
Facilitate teacher motivation to enhance quality teacher retention in this rural district	<p>Measure increases in FT, CT, MCT (if applicable) and Co-T (if applicable) motivation for teaching and intentions to persist as educators.</p> <ul style="list-style-type: none"> <li>• Measures of teacher motivation from expectancy-value theory, self-determination theory, social cognitive theory/self-efficacy, and domain identification (e.g., Ilardi et al., 1993; Jones, Tendhar, &amp; Paretti, 2015; Schmader, Major, &amp; Gramzow, 2001; Wigfield &amp; Eccles, 2000; Woolfolk &amp; Hoy, 1990)</li> <li>• Measures of related outcomes (e.g., intentions to persist, self-regulation, behavioral engagement)</li> </ul>
Develop a sustainable model for retaining and rewarding teachers by implementing advanced teaching roles in small, rural districts	<ul style="list-style-type: none"> <li>• Join implementation collaborative with Pitt County Schools R3 team</li> <li>• Partner with ECU’s Rural Education Institute to disseminate information regarding development and implementation of advanced teaching pathways in rural schools</li> </ul>

**(11) Describe How the Project Will Involve the Local Community**

Leveraging small and large school district perspectives, university resources, and a shared problem of practice, this project was developed through a collaboration between Gates County Schools, Pitt County Schools, and East Carolina University’s Rural Education Institute (REI). All three entities are part of the rural eastern region of the state. The timeline for development included:

- Fall 2010-current: Pitt County Schools collaboration with East Carolina University regarding instructional coaching/mentoring and co-teaching support
- Fall 2017: Pitt County Schools awarded NCDPI Teacher Compensation Models and Advanced Teaching Roles grant: *R3*
- Fall 2018: *R3* presented at national conference in collaboration with Pitt County Schools and Rural Education Institute faculty; additionally, *R3* was widely discussed with eastern NC school administrators
- Fall 2018: Gates County Schools, Pitt County Schools *R3* team, and ECU's Rural Education Institute began conversations surrounding design-based implementation of advanced teaching pathways in Gates County Schools. School district administrators, teachers, instructional coaches, and university faculty were involved in these conversations.

As noted previously, Pitt County Schools is one of the current NCDPI Teacher Compensation Models and Advanced Teaching Roles grantees. In turn, Pitt County Schools Division of Educator Effectiveness and Leadership is beginning partnerships with districts to implement elements of *R3* in their districts. Building upon prior work, Pitt County Schools and *R3* project leaders are able to provide consulting and training opportunities at reduced costs as districts onboard elements of the various advanced teaching pathways. The Rural Education Institute seeks to collaborate with school and community partners to address educational disparities and ensure access to high-quality education by nurturing research-practice partnerships to address common problems. As a consultant, the Rural Education Institute can facilitate the design-based implementation of this project while evaluating short and long-term impacts.

### **(12) Cite Data That Supports the Need Statement**

Gates County Schools (GCS, LEA #370) serves 1,590 pk-12 students and is a rural-distant school district with an average of 242 elementary level students per elementary school (as of 2017). There are a total of five schools, three of which are elementary. The average student-teacher ratio in the elementary schools was just over 15:1 in 2017 (NC School Report Cards, 2017). According to the NC School Report Cards (2017) “District Snapshot for Gates County,” we experienced a teacher turnover rate of 12.3% in the elementary schools. The Northeast region of NC schools has the third highest teacher attrition rate of the eight NC regions (NCSBE & NCDPI, 2017). In context, the state attrition rate was 8.7 and Gates County Schools’ attrition rate was 11.9 (NCSBE & NCDPI, 2017). In terms of need for programs focused on incentivizing teacher leadership, there is a larger percentage of highly experienced teachers in Gates County (68.3%) when compared to the State (51.1%; NC School Report Cards, 2017), suggesting that ample teachers have the expertise that is important to developing into teacher leaders. In addition, it is important to note that the percentage of new teachers in Gates County (8.3%) is substantially lower than the state average (21.5%; NC School Report cards, 2017), which suggests that motivating teachers to pursue advanced teaching roles in this county may be beneficial to maintaining a strong base of teachers over time.

Of the 20 elementary school teachers in Gates County in 2017, fewer teachers than the state average held advanced degrees (26.7%) and a smaller average per school were National Board Certified (3; NC School Report Cards, 2017). The principal turnover rate between schools was more than twice the state average at 20%, none held advanced degrees beyond a master’s degree, and all had between 0 and 3 years of experience in that role (NC School Report Cards, 2017). All three elementary schools were given a “C” school grade and more than the state average of students were retained in the third grade (18.3%; NC School Report Cards, 2017).

Gates County is a Tier 1 county (NC Department of Commerce, 2018). In the elementary schools, 59.4% of students are considered “economically disadvantaged” (NC School Report Cards, 2017). According to NC Department of Commerce (2018), the median family income of the 11,891 residents was \$46,387 in 2015. AccessNC (2018) estimated that 15.2% of the population is below the poverty line. Based on 2015-15 Census data, the demographic distribution of residents in the county was 62.6% White, 33.6% Black or African American, 1.9% Hispanic or Latino, and 1.9% classified as “other race.” Minority enrollment in the elementary schools is reported as 41% (majority Black or African American).

**(13) Describe How Project Information Will Be Shared With Other School Systems**

Updates regarding the project will be shared at regional principal and superintendent meetings. Updates will also be shared at the monthly Northeast Collaborative induction meetings, of which Gates County Schools is a member. Additionally, the partnership with the Rural Education Institute will provide opportunities to share design and implementation findings as well as recommendations at regional, state, and national conferences. Furthermore, the Pitt County Schools collaboration will enrich the implementation discussions and refinements of the advanced teaching pathways as other districts begin partnering with Pitt County Schools R3 team.

**(14) Describe Local Evaluation Procedures and Methods of Evaluation for the Project**

The project will implement an ongoing internal evaluation process: (a) Project consultants and school administration will meet quarterly to track implementation, review data, evaluate the program’s design-based aspects and adjust the program direction through an iterative process as needed; and (b) the Pathway Design and Implementation team will meet monthly to review project implementation data. We anticipate a number of positive impacts for participating teachers and students. The experience, professional development content, and

assessment of implementation and impact will be useful for replication in other rural schools and districts in the state. Pre-assessment, formative assessments, and summative assessments of relevant and important data points will be used to evaluate progress and impact.

Ongoing formative evaluation will focus on program impact longitudinally as well as program implementation. As needed, formative evaluation will serve to inform the design-based implementation research process and enact changes in the program implementation, reflecting a process of iterative refinement. Annual summative assessments will focus on evaluating program impact where we will focus on how this program is influencing our teachers, students, and schools. The Rural Education Institute will assist with design-based implementation support.

Evaluation methods will include collecting and analyzing both qualitative and quantitative data from teachers, students, and principals. Data sources will include: student performance data (EOG assessments, report card grades), motivation surveys completed by students and teachers, teacher reflections on student motivation data, 360-degree leadership results, coaching logs, teacher evaluation data (teacher EVAAS ratings, formal observations/walkthroughs), teacher and administrator interviews, and feedback on professional development.

Motivation surveys will be designed for the teachers and students participating in this program. To explore malleable factors in students' motivation-related perceptions about learning in class, we will measure perceptions of each of the five components of the MUSIC model (i.e., eMpowerment, Usefulness, Success, Interest, and Caring; see Table 6) using the MUSIC Model of Academic Motivation Inventory (Jones, 2016). The MUSIC Model of Motivation will be a focus during the "Motivating Students for Success" training; thus, we will evaluate impact on student motivation using an inventory designed to assess the model of focus during professional development. The five components have been shown to be related to important outcomes like

engagement and motivation, domain identification, career goals, and effort (Chittum & Jones, 2017; Jones, Sahbaz, Schram, & Chittum, 2017; Osborne & Jones, 2011; Wang & Eccles, 2013; Wigfield & Eccles, 2000). Perhaps most importantly, these constructs have been shown to be malleable by an instructor in the learning environment (Turner et al., 2014; Wang & Eccles, 2013).

We will also examine teachers' motivation and engagement by surveying their perceptions and intentions to persist. We will measure their (a) identification with teaching, which concerns the extent to which a person values a domain as an important part of his or her "self" (Jones et al., 2014); (b) teacher efficacy, or confidence in successfully completing teaching-related tasks (Bandura, 1986; Hoy & Woolfolk, 1993); (c) expectancy-value beliefs about teaching, including interest value, utility value, perceived cost, expectancy for success, and ability beliefs (Eccles & Wigfield, 1995; Simkins et al., 2006; Wigfield & Eccles, 2000; Xiang, McBride, Guan, & Solmon, 2003); (d) psychological needs in self-determination theory including perceived autonomy, relatedness, and competence (Ilardi, Leone, Kasser, & Ryan, 1993); (e) self-regulation, which is monitoring, analyzing, evaluating their own progress when teaching and planning (Kuhl & Furhmann, 1998); (f) effort/behavioral engagement when teaching; and (g) goals and intentions to persist in the teaching profession.

At the end of the grant, Gates County Schools, Pitt County Schools *R3* consultants, and ECU's Rural Education Institute will collaborate in submitting a summary of program impact. Focus will be on program impact in the short and long term, sustainability, and scaling up (as applicable).

Table 6

*The MUSIC Model Components, Definitions, and Related Constructs*

<b>MUSIC component</b>	<b>Definitions</b> (The degree to which a student perceives that:)	<b>Related constructs</b>
eMpowerment	he or she has control in the learning environment	Autonomy (Deci & Ryan, 2012, 2000)
Usefulness	the class work is useful to his or her future	utility value (Eccles et al., 1983; Wigfield & Eccles, 2000)
Success	he or she can succeed at the class work	expectancy for success (Eccles et al., 1983; Wigfield & Eccles, 2000)
Interest	the instructional methods and class work are interesting or enjoyable	situational interest (Hidi & Renninger, 2006)
Caring	the teacher cares about whether the student succeeds in the class work and cares about the student's well-being	Caring (Noddings, 1992), Relatedness (Deci & Ryan, 2000, 2012)

*Note.* Based on Jones (2016) and adapted from Chittum and Jones (2017).

## Attachment A: Proposed Budget

	Jan 19-Jun 19	Jul 19-Jun 20	Jul 20-Jun 21	Jul 21-Jun 22	Jul 22-Jun 23	Jul 23-Jun 24
<b>Compensation</b>						
Annual Salary Supplement, Facilitating Teacher (FT). Estimate is for 3 FTs in year 2 and gradually increase to a total of 12 FTs at a cost of \$5,000 per FT.		\$15,000 (n = 3)	\$30,000 (n = 6)	\$40,000 (n = 8)	\$50,000 (n = 10)	\$60,000 (n = 12)
Fringe benefits, Facilitating Teachers; includes SSN (7.65%) and retirement (18.44%). Estimates based on the 2018-2019 rates (SS-\$382.50; Ret-\$922.00).		\$3,914	\$7,827	\$10,436	\$13,045	\$15,654
Annual Salary Supplement, Collaborating Teacher (CT). Estimate is for 9 CTs in year 2 and scaling up to a total of 36 CTs at a cost of \$1,200 per CT.		\$10,800 (n = 9)	\$21,600 (n = 18)	\$28,800 (n = 24)	\$36,000 (n = 30)	\$43,200 (n = 36)
Fringe benefits, Collaborating Teachers; includes SSN (7.65%) and retirement (18.44%). Estimates based on the 2018-2019 rates (SS-\$91.80; Ret-\$221.28).		\$2,818	\$5,635	\$7,514	\$9,392	\$11,271
Annual Salary Supplement, Multi-Classroom Teacher (MCT). Estimate is for 3 MCTs by years 3-5 at an estimated cost of ??? per MCT.				\$10,000 (n = 1)	\$20,000 (n = 2)	\$30,000 (n = 3)
Fringe benefits, Multi-Classroom Teacher, includes SSN (7.65%), retirement (18.44%), (Annual); estimates are based on the 2018-2019 rates (SS-\$765; Ret- \$1,844)				\$2,609 (n = 1)	\$5,218 (n = 2)	\$7,827 (n = 3)
Substitute costs for observations/shadowing for FTs, MCTs, and others involved in the grant (\$100 per day; 8 days)	\$2,400 (n = 3)		\$2,400 (n = 3)			
Fringe benefits, Substitute Teachers; includes SSN (7.65%). Estimates based on the 2018-2019 rates (SS-\$7.65) (8 days).	\$184		\$184			
Stipends to attend summer trainings for FTs, MCTs, Co-Teachers, and others associated with the grant. Estimated cost is \$100/day for summer stipends; 9 days.		\$2,700 (n = 3)	\$2,700 (n = 3)	\$2,700 (n = 3)	\$2,700 (n = 3)	
Fringe benefits, for Summer Training stipends, includes SSN (7.65%) and retirement (18.44%) (Annual). Estimates are based on the 2018-2019 rates (SS-\$7.65; Ret-\$18.44).		\$704	\$704	\$704	\$704	
Salary for program administration and support;	\$12,697.74	\$12,697.74	\$12,697.74			

estimate is based on providing 15% of salary of project director, and one classified personnel who will oversee this program.						
Fringe benefits for administration and support; estimate is based on providing 15% of benefit costs of one project director, and one classified personnel who will oversee this program.	\$4,281.78	\$4,281.78	\$4,281.78			
<b>Professional Development</b>						
Training travel mileage from Gates County to Pitt County (approx. 180 miles; 54.5 cents per mile—2018 rate).		\$2,400 (n = 24)	\$2,400 (n = 24)	\$2,400 (n = 24)	\$2,400 (n = 24)	
Observation/shadowing travel mileage from Gates County to Pitt County (approx. 180 miles; 54.5 cents per mile—2018 rate)	\$2,400 (n =24)		\$1,200 (n = 12)			
Summer FT Training fee per person (AS and DDD \$150 a day per person; 8 days)		\$7,200 (n =6)	\$4,800 (n =4)	\$4,800 (n =4)	\$4,800 (n =4)	
Summer MCT Training fee per person (Cognitive Coaching \$150 a day per person-8 days)				\$4,800 (n =4)	\$4,800 (n =4)	\$4,800 (n =4)
<b>Administration</b>						
Zoom subscription for virtual conferencing	\$20	\$20	\$20	\$20	\$20	\$20
REI contractual costs	\$4,500	\$9,000	\$9,000	\$9,000	\$9,000	\$4,500
Pitt County Schools contractual costs	In Kind	In Kind	In Kind	In Kind	In Kind	In Kind
Consultant services	\$2,500		\$2,500			
<b>GRANT TOTAL</b>	<b>\$28,983.52</b>	<b>\$83,539.52</b>	<b>\$119,953.52</b>	<b>\$123,783</b>	<b>\$158,079</b>	<b>\$177,272</b>

### Budget Notes

#### Compensation

As the grant begins, support for district administration will occur in the form of a 15% salary support for the project director and administrative office support to begin the development and implementation of new pathways. As the grant continues and the pathways become integrated into the Gates County Schools programming, administrative support will be integrated into existing duties.

#### Professional Development

The FT and MCT trainings are available to Gates County Schools at the negotiated rate below due to services being offered in Pitt County.

- Adaptive Schools training at Pitt County: \$150 a day, per person, 4 days

- Data Driven Dialogue training at Pitt County: \$150 a day, per person, 4 days
- Cognitive Coaching training at Pitt County: \$150 a day, per person, 8 days

### **Administration**

The Rural Education Institute contractual services include multiple ECU faculty contributing to this work. At a negotiated rate of \$4,500 per semester (equivalent to one course replacement at ECU), REI's contractual services include facilitating Design-Based Implementation Research process through:

- Participating in quarterly meetings with Gates County Schools leadership
- Participating in monthly meetings with Pathway Design and Implementation Team
- Supporting internal project evaluation
- Ongoing and regular coaching for FTs and MCTs during fall and spring semesters
  - Motivation Coach, Dr. Jessica Chittum
  - Co-Teaching Coach, Dr. Christina Tschida
  - Cognitive Coaching, Dr. Christina Tschida
- Providing Co-teaching/Co-Planning Training 1/2 day
- Providing Motivation Training 1/2 day

Through ECU's Rural Education Institute, two individuals with expertise in either student motivation or co-teaching/cognitive coaching will take on the roles of "Motivation Coach" and "Co-Teaching/Cognitive Coaching Coach" to work alongside the FTs and MCTs by providing training and coaching support. The Motivation Coach, who works in collaboration with ECU's Rural Education Institute, will develop and facilitate specialized trainings focused on designing and implementing instruction to motivate students and assessing student motivation in Gates County elementary school classrooms. The trainings will focus on the MUSIC Model of Motivation (Jones, 2009, 2016), which states that people are primarily motivated in five ways: through perceptions of empowerment, usefulness, success, interest, and caring in the educational environment (see Table 6 in the narrative). Dr. Jessica Chittum, an REI faculty affiliate, will assume the Motivation Coach role. A Co-Teaching/ Cognitive Coaching Coach, who works in collaboration with ECU's Rural Education Institute, will design and facilitate specialized trainings focused on co-planning and co-instructional strategies, co-reflection, and co-assessment. Dr. Christina Tschida, an REI faculty affiliate, will assume the Co-Teaching Coach role. Dr. Tschida is also trained in Cognitive Coaching and can support FT and MCT development through cognitive coaching. Specialized trainings for FTs and MCTs will be held during the summer months while a coaching partnership will take place during the school years. The REI-affiliated coaches will work alongside FTs and MCTs to enhance student motivation and co-teaching partnerships while the school year is in session. This support coaching will be reduced in the later years of the grant as the co-teaching/co-planning and motivation is incorporated into district PD by the district's instructional coaches. Having access to virtual conferencing software, like Zoom, will

facilitate coaching despite the distance in miles between REI and Gates County Schools.

Pitt County Schools contractual services are partially supported through the Pitt County Schools *R3* grant. Contractual services include facilitating use of *R3* elements in Gates County Schools through:

- Participation in quarterly meetings with Gates County Schools leadership
- Participation in monthly meetings with Pathway Design and Implementation Team
- Facilitation of observation and shadowing opportunities in Pitt County Schools

Consultant services will be provided by *R3* project leaders in which they will facilitate administrator and school based training at Gates County Schools as the district onboards and develops school culture surrounding the implementation of new advanced teaching pathways. These trainings will occur in year 1 and later in years 3 or 4 as the MCT model is considered and piloted. Cost for services is \$2,500 a day.

**Attachment B: Allowable Support Materials**

**Letters of Support**





## Research Literature

This Gates County Schools program is based on research aimed at creating highly effective teacher leaders who feel autonomous in affecting positive change in their schools, creating an environment in which students positively benefit. A primary focus of this program will be to motivate highly effective teachers to continue to persist in their teaching roles and, thus, impact a greater number of students while supporting and mentoring less-experienced teachers. In addition, the specialized training and coaching inherent to this program have been designed to amplify teacher effectiveness and student performance in Gates County Schools.

Because monetary compensation is considered insufficient to motivating teachers in complex and dynamic workplaces like classrooms and schools (Pink, 2011), we will implement a program focused on motivating effective teachers through opportunities for them to develop into teacher leaders with increased autonomy and exponential impact within their schools and district. Motivation literature supports the idea that extrinsic motivators alone are often insufficient and have been shown to thwart more meaningful autonomous motivation or *intrinsic motivation* (Deci & Ryan, 2000). Motivation involves processes that influence and sustain goal-directed behavior by providing both energy and direction (Reeve, 2005). Researchers have found that motivation is positively linked to improved performance, engagement, persistence, and task choice, as well as many other positive outcomes (Deci & Ryan, 2000; Han & Yin, 2016; Reeve, 2005; Reeve & Lee, 2014; Reeve & Nix, 1997; Wigfield, & Eccles, 2000).

Another important consideration is teacher burnout. Researchers have cited many causes for teacher attrition, with burnout being a main contributor (Leung & Lee, 2007). Indeed, teachers suffering from burnout also perform more poorly on more demanding cognitive tasks, including reduced speed, less effort, and lower quality solutions (Ortner, 2012). Teacher burnout has been negatively associated with student motivation (Shen et al., 2015) and linked to negative perceptions of one's teaching (Gavish & Friedman, 2010), which highlights the importance of targeting personal beliefs about one's teaching, like motivation constructs. Other studies examining teacher attrition have highlighted reasons for leaving the profession, such as dissatisfaction with the profession, lack of perceived control, lack of support and caring from colleagues, and low self-efficacy or ability perceptions for teaching—all of which relate to motivation constructs that are considered both pertinent to success and are considered malleable perceptions (Jones, 2009).

Self-determination theory suggests that there are three psychological needs are important, (a) autonomy, or perceived control over one's choices and environment; (b) the need for competence, or perceptions that one is competent or successful in one's endeavors; and (c) the need for relatedness, or having strong, positive relationships with others. When these three needs are nurtured, positive effects like satisfaction, increased success and performance, and persistence tend to follow (Deci & Ryan, 2012). These three needs appear to be related to many issues cited by teachers who leave the field or experience burnout, such as lack of control or autonomy at work, lack of support and isolation from colleagues, and issues with self-efficacy or competence beliefs. For example, one study found that teachers' feelings of belonging (i.e., their relationships with colleagues) were important mediators to job dissatisfaction, burnout, and eventually, decisions to leave teaching (Skaalvik & Skaalvik, 2010). By incorporating co-teaching and co-planning in this program, we will be targeting these perceptions. By providing enhanced leadership roles for teachers, we are enhancing their perceived autonomy. Furthermore, more competent people (e.g., effective and experienced teachers) often desire more autonomy in order to be intrinsically motivated. Likewise, less competent individuals often desire less autonomy, as they have not yet mastered the skills applicable to an increased level of empowerment (Tai, Sadler, & Maltese, 2007). Because a primary

focus of ours is on motivating highly competent teachers to stay in the classroom and positively impact students, the schools, and the district more widely, it is essential to provide them with ample autonomy and influence to achieve those ends and feel the importance of their contribution. At the same time, targeted and specialized trainings and coaching are important to making these enhanced leadership roles meaningful and impactful.

In addition to the benefits of teacher motivation, research has shown that more motivated teachers often have more motivated students in their classes (Han & Yin, 2016; Schiefele, 2017; Schiefele & Schaffner, 2015), which in turn is linked to improved engagement and learning in the classroom (Deci & Ryan, 2000, Wigfield & Eccles, 2001; Hidi & Renninger, 2006). Research also suggests that in the classrooms of motivated teachers, students not only report increased motivation but also better behavior and classroom management by the teacher (Schiefele, 2017). A leading cause for teacher burnout is negative emotions about student behavioral concerns (Chang, 2009; Fernet, Guay, Senécal, & Austin, 2012; Grayson & Alvarez, 2008). Because more motivated students are less likely to demonstrate negative behavioral outcomes and are often more engaged in learning, a focus on improving student motivation is also important. Thus, because one of our main focuses is on retaining quality teachers, attention to teacher *and* student motivation is integral to this program design and its evaluation.

Various aspects of the proposed program are focused on benefiting and developing teachers. For example, enhanced teacher performance and motivation have played a large role in evaluating the efficacy of cognitive coaching. In particular, teacher efficacy, self-regulation skills, better instruction and reflection, sense of autonomy/empowerment, improved relatedness/community, and teacher satisfaction with career choices have been associated with cognitive coaching (Cochran, & DeChesere, 1995; Costa & Garmston, 2003; Daniels, 2002; Edwards & Newton, 1994). In addition, by pairing highly effective teacher leaders with CTs and Co-Ts, both sides of the pairings will experience benefits. For instance, perceptions of teacher efficacy, or the confidence a teacher has in his/her ability to successfully perform a task (e.g., teaching, planning; Bandura, 1986; Gibson & Dambo, 1984; Hoy & Woolfolk, 1993), is significantly related to beneficial outcomes like less burnout and increased performance (e.g., effective classroom management skills; Schiefele, 2017). One case study found when teachers are mentored through co-teaching, long-term relationships often develop and are often mutually beneficial (Sachs, Fisher, & Cannon, 2011). As Lev Vygotsky suggested, when a more knowledgeable other is assisting a less knowledgeable other, both parties are benefited through an important process of reciprocity (Tudge & Schrimsher, 2003). The more knowledgeable other not only supports and teaches but is likely to better master the material s/he is purveying.

Finally, to engage highly effective teachers in leadership roles bearing in mind the importance of their motivation and, thus, retention, we will compensate them for their increased influence and impact on our schools and students. Especially in schools with greater need, increased compensation can influence teacher retention and engagement (Henry, Fortner, & Thompson, 2010), which can positively impact the students, schools, and district at large.

### **Plan Contributors**

#### Gates County Schools District Personnel

Dr. Barry Williams, Superintendent

#### Teachers/Instructional Coaches

Kristal Brooks, Buckland Elementary

Krystie Williams, Buckland Elementary

Anita Winn, Buckland Elementary

### Principals

Gail Hawkins, Principal, Buckland Elementary

Shawn Wilson, Principal, Gatesville Elementary

### Pitt County Schools District Personnel

Dr. Seth Brown, Director of Educator Support and Leadership Development

Thomas Feller, Director of Professional Learning and Leadership Development

### Rural Education Institute Personnel

Dr. Kristen Cuthrell, Interim Director, Rural Education Institute

Dr. Jessica Chittum, Assistant Professor of Elementary Education and Rural Education Institute Research and Innovation Associate

Dr. Christina Tschida, Associate Professor of Elementary and Middle Grades Education and Rural Education Institute Research and Innovation Associate

## **Professional Development**

As is the case in Pitt County Schools pathway work, both Facilitating and Multi-Classroom Teachers will receive specialized training and coaching aligned to best practices in developing and facilitating groups, student and teacher motivation, analyzing data, conducting collaborative action research, cognitive coaching, and working/planning/co-teaching with adults. The transformative collaboration will require ongoing professional learning, support, and coaching, necessitating the addition of coaches who specialize in the areas of professional development. As both the FT and MCT positions will place teachers into leadership positions within the school, 360-degree leadership surveys will be administered every 12-18 months for all Facilitating and Multi-Classroom Teachers, including intense follow-up coaching by FTs and MCTs. In addition, customized training will be developed for participating schools and school leadership teams in preparation for the start of each new leadership path.

### Facilitating Teachers (FT):

- Adaptive Schools (4 days)
- Data Driven Dialogue (4 days)
- 360 Surveys (Leadership Circle and Strengths-Based Coaching)
- Motivating Students for Success training (½ day)
- Co-Teaching and Co-Planning training (½ day)
- Complete a Leadership 360 once every 12-18 months

### Multi-Classroom Teachers (MCT):

- Cognitive Coaching<sup>SM</sup> (8 days)
- Motivating Students for Success training (½ day)
- Co-Teaching and Co-Planning training (½ day)
- Complete a Leadership 360 once every 12-18 months

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Dr. Thomas R. Tomberlin  
Director of District Human Resources  
North Carolina Department of Public Instruction  
6368 Mail Service Center  
Raleigh, NC 27699-6368

November 12, 2018

Dear Dr. Tomberlin:

East Carolina University's Rural Education Institute is pleased to be a partner with Gates County Schools in supporting the proposed grant submission to the NCDPI Teacher Compensation Models and Advanced Teaching Roles program. This proposal seeks funding for the development and refinement of advanced teaching pathways in a small, rural district.

The Rural Education Institute (REI) partners with schools and communities to facilitate research-driven innovations that provide enhanced opportunities for pk-16 students in rural communities. REI aims to improve educational outcomes for rural students, schools, and communities by developing research-practice partnerships and widely disseminating information gained through the partnerships. REI faculty are experienced in design-based implementation and have a track record of partnership success with many counties in the east. Our work targets multiple priority areas set forth by the National Rural Education Association- two of which are teacher/leader retention and data-driven decision-making to improve student achievement.

REI anticipates that our collaboration with Gates County Schools will provide an opportunity for us to (a) contribute our perspective to a deeper understanding of the challenges we face in teacher retention and advancement in rural schools, and (b) learn from the perspectives of those facing similar challenges in other areas of the state. Our faculty will support co-teaching and motivation development for experienced teachers in the classroom seeking to advanced their expertise and effectiveness. REI faculty are also eager to facilitate the design-based iterative refinements necessary to examine the different pathways in Gates County Schools.

If the proposal under development by Gates County Schools is funded, it is our intent to maintain our collaborative design-based implementation arrangements in facilitating the Advanced Teaching pathways development and refinement across the years of the grant and beyond.

Sincerely,



Dr. Kristen Cuthrell  
Professor and Interim Director  
Rural Education Institute

DR. PHILLIP BARRY WILLIAMS  
Superintendent

## Public Schools of Gates County

Office of the Superintendent  
205 Main Street • P.O. Box 125  
GATESVILLE, NORTH CAROLINA 27938  
(252) 357-1113

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Dr. Thomas Tomberlin  
Director of District Human Resources  
NC Dept of Public Instruction  
Raleigh, NC 27699-6368

November 11, 2018

Re: Letter of Support for Gates County Schools Proposal:

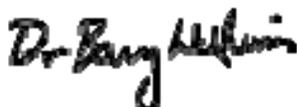
As Superintendent of Gates County Schools, I fully support the Teacher Compensation Models and Advanced Teaching Roles initiative. In Gates County, we have many highly effective classroom teachers who provide quality instruction for their students. This is evident by the engagement of the students on a daily basis and also by their performance on standardized, local and state assessments. Through the support of NCDPI on behalf of the NCSBE, Gates County will be able to capitalize on the abilities of these teachers by providing a venue for them to be Lead Teachers, having an impact on multiple classes of students and to assistant teachers in developing instructional skills as well.

The program for Gates County Schools will assist in one of our goals to retain quality teachers and build capacity of all teachers. The new opportunities for teacher leadership and collaboration will serve to engage and motivate teachers which in turn will engage and motivate students. Gates County will link compensation for highly effective teachers with additional academic responsibilities, leadership roles and student performance consistent with the guidelines for the Teacher Compensation Models and Advanced Teaching Roles. The prescribed program has been designed to be sustainable throughout and beyond the life of the grant.

For us to truly know if we are successful, we have to provide high quality instruction for every student, in every classroom, throughout our schools. Having our best teachers in leadership roles, providing the time and resources to help other teachers develop and grow only serves to provide the best for our students.

I fully support this initiative and know that the teachers and students of Gates County Schools will benefit immediately and for many years to come as will be evident through increased engagement and higher achievement.

Sincerely,



Dr. Barry Williams

Superintendent of Schools



Pitt County Schools  
Division of Educator Effectiveness and Leadership



1103 Corporate Dr, Suite A  
Greenville, NC 27858

To Whom It May Concern:

Please accept this letter of support from Pitt County Schools' Division of Educator Effectiveness and Leadership (DEEL) for Gates County School's Advanced Teaching Pathways to Facilitate Teacher Impact and Motivation grant. The PCS DEEL leadership team was contacted and participated in planning the grant application and framework used by Gates County Schools. This application represents a unique opportunity for LEAs in North Eastern NC to partner as we collaboratively seek to further develop Advanced Teaching Roles.

Pitt County Schools was awarded one of six Teacher Compensation Model and Advanced Teaching Roles grants in December 2016. As part of that grant, we committed to partner with other districts in our region to share best practices and lessons learned. Pitt County Schools currently offers many of the core trainings Gates County Schools will use to prepare and support their teachers in advanced teaching roles, and we will partner with Gates County Schools in training their teacher leaders. By supporting each other, teachers from both school systems will be able to collaborate virtually and in-person through this partnership aimed at engaging and empowering teacher leaders.

Please feel free to contact either of the directors with questions.

Sincerely,

Seth N. Brown, PhD  
Director of Educator Support & Leadership Development

Thomas R. Feller, Jr.  
Director of Professional Learning & Leadership Development