

Project Title: **Teacher Leadership-Here We Grow**

Section 1. Applicant Information

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Section 2. Project Information

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

Total Project Budget: \$300,000 Requested Grant Amount: \$300,000

Estimated Number of Schools Served: 1 the 1st year with opportunity for others to opt into proven model. Will use model as intervention strategy as needed.

Estimated Number of Students Served: 200 the 1st year.

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

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - Submit required financial and performance reports to NCDPI.
 - Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - Begin serving participants before or by July 1, 2021.

Signature and date: (in blue ink) _____

Title: _____ Phone: _____

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Teacher Leadership-Here We Grow

By using state grant funds to support the creation of new teacher compensation models and advanced teaching roles, Brunswick County Schools (BCS) will be well positioned to positively impact student outcomes and become a preferred workplace in our region. It has been well documented that students taught by highly effective teachers can gain five to six more months of learning per year (TNTP, 2012). A goal for BCS is to ensure that 100% of students have access to highly effective teachers.

Knowing that excellent teachers make the greatest difference of any school-based factor in student learning (Hattie, 2011), Public Impact, based in North Carolina, created Opportunity Culture, a model which supports districts in extending the reach of their most effective teachers. By maximizing existing personnel, class schedules and funding, district and school design teams can create Opportunity Culture models that provide all students access to excellent teachers directly or through teacher-led teams. School districts can fund advanced teaching positions within existing school budgets making the Opportunity Culture model sustainable without grant funding.

In Opportunity Culture schools, teacher-leaders taking on advanced roles can move along a career pathway in which they earn more and have more impact while continuing to teach. Those paid pathways attract and keep great teachers, who in turn help other teachers develop daily on the job in small teams. Using this model, principals gain access to a “team of leaders,” giving them a significant advantage over individually managing each teacher.

In January 2018, a rigorous third-party evaluation found that students of teachers who served on teams led by a Multi-Classroom Leader showed sizable, statistically significant academic gains. The team teachers were, on average, at the 50th percentile in the student learning gains they produced before joining a team led by Multi-Classroom Leader. After joining the teams, they produced learning gains equivalent to those of teachers in the 75th to 85th percentiles in math, and, in six of seven statistical models, from the 66th to 72nd percentiles in reading (Backes, 2018).

Program Structure

Brunswick County Schools has selected Public Impact's Opportunity Culture model to drive the creation of Teacher Compensation Models and Advanced Teaching Roles with the goal of improving student outcomes. In collaboration with Public Impact, the BCS district team, educators and stakeholders will design and implement the Teacher Leadership-Here We Grow Program that extends the reach of excellent teachers to multiple classrooms. These career opportunities will encourage educators to grow in their profession while continuing to teach and extend the availability of rigorous classroom instruction to more students. Public Impact will ensure that BCS adheres to the five Opportunity Culture principles as part of their terms of use as we design Advanced Teacher Roles that create an "Opportunity Culture" for skilled teachers to lead a team of teachers while continuing their own teaching practice and to extend their reach in various ways.

Brunswick County School's 2019-2024 Here We Grow Strategic Plan aligns our district goals with state priorities. The Objective for Talent Development Goal 3 states, "By 2024, there will be an increase in teachers pursuing further education as determined by an increase in teachers with National Board Certification, advanced degrees and an increase in EVAAS growth scores." An important goal in applying for this Advanced Teaching Roles grant is to provide our low performing schools, or schools that did not meet growth in specific grade levels or content areas, with tools and strategies to help educators and students be successful. Specific strategies outlined in the BCS Strategic Plan include implementing recruitment and retention initiatives, expanding support and guidance for Beginning Teachers, addressing compensation incentives, implementing salary recommendations and cultivating leadership skills based on professional development for teacher leaders and administrators.

The program structure and components for Advanced Teacher Roles in Brunswick County Schools addresses the specific strategies from the Strategic Plan. The program structure using the Multi-Classroom Leader, Expanded Impact Teacher and Reach Associate model will support district strategies for recruitment and retention initiatives, compensation incentives for low performing schools and implementing the salary recommendations for teacher leadership

opportunities. Requirements for teacher advancement based on performance and the special training and professional development will expand support for beginning teachers while cultivating leadership skills for teacher leaders and administrators.

Brunswick County Schools will implement research-based, collaborative professional development in small group settings for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associates. Teacher leaders who have exceeded growth as measured in EVAAS will lead and grow a team of teachers while continuing their own teaching and professional growth. Professional learning will be classroom-focused and job-embedded to grow teachers individually in their profession and will extend professional learning through multiple classrooms. Administrators and teachers will collaborate in Professional Learning Communities (PLCs) to use a variety of data sources to organize, plan, and set goals for student learning. Quarterly data days will be held to evaluate student data and make adjustments to teaching in learning using the Multi-Tiered Systems of Support problem solving process.

Table 1: Three-Year Professional Development Timeline with Activities and Cost

Timeline	Activities	Cost
Summer 2020	Summer Training for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associate	\$1200/participant 17 total 10 teachers, 1 reach associate, 2 school based administrators, 1 instructional coach and 3 central office administrators Total: \$20,400
2020-2021 School Year	Professional Development Quarterly Data Release Days	\$22,600 for continued professional development Sub pay for data day release days \$7,000
Summer 2021	Summer Training for Administrators,	\$1200/participant

	Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associate	Total: \$40,800
2021-2022	Professional Development Quarterly Data Release Days	\$45,200 for continued professional development Sub pay for data day release days \$14,000
Summer 2022	Summer Training for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associate	\$1200/participant Total: \$50,400
2022-2023	Professional Development Quarterly Data Release Days	\$78,600 for continued professional development Sub pay for data day release days \$21,000

Description of Advanced Teaching Roles Including Minimum Qualifications

Brunswick County Schools will partner with Public Impact to: (a) establish district-level guidance for how schools can use Opportunity Culture teacher leader roles to improve student learning and school culture; (b) support schools in developing their unique staffing and implementation plans; (c) prepare district leaders and principals to select strong candidates for Opportunity Culture roles; (d) help teachers and principals prepare to implement these new and unique roles; (e) assess effectiveness of implementation and identify possible improvements; and, (f) analyze outcomes to communicate what has been achieved. The design work will ensure adequate time for an iterative feedback cycle that is responsive to the needs of each school community. In total, the District Design Team will create two types of advanced teaching roles: Multi-Classroom Leaders and Extended Impact Teachers.

Table 2: Advanced Teaching Roles and Qualifications to be Created

Advanced Teaching Role Summary	Example of Levels and Qualifications
<p>Multi-Classroom Leader (MCL)</p> <ul style="list-style-type: none"> • Leads a small teaching team and shares instructional responsibility for all students taught by that group of students. • Continues to teach, typically part of the time. • Ultimately responsible for organizing the roles, steps and elements of the team's curriculum, lessons, teaching, data analysis, and improvement. • Coaches and develops the team. • Earns a pay supplement. 	<p>MCL II—Leads team of 6–8 teachers.</p> <ul style="list-style-type: none"> • Continued track record of leadership and high-growth student learning as an MCL I (using the same qualifications). <p>MCL I—Leads team of 2–5 teachers.</p> <ul style="list-style-type: none"> • Track record of leadership; • Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1–5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system; and • Demonstrate evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education. • Although not required, advanced degrees and National Board for Professional Teaching Standards certifications in the appropriate teaching area will be considered in the applicant screening process.
<p>Extended Impact Teacher</p> <ul style="list-style-type: none"> • Teaches on a team led by a multi-classroom leader, collaborating with colleagues. • Teaches an increased number of students and is accountable for their performance as the teacher of record for those students. 	<p>Extended Impact Teacher (EIT II)</p> <ul style="list-style-type: none"> • Assists MCL with leadership of large team; • Reaches 50% more students than other teachers (more class periods in secondary school; more students in elementary). • Demonstrates evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education. • May use limited-quantity, age appropriate blended learning and/or, in elementary schools, specialize by subject(s). • May have a more specific title, such as: blended-learning teacher or elementary subject specialist. • Earns a pay supplement.

	<p>Extended Impact Teacher (EIT I)</p> <ul style="list-style-type: none"> • Mastery of teaching skills evidenced by a track record of “effective” rating, at least. • Reaches 33% more students than other teachers (more class periods in secondary school; more students in elementary).
<p>Reach Associate</p> <ul style="list-style-type: none"> * Assists with instruction and takes responsibility for the non-instructional duties of one or more teachers. * Helps with tutoring in areas of content knowledge, under the direction and using tools of the supervising teacher(s). * Monitors independent work time in the classroom while the teacher provides instruction. * Maintains administrative duties on behalf of the teacher (such as taking attendance, entering grades, scheduling parent conferences, preparing student activities and assignments, checking homework, additional paperwork). 	<p>Reach Associate</p> <ul style="list-style-type: none"> * Bachelor’s Degree desired but not required. Must meet NCLB requirements of a regular teacher assistant. * Previous experience working with children and knowledge for subject matter being taught. * If currently a teacher assistant, ratings of “At or Above Standard” in all areas on most recent summative evaluation.

The district Human Resource team, with support from Public Impact, will use the Behavioral Event Interview to select finalists for the Advanced Teacher Roles. The Opportunity Culture Summer Institute will prepare educators for their advanced teaching and District and School Opportunity Culture Design Teams will be created. A new Teacher Compensation Model will be enacted that is responsive to teacher performance and professional growth. New Advanced Teaching Roles will be created: Multi-Classroom Leaders, Extended Impact Teachers, and Reach Associates. Top candidates will be hired into Advanced Teacher Roles. 100% of Advanced Teacher Role educators will attend the Opportunity Culture Summer Institute. Student academic growth will increase. Student academic achievement will increase. Teacher retention will increase. Teacher Working Conditions will improve. Teacher growth scores will increase.

Job Responsibilities

Job responsibilities for each of the positions are listed below:

a. Multi-Classroom Leader - MCL I leads a team of 2 to 5 teachers and an MCL II leads a team of 6 to 8 teachers and performs the following job responsibilities:

- i. Planning and Preparation
 1. Set high expectations of achievement that are ambitious and measurable for all students taught by a team.
 2. Establish methods and create instructional tools and materials that team teachers use in all classrooms.
 3. Set direction, verbally and with tools and materials, that clarify content and teaching process.
 4. Lead team to:
 - a. Plan backward to align all lessons, activities, and assessments.
 - b. Design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students).
 - c. Design assessments that accurately assess student progress.
- ii. Classroom Environment
 1. Lead team to:
 - a. Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable.
 - b. Create physical classroom environments conducive to collaborative and individual learning.
 - c. Establish a culture of respect, enthusiasm, and rapport.
- iii. Instruction
 1. Lead team to:

- a. Hold students accountable for ambitious, measurable standards of academic achievement.
 - b. Identify and address individual students' social, emotional, and behavioral learning needs and barriers.
 - c. Identify and address individual students' development of organizational and time management skills.
 - d. Invest students in their learning using a variety of influence techniques.
 - e. Incorporate questioning and discussion in student learning.
 - f. Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs.
 - g. Monitor and analyze student assessment data to inform enriched instruction by teacher.
 - h. Communicate with students and keep them informed of their progress.
- iv. Professional Responsibilities
1. Solicit and eagerly receive feedback from supervisor and team members to improve professional skills.
 2. Lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success.
 3. Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students' persistent learning challenges.
 4. Determine how students spend instructional time based on instructional skills and content knowledge of teachers in team.
 5. Allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual

interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths, content knowledge, and professional development goals.

6. Allocate non-instructional administrative duties among team of teachers.
 7. Model instructional tasks to aid team development.
 8. Clarify and adjust team members' roles and provide feedback, developmental advice, and assignments to develop their effectiveness.
 9. Evaluate team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles).
- b. Expanded Impact Teacher - An EIT I reaches 33% more students and an EIT II reaches at least 50% more students and performs the following job responsibilities:**
- i. Planning and Preparation
 1. Set high expectations of achievement that are ambitious and measurable for students.
 2. Plan backward to align all lessons, activities, and assessments.
 3. Determine how students spend instructional time (e.g., with digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, and individual interventions with tutors or assistant teachers, etc.).
 4. Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students).
 5. Design assessments that accurately assess student progress and/or incorporate digital assessments.
 - ii. Classroom Environment

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

iii. Instruction

1. Hold students accountable for ambitious, measurable standards of academic achievement.
2. Identify and address individual students' social, emotional, and behavioral learning needs and barriers.
3. Identify and address individual students' development of organizational and time-management skills.
4. Invest students in their learning using a variety of influence techniques.
5. Incorporate questioning and discussion in student learning.
6. Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs.
7. Monitor and analyze student assessment data to inform enriched instruction by teacher.
8. Communicate with students and keep them informed of their progress.

iv. Professional Responsibilities

1. Solicit and eagerly receive feedback from supervisor and team members to improve professional skills.
2. Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success.
3. Collaborate with other teachers, tutors, assistant teacher(s) and lab

monitor(s) to analyze student data, group students, teach, and assign interventions.

c. Reach Associate is a non-licensed position that assists with instruction and takes responsibility for the non-instructional duties of one or more teachers and performs the following job responsibilities:

i. Instructional Assistance

1. Helps with tutoring in areas of content knowledge, under the direction and using tools of the supervising teacher(s).

ii. Classroom and School Environment

1. Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable.
2. Contribute to a culture of respect, enthusiasm, and rapport.
3. Manage student behavior during transitions and less structured time (e.g., recess, lunch).
4. Monitor independent work time in the classroom while the teacher provides instruction.

iii. Professional Responsibilities

1. Hold students accountable for ambitious, measurable standards of academic achievement.
2. Identify and address individual students' social, emotional, and behavioral learning needs and barriers.
3. Identify and address individual students' development of organizational and time-management skills.
4. Solicit and eagerly receive feedback from supervisor and team members to improve professional skills.
5. Maintain administrative duties on behalf of the teacher (such as taking attendance, entering grades, scheduling parent conferences, preparing student activities and assignments, checking homework, additional paperwork).

6. Collaborate with teacher(s), tutor(s) and digital lab monitor(s).

Ongoing Communications Strategy

Brunswick County Schools will host two to four public information sessions per year to share information about the roles being offered and the hiring process for all interested teachers and members of the public. Sessions will include basic descriptions about the roles, salary supplements, application requirements and process, and evaluation procedures for all Opportunity Culture positions. Additionally, information will be posted and shared through Brunswick County Schools' social media accounts and website.

During Brunswick County Schools' public information sessions, employees and the public will be educated on the application and criteria for applying for positions resulting in local compensation. Applications, job descriptions and salary schedules will be reviewed with ample opportunity for questions and clarifications.

Process for Voluntary Relinquishment of an Advanced Teaching Role

Should a Multi-Classroom Leader or Expanded Impact Teacher relinquish his or her role and associated duties, the removal of that title will not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes. Upon relinquishment of the role, the teacher will no longer be paid the associated supplement and will only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

Salary Supplement Information

Salary supplements for roles identified in this proposal will be as follows: (We would prefer to establish fixed-amount supplements because we believe it is a more equitable and time saving budget; however, we have listed both a fixed amount and a percentage of the beginning level state teacher salary in order to comply with wording in the RFP)

1. Multi-Classroom Leader:

- a. MCL I - Receives a salary supplement of \$8,000 per year or (23% of the A-00 state teacher salary) in addition to their current state salary and local supplement.
 - b. MCL II - Receives a salary supplement of \$12,000 per year or (34% of the A-00 state teacher salary) in addition to their current state salary and local supplement.
2. Expanded Impact Teacher:
- a. EIT I - Receives a salary supplement of \$6,000 per year or (17% of the A-00 state teacher salary) in addition to their current state salary and local supplement.
 - b. EIT II - Receives a salary supplement of \$8,000 per year or (23% of the A-00 state teacher salary) in addition to their current state salary and local supplement.
3. Reach Associate - Receives a salary supplement of \$4,000 per year or (12% of the A-00 state teacher salary) in addition to their current Teacher Assistant salary.

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. If a classroom teacher in an advanced teaching role (i) fails to maintain the minimum criteria established for the position, (ii) is not successfully performing the additional duties associated with the advanced teaching role, or (iii) voluntarily relinquishes the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

Implementation Plan

Table 3: Implementation Plan with Timeline

Summer of 2020 or 2021	At least one school in the unit will be identified to pilot the Advanced Teaching Roles model. Qualified applicants will be moved to the approved compensation model after the previously mentioned qualification interview process. Summer Training for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associates will occur utilizing Public Impact partnership. It is
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	estimated that no less than 200 students will be served by at least one Multi Classroom Lead and one Reach Associate.
Year 2	Additional elementary schools will be afforded the opportunity to opt in or will be identified based on need by the District Design Team.
Year 3	All Brunswick County Schools will be afforded the opportunity to opt in or will be identified based on need by the District Design Team.

Sustainability

In the final year of the grant, the District Design Team will develop a plan that maximizes current personnel and state, federal, and local funds. Using current professional development funds, in-house professional development will be prioritized. It is not anticipated that supplements for identified positions will be used at any point during the grant resulting in sustainability from day one of implementation.

Project Objectives Benefiting Students and Teachers

The main objectives are to improve teaching and learning to increase both student achievement and teacher effectiveness. **Objective 1: Increase Student Achievement** - 90% of students impacted by an advanced teaching role position will meet or exceed growth in the area and year served as measured by the K-3 State Literacy Assessment/ End of Grade Assessment/End of Course Assessment. Brunswick County students will benefit from Objective 1 as it will expedite closing the achievement gap for students served under an Advanced Teaching Role model. **Objective 2: Increase Teacher Effectiveness** - 90% of teachers impacted by an advanced teaching role position will meet or exceed growth in the area and year served as measured by EVAAS. Brunswick County teachers will benefit from Objective 2 as it will expedite the understanding and importance of teaching and learning best practices while being supported in an Advanced Teaching Role model.

Stakeholder Participation Involving Parents, Citizens and Businesses

The Advanced Teaching Roles created by Brunswick County Schools will impact not only our schools but also reach into our community. Parents of students served in an Advanced Teaching Role model will be educated on the support and expectations for growth. Parents will participate in educational opportunities through both informational sessions and “make and take” opportunities provided by staff serving in the Advanced Teaching Role model classrooms. Citizens in our community will have the opportunity to participate through volunteering. Volunteers at schools with Advanced Teaching Role classroom(s) will be prioritized for support in these classrooms based on expertise. For example, if a volunteer is a retired teacher in the content area being served, they will be prioritized to serve in a classroom supported by the Advanced Teaching Role model. Businesses with school partnerships will be educated on the Advanced Teaching Role model through school staff. Central Services will educate the business community through district partnership opportunities. Through this education, we will strive to have volunteer and monetary support for the Advanced Teaching Role program and classrooms.

Data Supporting School and District Needs

Within certain Brunswick County Schools, there are pockets of lower performing grade levels and subject areas. For the sake of this proposal, we will use Supply Elementary as an example. Supply Elementary is a Title I school serving over 580 K-5 students with approximately 85% of them being economically disadvantaged. EVAAS and local data from 2017-2019 demonstrates a priority need in the areas of 4th and 5th grade math followed by 4th and 5th grade reading. This need was identified when Supply Elementary was compared to a school with similar demographic, Lincoln Elementary. Supply is designated a low performing school and Lincoln Elementary has exceeded or met growth for the past 6 years and for the past two years has been in the top 20% for growth in the state. An Advanced Teaching Roles model would be a direct path to support this school in crisis.

Table 4: Specific School Data

SRC 2019	Overall Grade/Score/ Growth	Math/Read Grade/Score	Econ. Disadv.	African American	Hispanic	White
Supply	D/52 67.7 DNM (-2.45)	D/51 (DNM) D/48 (DNM) (-2.06/-2.09)	84.7%	20%	24%	49%
Lincoln	C/57 87.4 Exceed (2.98)	C/63 (Exceed) D/43(Met) (6.08/-1.24)	81.8%	18%	26%	46%

Sharing of Project Information throughout the State

Brunswick County Schools' Advanced Teaching Roles model will first be shared regionally through the Southeast Alliance. Multiple groups meet via the alliance including Superintendents and Chief Academic Officers. Through these groups, presentations and site visits will be coordinated. Outreach for the rest of the state will be done through other regional alliances.

Evaluation Procedures and Methods

Local evaluation procedures and methods will be used for the two main objectives of increasing student achievement and teacher effectiveness. **Local evaluation for Objective 1: Increase Student Achievement** - Monthly, quarterly, and yearly data will be assessed ensuring no less than 90% of students impacted by an advanced teaching role position are meeting or exceeding growth in the area and year served as measured by the K-3 State Literacy Assessment/ End of Grade Assessment/End of Course Assessment. **Local evaluation for Objective 2: Increase Teacher Effectiveness** - 90% of teachers impacted by an advanced teaching role position will meet or exceed growth in the area and year served as measured by EVAAS.

References

- Backes, B. (2018). Reaching further and learning more? Evaluating Public Impact's Opportunity Culture initiative. *CALDER Working Paper No. 181*. Retrieved from <https://caldercenter.org/publications/reaching-further-and-learning-more-evaluatin-g-public-impacts-opportunity-culture>
- Hattie, J. (2011). *Visible learning for teachers*. New York: Routledge.
- TNTP. (2012). *The Irreplaceables*. New York: TNTP.

Budget Summary

Brunswick County Schools' Teacher Leadership-Here We Grow			
Timeline	Activities	Cost	Total Costs
Summer 2020	Summer Training for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associate	\$1200/participant 17 total 10 teachers, 1 reach associate, 2 school based administrators, 1 instructional coach and 3 central office administrators Total: \$20,400	\$20,400
2020-2021 School Year	Professional Development Quarterly Data Release Days	\$22,600 for continued professional development Sub pay for data day release days \$7,000	\$29,600
Summer 2021	Summer Training for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associate	\$1200/participant Total: \$40,800	\$40,800
2021-2022	Professional Development Quarterly Data Release Days	\$45,200 for continued professional development Sub pay for data day release days \$14,000	\$59,200
Summer 2022	Summer Training for Administrators, Multi-Classroom Leaders, Expanded Impact Teachers and Reach Associate	\$1200/participant Total: \$50,400	\$50,400
2022-2023	Professional Development Quarterly Data Release Days	\$78,600 for continued professional development Sub pay for data day release days \$21,000	\$99,600
Summer 2020-2023	Total Cost of All Activities		\$300,000

Budget Narrative

The budget for the Teacher Leadership-Here We Grow program is allocated to a three-year professional development plan that includes research-based, collaborative summer training and classroom-focused, job-embedded year long professional development. The district and school team members will participate in summer training that costs \$1200 per participant. For the first year, participants will include ten teachers, one reach associate, two school based administrators, one instructional coach and three central office administrators. During the second and third years of the program, other schools will have the opportunity to opt into the proven model. Summer training costing \$1200 per participant will continue each year to provide research-based, collaborative professional development to the school team members prior to the implementation year. During the school year, professional development will be provided during professional learning communities (PLCs) as well as quarterly data release days. Using \$100 per day as an estimated cost of substitutes plus the cost of the professional development program, the 2020-2021 school year professional development cost to include quarterly release days totals \$29,600. During the second and third years of the program, other schools who opt in to this program will have professional development throughout the year during professional learning communities (PLCs) as well as quarterly data release days. The total cost allocated for the second year of this professional development is \$59,200. The total cost allocated to the third year is \$99,600.