

Project Title: Scaling and Accelerating Opportunity Culture in Guilford County Schools

Section 1. Applicant Information

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Section 2. Project Information

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Total Project Budget: \$1,397,950.00 Requested Grant Amount: \$1,397,950.00

Estimated Number of Schools Served: 36 Estimated Number of Students Served: 18,670

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, 2019.

Signature and date: (in blue ink) Sharon L. Contreras

Title: Superintendent Phone: 336-370-8992 *(circled signature)*

Scaling and Accelerating Opportunity Culture in Guilford County Schools

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Scaling and Accelerating Opportunity Culture in Guilford County Schools

Since the 2016-17 school year, Guilford County Schools has partnered with Public Impact to create an Opportunity Culture (OC), an innovative school model that aims to reach all students with excellent teachers and transform the teaching profession into a high-paying, high-impact career. Identified as a turnaround strategy for our lowest-performing schools, the Opportunity Culture career and compensation model helps attract and retain excellent teachers and extend their reach to more students.

This intervention is much needed in Guilford County Schools (GCS), where 36 of the district's 125 schools are designated low-performing. These schools serve approximately 18,869 students, or 25.81% of the total student population. Of these students, 82.30% are students of color and 77.51% receive free or reduced-price meals. The GCS students who have the greatest need of additional support are too often missing out on equitable access to excellent teachers who could spur their success, an issue confronting districts across the state and nation. Research clearly shows that excellent teaching is the single most important school-based factor contributing to student success (Hanushek and Rivkin, 2010; Chetty et al., 2011). In fact, having such teachers consistently would enable low-income students and students of color to close achievement gaps with their more well off and white peers within three to four years (Gordon et al., 2006). Yet, recent research also shows that higher-need students are much less likely to have access to these life-changing teachers (Goldhaber et al., 2018).

Guilford County Schools is working to ensure that all students in the district have access to excellent teachers. The district has focused initial implementation of Opportunity Culture in our lowest-performing schools. This strategy placed advanced teaching roles in Title I schools that needed them most urgently. Fourteen of our high-needs schools implement Opportunity

Culture with two advanced roles: multi-classroom leaders (MCLs), who support a team of teachers, and expanded impact teachers (EITs), who serve a larger than average group of students.

Early results from the 14 participating schools indicate that multi-classroom leaders and expanded impact teachers have a positive impact on student outcomes, that the roles encourage staff collaboration, and that the support provided strengthens teacher instructional practice. From 2018 to 2019, student math and reading proficiency composites showed schools with OC staff making gains of up to 8.16% and 7.2%, respectively, compared with overall GCS growth of 2.5% (GCS Accountability Office, 2019). Three of these schools have already moved off the low-performing list because of the progress they have made.

As the district seeks to scale and sustain this promising strategy, we look to lessons we have learned to help guide this critical work. We appreciate this opportunity to request NCDPI Advanced Teaching Roles funding to 1) scale and support Opportunity Culture in the district's highest needs schools; 2) assess readiness of school climates before schools begin their design process and offer additional foundational support to those that need further preparation for OC; and 3) develop a leadership academy to grow our own teacher leaders for future advanced roles and certify GCS district staff to become trainers, creating long-term model sustainability.

Section 1: Plan Design and Program Structure

This is our **theory of action** for the program structure: If we first develop both teachers' leadership abilities and school cultures for innovative practice, then we will accelerate the momentum of Opportunity Culture in improving student outcomes.

Research supporting our theory of action shows the critical links between school-based leadership, professional development and school climate and their effect on student achievement and success. Opportunity Culture is a proven model to create promising career mobility for teachers without having to leave the classroom, and the MCL role builds on a team teaching model, which teachers may view as a benefit that encourages retention and a more positive school climate (Backes & Hansen, 2018). Multiple studies show positive school climate promotes stronger student performance, higher graduation rates, and increased teacher retention (Shindler, 2016).

At the same time, GCS identifies an opportunity to deepen the effectiveness of this intervention and build the district's capacity to sustain this important work. Through earlier identification and preparation of teachers for advanced roles and identification of schools that can benefit from foundational school climate work before they implement OC, GCS can promote and accelerate innovation. Undergirding this premise is a wealth of research on the impact of high-quality professional learning opportunities. Consistently, school personnel across studies have reported "feeling ill-equipped to respond to the enormity of problems in students' lives" (Blitz et al., 2016). This may come from lower levels of confidence in teachers' own capacity to make a change in their students' lives (Doran, 2019). High quality professional learning can positively impact student outcomes and influence teachers' perceptions of self-efficacy (Sebastian & Allensworth, 2012).

This proposal supports the GCS Strategic Plan 2022: *Ignite Learning* in several important areas: Goal V: To decrease the achievement gap between black and Latino students and their white peers; Goal VI: To increase organizational efficiency and effectiveness to better

support student learning; Priority I: reimagine excellent schools; Priority II: eradicate gaps in access, preparation, and achievement; and Priority V: invest in our people.

In addition, **this proposal aligns with state priorities** to identify funding, strategies, and partners for comprehensive support and improvement efforts and to pilot and evaluate advanced teaching roles strategies in more NC public schools. Specifically, this proposal aligns with the State Board of Education Strategic Plan in the following areas: 1) Goal I: Eliminate opportunity gaps, Objective 2: Improve school climate measures across all schools and grade levels; 2) Goal II: Improve school and district performance, Objective 7: Increase the number of schools meeting or exceeding growth by subgroup; and 3) Goal III: Increase educator preparedness to meet the needs of every student, Objective 2, Increase the number of mentors available to beginning teachers.

Technical Assistance Partners

We will accomplish this work with several technical assistance partners, described below.

Public Impact. We have relied on technical assistance from Public Impact to support design and implementation of Opportunity Culture. Public Impact assisted with the design of multi-classroom leader and expanded impact teacher roles, as well as with recruitment, selection, and summer training efforts for newly hired Opportunity Culture teachers. Currently, Public Impact supports implementing schools by providing school visits and data collection to identify successes and challenges. Public Impact also provides coaching support and role-specific professional development to help Opportunity Culture educators strengthen their impact. Additionally, teacher leaders in Opportunity Culture roles receive professional development during the summer and school year through district and Public Impact facilitated sessions. To

increase the level of support for teacher leaders, Public Impact also provides one-on-one coaching to a subset of multi-classroom leaders.

GCS Superintendent Sharon Contreras engaged Public Impact to implement Opportunity Culture in Guilford County Schools, based on her previous experience implementing the model in another district. Based in Carrboro, North Carolina, and working nationally, Public Impact is committed to improving educational outcomes dramatically for all U.S. students, particularly those who are not served well by today's schools. Since excellent teachers make the greatest difference of any school-based factor in student learning, Public Impact launched the Opportunity Culture initiative to help teachers, schools, and districts "extend the reach" of the nation's excellent teachers to all students. By changing roles, schedules, and the use of funding, Opportunity Culture models place excellent teachers in charge of all students' learning, directly or by leading teams. Teacher-leaders taking on these advanced roles can move along a career path in which they earn more and have more impact, while continuing to teach. The principal gains access to a "team of leaders," an improvement over individually managing each teacher.

DRIVE Educational System. DRIVE is a full-service educational support network that facilitates school transformation and improves student outcomes by helping schools create a climate and culture that will empower lifelong learners, nurture the whole child, and strengthen social-emotional competencies. DRIVE has worked in partnership with the Alliance for the Study of School Climate (California State University-Los Angeles) to develop a Comprehensive Climate Audit and School Climate Assessment Inventory (SCAI), a survey that is accredited by the US Department of Education because of its high correlation to student achievement of other key outcomes, such as discipline data, teacher retention and student achievement. During the grant period, DRIVE will administer this survey to staff, students, families, and community

stakeholders at the low-performing schools identified for the Opportunity Culture intervention. The goal will be to assess each school's readiness to begin OC and its cultural capacity to maintain it. DRIVE coaches will work with schools identified as needing foundational support work before implementing OC. DRIVE will conduct two-day walkthroughs and focus group sessions with stakeholders and facilitate work sessions with school leadership teams to focus on using data collected to plan strategic school culture improvements correlated to advanced teaching roles readiness.

Leadership Academy partner (TBD). As GCS expands Opportunity Culture to more schools, demand grows for excellent candidates to take on advanced roles. Guilford County Schools will grow our own teacher leaders by establishing the Advanced Teaching Roles Leadership Development Academy to prepare teachers for future Opportunity Culture roles. The program will include professional development sessions to prepare academy participants to lead teams of teachers in the district's Title I schools. Sessions will focus on effective coaching and leading a team of teachers (multi-classroom leaders) or serving a larger group of students (expanded impact teachers). GCS will identify these teachers through interest meetings and an application process that includes a leadership essay detailing why they want to join the academy and data showing prior student outcomes.

The academy will train selected candidates to build relationships with teachers, lead coaching conversations, lead data and professional learning community meetings, and to become strategic in scheduling and time management as teacher leaders. Teachers who successfully complete the program will be eligible to apply and interview for an Opportunity Culture role.

GCS will select a technical assistance partner that also offers training and certification for key district staff. This is a primary strategy for sustainability of the Opportunity Culture

advanced teaching roles and compensation model as Public Impact transitions to a lighter technical assistance role.

New Leaders. In addition to the work outlined in this proposal, GCS is also launching in 2020 two-year advanced coaching and leadership series to support returning MCLs. This program will be supported through district funds and is not part of this grant request; however, we include this information here because it is a critical part of long-term sustainability of the Opportunity Culture advanced teaching roles and compensation model.

District Capacity

GCS has hired a **Director of Restart Programs**, Dr. Sean McWherter, who supports Opportunity Culture schools internally.

Through Advanced Teaching Roles grant funds, the district will add two **full-time Opportunity Culture Coordinators** to build capacity for site visits and further professional learning to the growing number of participating schools. These positions will dedicate 100% of their time to implementing, sustaining, and supporting Opportunity Culture.

In addition to attending and participating in the school design sessions with Public Impact and school support visits, all three of these positions will attend the coaching certification training described above under Leadership Academy partner (TBD). This is a primary strategy for sustainability of the Opportunity Culture advanced teaching roles and compensation model as the technical assistance partners scale back their roles.

Schedule of Activities Overview

During the term of the three-year Advanced Teaching Roles grant, GCS will work with partners on a series of activities in Year 1 that will repeat in Years 2 and 3 to meet the objectives

and milestones of our project: 1) identify and select candidates for the Advanced Teaching Roles Leadership Development Academy and 2) conduct the multi-day training sessions over the course of the year; 3) identify a cohort of 6-7 schools each year to implement Opportunity Culture and 4) assess readiness using the DRIVE survey; route these cohort schools based on readiness either into the 5) Public Impact Opportunity Culture design and planning phase or into the 6) DRIVE foundational support assessment and workshop phase; 7) train and certify key district staff in coaching for sustainability. Please see Section 8: Implementation Plan for further details on dates and management of activities.

Advancement Process and Criteria for Selection to Advanced Teaching Roles

The Opportunity Culture model in GCS offers two advanced teaching roles, multi-classroom leaders and expanded impact teachers. Opportunity Culture roles in Guilford County Schools have attracted strong and competitive pools of candidates, with schools selecting approximately 30% of applicants. The applicant pool continues to grow, with more than 70 applications in the past year for 21 positions. Teachers are selected for these roles based on their track record of success with students and demonstrated capability to lead adults. All candidates are reviewed using criteria that include prior student outcomes, application, and Behavioral Event Interview. GCS currently has 49 teachers in advanced roles across 14 Title I schools.

Guilford County Schools has created several recruitment strategies to attract excellent teachers to multi-classroom leader and expanded impact teacher positions. The Human Resources Office created a website for Opportunity Culture information, which includes an overview of the selection process, the pay structure, links to Opportunity Culture schools, and **frequently asked questions with responses from the LEA**. We hold recruitment fairs during the spring of each year for all interested teachers and members of the public to share information

about the roles offered and the hiring process. Opportunity Culture schools have booths during the fair where principals and current teacher-leaders talk with candidates. Additionally, the District Relations Office launched a social media campaign with videos of multi-classroom leaders discussing their experiences in advanced roles.

Selection for the multi-classroom leader and expanded impact teacher advanced roles is based on a set of weighted criteria, including 1) prior evidence of high-progress student outcomes in the relevant subjects, 2) knowledge of subject matter being taught, 3) bachelor's degree and valid teaching certificate, 4) experience successfully leading and managing a team of adults to accomplish goals, and 5) evidence of competencies needed to perform the role.

Weighted selection factors are years of experience, 5%; resume, 15%; data submission, 50%; licensure, 5%; and letter of interest, 25%. Please see the Allowable Support Materials section for further details about weighting and rationale for each of the selection criteria.

Guilford County Schools conducts Behavioral Event Interviews for candidates who pass the initial screening to determine if a candidate has the competencies to excel in either the multi-classroom leader or expanded impact teacher advanced roles. In the early 1970s, Harvard University Psychologist David McClelland began using the term *competency* to refer to the underlying patterns of thinking, feeling, acting, or speaking that cause a person to be successful in a job or role. McClelland subsequently developed the Behavioral Event Interview (BEI), a highly structured interview that focuses on the characteristics of the person being interviewed rather than on the work content. Guilford County Schools uses the BEI to assess candidates for evidence that they exhibit a sufficient combination of the needed competencies for each advanced role offered. The Director of Restart Programs and 14 principals are trained in the technique. Additional principals implementing Opportunity Culture will receive training.

Critical Competencies for Multi-Classroom Leaders

Critical Competency	Definition
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Monitoring and Directedness	The drive and actions to set clear expectations and hold others accountable for performance.
Planning Ahead	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence	Acting with the purpose of influencing what other people think and do.
Teamwork	The ability and actions needed to work with others to achieve shared goals.
Developing Others	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility	The ability to adapt one's approach to the requirements of a situation and to change tactics.

Critical Competencies for Expanded Impact Teachers

Critical Competency	Definition
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence	Acting with the purpose of influencing what other people think and do.
Teamwork	The ability and actions needed to work with others to achieve shared goals.
Developing Others	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Section 2: Advanced Teaching Roles and Qualifications

Guilford County Schools has created two types of advanced teaching roles through our Opportunity Culture work: multi-classroom leaders and expanded impact teachers. This section contains descriptions of each role and minimum qualifications for each position.

Advanced Teaching Roles and Qualifications by Role and Level

Advanced Teaching Role Summary	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 III: 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 II (using the same qualifications)
	<p>MCL II: Leads a team of 4-5 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 2-3 teachers</p> <ul style="list-style-type: none"> Established track record of leadership Maintained excellent rating/high growth in 2 of 3 years as teacher, team teacher, or expanded impact teacher, as calculated by the State Board of Education
<p>Expanded 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 May use limited-quantity, age-appropriate blended learning and/or, in elementary schools, specialize by subject(s) Earns a pay supplement 	<p>Expanded Impact Teacher III</p> <ul style="list-style-type: none"> Reaches at least 66% more students than other teachers (more class periods in secondary school; more students in elementary) Continued track record of high-growth student learning as an Expanded Impact Teacher I (using the same qualifications)
	<p>Expanded Impact Teacher II:</p> <ul style="list-style-type: none"> Reaches at least 50% more students than other teachers (more class periods

	<p>in secondary school; more students in elementary)</p> <ul style="list-style-type: none"> Continued track record of high-growth student learning as an Expanded Impact Teacher I (using the same qualifications)
	<p>Expanded Impact Teacher I:</p> <ul style="list-style-type: none"> Reaches at least 33% more students than other teachers (more class periods in secondary school; more students in elementary) Mastery of teaching skills evidenced by a track record of “proficient” or “effective” rating, at least Uses highly advanced instructional skills, such as advanced planning and student data analysis, and/or extra differentiation Maintains excellent rating/high growth in 2 or 3 years as a teacher as calculated by the State Board of Education

Section 3: Job Responsibilities of Advanced Teaching Roles

This section includes responsibilities for the two types of advanced roles in a tabular overview of the job responsibilities, weighting of the responsibilities during instructional hours, and qualitative and quantitative evaluation measures.

Multi-Classroom Leader Job Responsibilities: Alignment to RFP Approved Responsibilities, Weighting of Responsibilities, and Measures for Each Responsibility

Job Responsibility	Alignment with Approved Responsibilities in the RFP	Percent of Total Contract Hours (1,544)	Percent of Total Instructional Hours (1,025)	Evaluation Measure (Qualitative or Quantitative)
1) Planning and Preparation	3iii	20%		Observations and team feedback (Qualitative)

2) Classroom Environment	3iii	5%		Observations (Qualitative)
3) Instruction	3i and 3iii	46%	70% *	Student assessment results, including EVAAS (Quantitative)
4) Develop Team Teachers	3iii	24%		Student assessment results, including EVAAS (Quantitative)
5) Professional Responsibility	3iii	5%		Feedback and Observation, Artifacts (Qualitative)
<p>* In accordance with Session Law 2018-5 Section 7.9, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Multi-classroom leaders will contribute to instructional activity at least 70 percent of those instructional hours, equal to 717.5 hours per year. This amounts to 46 percent of all contract hours.</p>				

Expanded Impact Teachers: Alignment to RFP Approved Responsibilities, Weighting of Responsibilities, and Measures for Each Responsibility

Job Responsibility	Alignment with Approved Responsibilities in the RFP	Percent of Total Contract Hours (1,544)	Percent of Total Instructional Hours (1,025)	Evaluation Measure: Qualitative or Quantitative
1) Planning and Preparation	3i	20%		Qualitative
2) Classroom Environment	3i	5%		Qualitative
3) Instruction	3i	55%	83% *	Quantitative
4) Manage Facilitation of Learning Activities by other Adults	3i	10%		Quantitative

5) Professional Responsibility	3i	10%		Qualitative
* In accordance with Session Law 2018-5 Section 7.9, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Expanded impact teachers will contribute to instructional activity at least 83 percent of those instructional hours, equal to 849 hours per year. This amounts to 55 percent of all contract hours.				

Sections 4 and 5: Communications Strategy

The table below outlines the audiences that Guilford County Schools will communicate with from the district level and school level. Communication strategies are included with a description of the purpose for each, timeline for when these contacts occur and the offices or school level staff responsible for carrying out each message. The district will gain feedback from these various sessions through such tactics as question and answer sessions, individual stakeholder meetings, and comments/questions shared through social media.

Advanced Teaching Roles Communications Strategy

Section 4: District-Level Communications				
Audience	Strategy	Purpose	Dates	Responsible
Opportunity Culture School Design Teams	e-Newsletters	Share updates, deadlines, and best practices for training and implementation	Quarterly, and occasionally more frequently as needed based on activities and deadlines	Restart Program Office, with support from technical assistance partners
Principals	District Principals Meeting presentation	Forum to share best practices for training and implementation, timely updates, successes, challenges	TBD annually by superintendent's office; goal = monthly	Restart Program Office

Principals	Leadership Action Update	Deadlines and timely updates for participation, reporting, etc.	Weekly format (will use regularly)	Restart Program Office
Board of Education, GCS employees, community stakeholders	Board presentation at regular monthly meeting	Report on criteria and selection of advanced teaching roles, eligibility requirements, evaluation, school and student progress	One time per year as determined by superintendent	Restart Program Office
GCS employees, community	Website article, media release; frequently asked questions (FAQ) ; social media links to stories posted on website and published by local media	Share information about the local compensation model and how it is impacting student success	July 2020 and annual update thereafter; social media as coverage occurs	Human Relations Office, District Relations Office, with support from Restart Program Office
Community	Social media	WOW facts, successes in OC schools	2 posts per month on at least one of the following, Facebook, Instagram, Twitter	District Relations Office, with support from OC schools (sharing news, photos)
Parents, Community, GCS employees	GCTV video news article	Profile school(s), teacher(s) engaged in Opportunity Culture teacher leader roles	Goal: 1-2 short news videos during a school year	District Relations

Teachers, staff	My GCS district news, district Twitter feed	Classroom stories, teacher profiles, how to participate in leadership academy, and Opportunity Culture	4-6 My GCS submissions per year; Tweets vary per week, depending on program activities	District Relations, with support from Restart Program, schools, technical assistance partners
Section 5: School-Level Communications				
Audience	Strategy	Purpose	Dates	Responsible
Opportunity Culture school staff	Staff meetings	Report and selection of advanced teaching roles, eligibility requirements, evaluation, school and student progress	Monthly	Opportunity Culture School Design Team
Opportunity Culture school staff	Staff interview	Assess school communication effectiveness, knowledge of OC purpose, goals, and accountability	August - October	Public Impact
Opportunity Culture school staff	Staff survey	Assess effectiveness of schools' OC communications, satisfaction with program implementation, and perceived effectiveness	January, February	Public Impact
Families	Regular face-to-face and email updates	How to design learning at home and encourage home life conducive to success	Weekly-biweekly	Multi-classroom leaders (MCLs), and expanded impact teachers (EITs)

Opportunity Culture school families	Family Information Night	Report and selection of advanced teaching roles, eligibility requirements, evaluation, school and student progress	Once a year at each school	Opportunity Culture School Design Team and Guilford Parent Academy (district program that works with families)
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Section 6: 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. If they are resigning, multi-classroom leaders (MCLs) and expanded impact teachers (EITs) must provide a 30-day notice. GCS does not have a policy that requires MCLs or EITs to notify the district of their intent to relinquish a role if they are choosing to step down to resume a classroom teaching position.

The transfer period each year, generally in March/April, is the time normally when an MCL or EIT would transfer from the advanced teaching role. If principals learn that they will not have an MCL or EIT continue in a role, the district asks principals to notify these employees prior to the transfer period to give them an opportunity to seek a transfer. Upon relinquishment of the role, the teacher will no longer be paid the associated supplement and will be paid only 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.

Section 7: Salary Supplements

Guilford County Schools designed three levels of multi-classroom leader and expanded impact teacher roles, each with designated salary supplements. Public Impact assisted the district

with financial modeling to determine supplement amounts that are sustainable and competitive with pay offered by surrounding districts. The supplements are paid only from existing funds.

Pay Ranges for Opportunity Culture Advanced Teaching Roles

Opportunity Culture Role	Description	Pay Supplements for Guilford County Schools
Multi-Classroom Leader III	Leads 6-8 teachers	\$20,000
Multi-Classroom Leader I	Leads 4-5 teachers	\$15,000
Multi-Classroom Leader I	Leads 2-3 teachers	\$10,000
Expanded Impact Teacher III	Teaches at least 66% more students than typical	\$10,000
Expanded Impact Teacher II	Teaches at least 50% more students than typical	\$8,000
Expanded Impact Teacher I	Teaches at least 33% more students than typical	\$6,000

Section 8: Implementation Plan

By the end of the grant period, all 36 designated low-performing schools in Guilford County will be implementing advanced teaching roles. Guilford County Schools will select 6-7 schools a year to participate in each design cohort and make critical decisions and systems changes to support new teacher roles.

Within each school, we anticipate 3-4 MCLs and EIT roles. This would create between 69-92 advanced teaching role positions during the program timeframe. Teachers from across the district are eligible to apply. The implementation plan will generally follow the timeline below each year.

The table below depicts Year 1.

Implementation Plan, Year 1

Goal	Key Activities	Timeline	Responsible
Identify potential candidates for first year of ATR Leadership Development Academy	Share potential opportunity (participation criteria, selection process) at Opportunity Culture interest meeting	March 2020 <i>(Please note: Prior to start of grant year, but a key activity to anticipate grant implementation)</i>	Restart Program Office
Identify potential candidates for new two-year New Leaders Instructional Leadership series	Share with existing MCLs during spring visits and communications with schools and with principals	March-June 2020 <i>(Please note: Prior to start of grant year, and not part of grant budget, but a key element of district's sustainability model)</i>	Restart Office
Formalize grant partnerships	Updated MOUs for Public Impact and DRIVE, choose Leadership Academy Partner and complete MOU	May-June 2020 (after anticipated April 15 grant notification)	Restart Program Office
Job responsibilities for OC Coordinators developed	Work with HR Office to develop and post positions	May-June 2020 (after anticipated April 15 grant notification)	Restart Program, Human Resources offices
OC Coordinators hired	GCS hiring process for new employees	July 2020	Restart Program, HR offices
Orient principals to "Scaling and Accelerating Opportunity Culture in GCS" project	Kick-off workshop to explain the project, resources, evaluation, etc.; request interest forms from potential cohort 1 schools	July 2020	Restart Program Office, DRIVE, Public Impact, Leadership Academy partner TBD

Develop Cohort 1 of eligible schools	District will review interest forms and data including school achievement data, teacher effectiveness data, school leader effectiveness data to choose 6-7 schools; notify all eligible schools of decisions	Summer-Fall 2020	Academic Services Office, Restart Program Office, Federal and Special Programs Office
Assess readiness of Cohort 1 schools for Opportunity Culture (OC) participation OR need for school culture foundational support	DRIVE administers Comprehensive Culture Audit survey of Cohort 1 schools	Summer-Fall 2020	DRIVE, Restart Office
Notify Cohort 1 Schools which track they will participate in for Year 1 – OC Design, or DRIVE School Culture Development	Invite each subgroup to respective kickoff meetings to share participation criteria, develop implementation calendar for Year 1	Fall 2020	Restart Program Office, Public Impact, DRIVE
Opportunity Culture design in Cohort 1 participating schools	Fall school site visits; school design sessions create ambitious staffing plan, supported by school leadership, teachers and parent representatives	August 2020-May 2021	Restart Office, Public Impact
Form Year 1 ATR Leadership Development Academy cohort	Review interest applications, collect any further data needed; notify participants of selection	August 2020	Restart Office, Professional Development Office, Technical Assistance Partner TBD

<p>Year 1 ATR Leadership Development Academy cohort training</p>	<p>Technical Assistance Partner will hold kickoff meeting, share calendar of training days, to be held during summer, teacher workdays, and Saturdays over the course of school year; Restart team begins training toward certification</p>	<p>September 2020-April 2021; likely 6-8 full days</p>	<p>Restart Office, Professional Development Office, Technical Assistance Partner TBD</p>
<p>Cohort 1 New Leaders Instructional Leadership series</p>	<p>Current OC staff will participate in a 2-year cohort to focus on how to improve standards-based instructional alignment, continuous school improvement, and capacity building</p>	<p>September 2020-May 2022</p>	<p>New Leaders, Restart Office</p>
<p>Individual Climate Audit Reports developed for schools needing foundational support</p>	<p>School walkthroughs, focus groups, developed in two days at each school identified in Cohort 1</p>	<p>Fall 2020</p>	<p>DRIVE, Restart Office</p>
<p>Climate Work Plan, developed by Leadership Teams at schools needing foundational support</p>	<p>Interactive work session at each school using data, climate audit report to plan for culture improvements correlated to ATR readiness</p>	<p>November 2020</p>	<p>DRIVE, Restart Office</p>

Schools Needing Foundational Support implement climate improvements	DRIVE will guide the schools utilizing the data and reports to plan strategic school culture improvements correlated to advanced teacher role readiness	December 2020, ongoing based on SLT developed timelines	School Leadership Teams, Restart Office
ATR Leadership Development Academy Cohort 2 potential candidates identified	See above		
OC Summer Institute for Cohort 1 schools		Summer 2021	Restart Office
Develop Cohort 2 of eligible schools – Cohort 1 schools identified for DRIVE foundational support may reapply now	See above		
Cohort 1 OC schools implement multi-classroom leadership (MCLs) and expanded impact teacher (EIT) roles		August 2021	OC School Design Teams, Public Impact, Restart Offices
<i>Year 2 and Year 3 activities mirror work described for Year 1, apart from coordinator hiring.</i>			

Section 9: Financial Sustainability

Sustainability is one of the five Opportunity Culture Principles and sets these advanced roles apart from many other teacher leadership and compensation reform initiatives. In an Opportunity Culture, district and school design teams must identify current funds that can be

reallocated to advanced role teacher pay. In Guilford County Schools, current funds are used for this purpose. Options for fund reallocation include:

- **Trade-in a vacant teaching position to fund salary supplements.** Schools may choose to trade-in vacant positions to fund advanced teaching roles, making the positions sustainable.
- **Reduce the number of supplemental non-classroom specialist positions.** Leaving all special education, English language learner, and family support positions untouched, schools may save funds by returning academic specialists to classrooms, in higher-paid multi-classroom leader or expanded impact teacher roles.
- **Reallocate other spending.** Schools have the option to use other funding sources, such as Restart funding, to enhance the pay of multi-classroom leaders, whose responsibilities include developing teams of teachers.

This is difficult work but creates advanced roles that last. Advanced roles with staying power allow current teachers to aspire to the roles and change the way prospective teachers perceive the profession.

At the end of the grant, Guilford County Schools will have built internal capacity by adding coordinator positions and completing coaching certification to support schools and teacher leaders in advanced roles positions. The Director of Restart Programs and two Opportunity Culture Coordinators will continue to provide support visits to implementing schools, deliver professional development for current and prospective teacher leaders, recruit teachers for the advanced roles selection process, and lead new schools through OC design sessions. Current Opportunity Culture teacher leaders who complete the New Leaders two-year

Instructional Leadership series will also have deeper capacity to lead change among teams of teachers across these schools.

Section 10: Measurable Objectives

The main objectives of Opportunity Culture are to improve instruction within schools and dramatically improve student academic growth in core subjects. During the 2020-21 school year, Guilford County Schools will continue to implement Opportunity Culture in our highest needs schools, in cohorts of 6-7 schools per year. Outcomes currently measured include the impact on human resource functions, such as size and characteristics of the candidate pool and the district’s ability to fill open positions. Data indicate that Guilford County Schools attract desirable candidates and compete for talent with surrounding districts.

Opportunity Culture Outcomes to be Measured: 2020-21

Factors	Description	Target Outcome
Size of applicant pool	Number of qualified applicants for each Opportunity Culture teacher leadership position	5-10
Strength of candidate pool	Characteristics of candidates for the Opportunity Culture teacher leader positions	Qualitatively stronger
Total number of unfilled positions	Number of vacant positions that remain at the end of the district’s hiring effort for the 2021-22 school year	Reduced from previous years

For this three-year grant period, Guilford County Schools will continue to report human resource outcomes as noted above, plus additional measures related to teacher perceptions and student learning, below.

Outcomes to be Measured: Implementation of Opportunity Culture 2021-23

Factors	Description	Outcomes
Size of applicant pool	Number of applicants for each new teacher leadership position	5-10
Strength of candidate pool	Characteristics of candidates for the new teacher leader positions	Qualitatively stronger
Total number of unfilled positions	Number of vacant positions that remain at the end of the district's hiring effort for the 2021-22 school year	Reduced from years preceding Opportunity Culture role availability
% of Leadership Academy graduates placed in OC roles	The number of Leadership Academy participants who graduate prepared to step into OC roles	80% of Leadership Academy graduates will be placed in OC roles the following school year
% of students reached by excellent teachers	Percent of students who have an excellent teacher at the helm of their instruction	50% of Title I Opportunity Culture Schools reach at least 80% of students in four core subjects with OC roles
% of schools completing foundational climate work before joining OC	Schools showing progress in working to cultivate an empowering schools culture that maximizes learning opportunities for students and staff, such as readiness for advanced teaching roles	100% of schools completing DRIVE climate support program will become OC schools during the grant project period
% of schools implementing Opportunity Culture	Percent of schools using Opportunity Culture models to extend reach of excellent teachers to more students	100% of Guilford County's lowest-performing schools are in design phase or implementing Opportunity Culture
% of teachers who feel supported to improve	Percent of teachers and staff at the school who respond positively to survey questions about the new school models (survey includes teachers in the new advanced roles and other teachers and staff in the school)	On average, 83% of all teachers involved in Opportunity Culture teams and 97% of multi-classroom leaders feel supported to improve their teaching practice

Interim measures of academic progress	Data from interim assessments will be analyzed during the school year to gauge academic progress of students, with growth targets set at beginning of each school year	We will set targets for student achievement growth after determining baseline data for the year
% of schools low growth, meeting growth, and exceeding growth	When NCDPI releases summative assessment data from the 2021-22 school year (approximately Sept. 2022), we will review reading and math growth data to analyze impact on student learning; we will conduct this analysis again when 2022-23 school year data are available	Rates of low growth that are below the state average; Rates of high growth that exceed the state average

Section 11: Engagement

Our project, “Scaling and Accelerating Opportunity Culture in GCS,” will engage parents, citizens, and businesses on several levels. DRIVE will engage parents, families, and the community through its focus groups and school climate survey tool.

The Restart Program Office and District Relations will work with school leaders to develop their skill at sharing talking points with visitors to their schools to help them understand the transformative work taking place through the Opportunity Culture model. Using the district’s Leadership Action Update (LAU), we will share this information in scripts and other easily digestible, helpful tools.

We will encourage schools to take time to bring their local community stakeholders in to share information in town halls or family nights that might be an appropriate fit for their school culture. Guilford Parent Academy will also work with the schools to communicate with parents and families. We seek to invite questions and feedback from our stakeholders so they understand our work and feel part of the process.

Section 12: Data to Support Needs Statement

Guilford County Schools (GCS) is an expansive 649-square-mile district in North Carolina's Piedmont Triad. The district comprises rural, urban, and suburban areas and schools. GCS is the third largest school district in North Carolina and serves 73,259 students. Our district's demographics are very diverse: black, 39.99%; white, 30.29%; Hispanic, 16.91%; Asian, 6.63%; multi-racial, 5.70%; American Indian and Pacific Islander, each <1%. The student population speaks 124 world languages/dialects and represents 142 cultural and ethnic groups.

The county, a former home to significant textile, tobacco, and manufacturing industries, ranks 66th in level of economic distress among the state's 100 counties (NC Dept. of Commerce County Distress Rankings, 2020). New industries are moving into the county, with promising potential. Many adults, however, lack the skills to secure these jobs and are falling behind. Some 14.5% of the population is living in poverty (Census data). In our school district overall, more than 65.72% of our students qualify for free or reduced-price meals, a common indicator of poverty (Title I data). More than 3,000 students are experiencing homelessness. These demographics are concentrated disproportionately in our 36 lowest-performing schools, which serve approximately 18,869 students, or 25.81% of the total student population, 82.30% of which are students of color and 77.51% receive free or reduced-price meals.

Section 13: Communication to Other Districts

Restart Office Director Dr. Sean McWherter has presented with BEST NC and stays in contact with the cohort of ATR schools and districts that continue to collaborate together quarterly. In addition, the district is choosing to partner on this project with vendors including DRIVE and Public Impact, which are extensively involved in ATR projects across the state. This

further aligns our work with other districts and with the state’s work to scale this innovation statewide.

The district works with Public Impact to gather and analyze data to add to the Opportunity Culture Dashboard. This resource makes publicly available basic details across Opportunity Culture sites, such as the size of pay supplements, number of teachers in advanced roles and led by multi-classroom leaders, academic growth data, and survey data from teachers and staff in Opportunity Culture schools. The Dashboard is a good resource for districts that are considering Opportunity Culture design, helping them reach out to current sites that share similar characteristics in terms of size, state policy context, and other factors.

Guilford County Schools is in year two of implementation and prepared to host site visits from district and school leaders who are interested in seeing multi-classroom leaders in action and exploring how Opportunity Culture advanced roles could improve outcomes in their own context. We will also disseminate information to other districts using the strategies outlined in the table below.

Communications Strategies to Other Districts

To Other Districts (Question 13)				
Audience	Strategy	Purpose	Dates	Responsible
Other districts in NC	Engage in Advanced Teacher Role meetings conducted by BestNC	Share basic OC information: supplements, # teachers, academic growth data	Quarterly, minimum	Restart Program Office

Other districts in NC	Make schools available for other district and school leaders to tour and ask questions	Share basic OC information: supplements, # teachers, academic growth data	As needed/ requested	Restart Program Office and participating schools
Other districts in NC	Engage in meetings regarding school reform (Restart school reform models)	Share basic OC information: supplements, # teachers, academic growth data	As needed/ requested by NCDPI	Restart Program Office and participating principals
Other districts in NC	Presentations at state and regional conferences and meetings	Case studies of how schools have become more successful as OC sites	Annual, as invited by NCDPI	Restart Program Office and participating schools

Section 14: Evaluation

The Restart Program Director will lead the implementation of Scaling and Accelerating Opportunity Culture in Guilford County Schools. The Restart Office will facilitate relationships with technical assistance partners and share ongoing communications among partners to ensure they are working effectively toward identified goals. He and his team will work with DRIVE, Public Impact, and the TBD academy technical assistance partner to monitor the objectives detailed in Section 7, above. Progress will be monitored on an ongoing basis during the year, to identify areas of the implementation that need to be strengthened to achieve outcomes. Public Impact will conduct site visits with Restart team members at OC schools to evaluate the efficacy of OC design for each site. The Restart Office will work with DRIVE to ensure school climate work sessions and resulting improvement plans align with advanced teaching roles readiness. The Restart Director will share progress in regular updates to the Chief Academic Officer. In

June, the team will review the project's accomplishments and challenges for the year and recommend any changes for the coming year. The Office of Accountability will monitor and communicate student and teacher data. The Restart Office will compile project information into an annual progress update for the superintendent and Board of Education.

Conclusion

An investment in "Scaling and Accelerating Opportunity Culture in Guilford County Schools" will 1) scale and support Opportunity Culture in the district's highest needs schools; 2) assess readiness of school climates before schools onboard and offer additional foundational support to those that need further preparation for OC; and 3) develop a leadership academy to grow our own teacher leaders for future advanced roles and certify GCS district staff to become trainers, creating long-term model sustainability. Nearly 19,000 students will gain more equitable access to excellent teachers with the power to transform their lives and outcomes. We appreciate your interest in and consideration of our proposal.

Attachment A: Budget

Scaling and Accelerating Opportunity Culture in Guilford County Schools Grant Project Budget

Grant Budget Categories	Year 1: 2020-21	Year 2: 2021-22	Year 3: 2022-23	Total 3-Year Request
Personnel	\$ 150,400.00	\$ 157,920.00	\$ 165,816.00	\$ 474,136.00
Fringe Benefits	\$ 53,756.00	\$ 57,352.00	\$ 61,272.00	\$ 172,380.00
Teacher stipends	\$ 27,520.00	\$ 30,272.00	\$ 33,299.00	\$ 91,091.00
Equipment	\$ 5,700.00	\$ 1,200.00	\$ 1,200.00	\$ 8,100.00
Materials	\$ 880.00	\$ 880.00	\$ 880.00	\$ 2,640.00
Total Direct Costs	\$ 238,256.00	\$ 247,624.00	\$ 262,467.00	\$ 748,347.00
<i>Indirect Costs (2.718%)</i>	<i>\$ 6,470.00</i>	<i>\$ 6,725.00</i>	<i>\$ 7,128.00</i>	<i>\$ 20,323.00</i>
Contracted Services	\$ 241,680.00	\$ 215,800.00	\$ 171,800.00	\$ 629,280.00
Annual Grant Project Cost (cols 8-10)	\$ 486,406.00	\$ 470,149.00	\$ 441,395.00	\$ 1,397,950.00

Budget Narrative

1) **Personnel.** The budget includes personnel expenses for each year that represent two full-time, 12-month positions. Salaries provided are from the GCS Human Resource Office:

Two **Opportunity Culture Coordinators** (100% of time charged to grant). The coordinators will be hired through the grant and sustained by district funds after the grant term ends. These positions will be engaged in site visits and professional development activities as the number of OC schools continues to expand. These positions will also attend the ATR Leadership Development Academy and become certified coaches, allowing the district to bring training in house and sustain the program after the grant term

ends and Public Impact's role decreases. **Budget request:** \$75,200 each per year, with a 5% annual salary increase calculated, contingent upon approved raises.

2) Fringe Benefits. Fringe benefits for the two Opportunity Culture Coordinators (100% of time) are calculated for each year based on GCS standard guidelines (FY 2019-20) of FICA, 7.65%; Retirement, 19.7%; and health and life insurance, \$6,310. Because retirement and insurance rates change each year, we have multiplied these rates by 1.1 for retirement in Years 2 and 3, and by 1.05 for health and life insurance in Years 2 and 3, to anticipate these increasing costs. **Budget request:** \$53,756.00, Year 1; \$57,352.00, Year 2; \$61,272.00, Year 3.

3) Teacher Stipends. Teacher stipends for participants in the ATR Leadership Development Academy are included. These participants are teachers who have indicated interest in assuming an advanced teaching role as a multi-classroom leader (MCL) or expanded impact teacher (EIT) in an Opportunity Culture school. After training, they will be eligible to apply for an OC advanced teaching role position. The academy will meet on non-instructional days (e.g. summer, workdays, and Saturdays) for an estimated 8 days of training over the course of a school year. Figure estimates 20 participants per academy each year over three years. These stipends are calculated at the GCS standard rate of \$135 per person. Benefits of 27.35% for FICA and retirement are added, bringing the stipend total per person to \$172. Because retirement changes each year, this figure is multiplied by 1.1 for Years 2 and 3. **Budget request:** \$27,520.00, Year 1; \$30,272.00, Year 2; and \$33,299.00, Year 3.

4) Equipment. The budget includes equipment to support the workloads of the two Opportunity Culture Coordinators. Two laptop computers estimated at no more than \$1,500 each and two cell phones of no more than \$750 apiece are included. Also included are cell phone contracts at an estimated \$1,200 per person per year (\$50 per person per month) for the grant period. For these positions to work optimally, they will require the ability to work remotely and onsite at Opportunity Culture schools. These positions will lead professional development, collect and analyze data, record coaching sessions, communicate with principals, multi-classroom leaders (MCLs), and expanded impact teachers (EITs). **Budget request:** \$5,700, Year 1; \$1,200.00, Year 2; \$1,200, Year 3.

5) Materials. The budget includes funds to purchase anticipated required materials for the ATR Leadership Development Academy. These materials will be used by participants to develop skill in coaching and classroom leadership, as preparation for advanced teaching roles in Opportunity Culture schools. Estimated number of participants each year is 20, and per person material expense is estimated at \$44. **Budget request:** \$880.00, Year 1; \$880.00, Year 2; \$880.00, Year 3.

6) Contracted Services. We will accomplish the goals of this project working with several technical assistance partners:

Public Impact: Public Impact assists with recruitment, selection, and summer training for newly hired Opportunity Culture teachers. Public Impact supports implementing schools by providing school visits and data collection to identify successes and challenges. Public Impact also provides coaching support and role-specific professional development to help Opportunity Culture educators strengthen their impact. To increase the level of support for teacher leaders, Public Impact also provides one-on-one coaching to some multi-classroom leaders. Public Impact has worked with GCS since 2016-17, and the objective of this grant is to

build internal capacity to sustain Opportunity Culture as Public Impact scales back work. This is reflected in the decreasing expenditure over the grant term. **Budget request:** \$167,380.00, Year 1; \$141,500.00, Year 2; \$97,500.00, Year 3.

DRIVE Educational System. DRIVE has developed with the Alliance for the Study of School Climate (California State University-Los Angeles) a Comprehensive Climate Audit and School Climate Assessment Inventory (SCAI), a survey accredited by the US Department of Education because of its high correlation to student achievement of other key outcomes, such as discipline data and teacher retention. During the grant period, DRIVE will administer this survey to staff, students, families, and community stakeholders at the low-performing schools identified for the Opportunity Culture intervention. The goal will be to assess each school's readiness to begin OC and its cultural capacity to maintain it. DRIVE coaches will work with schools identified as needing foundational support work before implementing OC. DRIVE will conduct walkthroughs and focus group sessions with stakeholders and facilitate work sessions with school leadership teams to focus on using data collected to plan strategic school culture improvements correlated to advanced teaching roles readiness. Survey administration calculated at \$25,000 per cohort each year. Foundational climate work estimated at \$5,000 per school, with four schools participating. **Budget request:** \$45,000, Year 1; \$45,000, Year 2; \$45,000, Year 3.

Leadership Academy partner (TBD). Guilford County Schools will grow our own teacher leaders by establishing the Advanced Teaching Roles Leadership Development Academy to prepare teachers for future Opportunity Culture roles. The program will include professional development sessions to prepare teacher leaders to lead teams of teachers in the district's Title I schools. Teachers who successfully complete the program will be eligible to apply and interview for an Opportunity Culture role. GCS will

select a technical assistance partner that also offers training and certification for key district staff. This is a primary strategy for sustainability of the Opportunity Culture advanced teaching roles and compensation model as Public Impact transitions to a lighter technical assistance role. Estimated 20 participants per year for up to 8 training sessions. **Budget request:** \$29,300.00, Year 1; \$29,300.00, Year 2; \$29,300.00, Year 3.

7) **Indirect Costs.** This budget expense is calculated on all direct cost categories except contracted services and is based on the standard GCS rate of 2.718%. **Budget request:** \$6,470.00, Year 1; \$6,725.00, Year 2; \$7,128.00, Year 3.

Total annual grant project cost estimated as follows: \$486,406.00, Year 1; \$470,149.00, Year 2; \$441,395.00, Year 3. **Total budget request:** \$1,397,950.00

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ATR Grant Project Participating Schools

School	Levels	SPG	Growth*	ADM**	FRL%
Edwin A Alderman Elementary	Elementary	D	Not Met	408	70.56
Allen Jay Elementary	Elementary	D	Met	470	82.76
Southern Guilford Middle	Middle	D	Met	755	69.91
Allen Middle	Middle	D	Not Met	779	67.4
Swann Middle School	Middle	D	Not Met	622	59.81
Brightwood Elementary	Elementary	D	Met	535	68.07
Western Guilford Middle	Middle	D	Not Met	794	67.34
Kirkman Park Elementary	Elementary	D	Met	313	78.05
Eastern Guilford Middle	Middle	D	Not Met	1056	68.69
Ronald E. McNair Elementary	Elementary	D	Not Met	551	72.32
Montlieu Academy of Technology	Elementary	F	Not Met	526	70.89
Murphey Traditional Academy	Elementary	D	Met	258	72.52
Northwood Elementary	Elementary	D	Met	507	68.11
Oak View Elementary	Elementary	D	Not Met	484	74.4
Parkview Village Elementary	Elementary	D	Met	303	85.34
Clara J Peck Elementary	Elementary	D	Met	289	78.64
Peeler Open Elementary	Elementary	D	Met	92	73.63
Reedy Fork Elementary	Elementary	D	Not Met	469	64.04
Rankin Elementary	Elementary	D	Met	771	83.4
Sedgefield Elementary	Elementary	D	Not Met	526	80.61
George C Simkins Jr Elementary	Elementary	D	Not Met	676	71.77
Ben L. Smith High School	High	D	Met	1244	71.52
Sumner Elementary	Elementary	D	Not Met	593	75.04
Wiley Accel/Enrichment	Elementary	F	Not Met	327	91.4

*Growth data is from 2017-18 and 2018-19

**ADM based on 20th Day Enrollment

Opportunity Culture Screening and Selection: Multi-Classroom Leader and Expanded Impact Teacher Weighted Selection Criteria with Rationale

Part One: Screening and Selection Process

Tier 1: Application Screening

Human Resources (HR) will screen candidate applications and data submissions to determine if the candidates meet the minimum requirements established for the role(s) to which the candidate is applying. HR will use the GCS Opportunity Culture Screening Rubric (please see table following this process description) to rate each candidate on their years of experience, licensure, letter of interest, resume, and data submission. Candidates may review expectations for their resume, letter of interest, and data submission on the GCS Opportunity Culture website and on the GCS application. Once candidates are rated on the areas identified above, the rating will be entered into a form associated with each candidate's application.

Resume Submission Guidelines

Candidates should ensure their resume demonstrates any of the following applicable experiences by citing *specific evidence of duties and responsibilities* related to:

- Effective teaching
- Effective leadership
- Effective teamwork
- Effective support of teacher, students, instruction, or school

Letter of Interest Submission Guidelines

Please provide a succinctly written letter of interest indicating why you desire to work in an Opportunity Culture school and why you believe you are a good fit for the role to which you have applied. Also, include an explanation of how your work and/ or experiences have directly led to student growth and how you believe you could apply these strategies to reach more students in the role that you are applying for.

Data Submission Guidelines

Please submit a copy of your data that demonstrates your effectiveness in improving student academic achievement/proficiency, growth or other area related to improving educational outcomes for students. Include with your submission a brief description of each data set you are submitting.

Data submissions can include, but are not limited to, any of the following applicable data sources

- EVAAS data that demonstrates teacher effectiveness or coaching impact
- mClass data (DIBELS/ TRC)
- Common assessment data
- Benchmark data
- Proficiency data

If candidates do not have any of the data sources listed above they may submit other data sources that they feel demonstrates their impact on teaching and/or learning.

Tier 2: Behavioral Event Interviews

Selected candidates will be placed in a pool to participate in the Behavioral Event Interviews (BEI). BEIs will be conducted by two to three district personnel. Upon completion of the BEI interview, applicants' ratings, school, grade level, and content preferences will be added to their Applitrack form. Principals will have access to the BEI ratings along with the ratings from the Tier 1 screening.

Tier 3: School Interviews

Principals will use Applitrack and the candidate database to review the application, screening ratings, and school, grade level, and content preferences for each candidate. School administration will decide which applicants that they would like to interview and the interview format that they would like to use. Prior to making an offer to a prospective employee the principal must receive approval from their school support officer. All candidates interviewed at the school level for MCL and EIT positions must have gone through the initial screening.

Recommendation for hire process

Upon receipt of a recommendation for hire from a principal, Human Resources will acknowledge receipt of the recommendation within 24 hours. Principals may notify applicant of the recommendation and inform applicant to expect communication from Human

Resources within 48 hours. If necessary, a background check will be completed (external applicants). Once the background check is initiated, the applicant will be notified that the process to consider her/him for employment has begun.

Hiring Process Confirmation

Once background check is cleared, eligibility requirements are confirmed, Human Resources will notify the principal and applicant of the approval/denial.

Orientation Scheduling Process

Once the applicant is cleared for hiring, Human Resources will schedule a time for the employee to attend new employee orientation, if applicable, secure an identification badge and finalize all of the pre-hire processes. Upon completion of pre-hire processes, the principal will be notified by HR that the candidate has successfully fulfilled all of the pre-hire requirements and may begin reaching out to candidates.

Part Two: Screening Rubric

	2: Exceeds	1: Meets	0: Does not meet/ not demonstrated
Years of Experience 5% of Score	Multi-Classroom Leaders and Expanded Impact Teachers: Completed five or more years of teaching	Multi-Classroom Leaders and Expanded Impact Teachers: Completed two to four years of teaching	Multi-Classroom Leaders and Expanded Impact Teachers: Completed one year of teaching
Licensure 5% of Score	Multi-Classroom Leaders and Expanded Impact Teachers: Applied for or holds a valid NC Educator’s License in core content or K-6 <i>AND</i> National Board Certification or another specialized licensure	Multi-Classroom Leaders and Expanded Impact Teachers: Applied for or holds a valid NC Educator’s License in core content or K-6	Multi-Classroom Leaders and Expanded Impact Teachers: Applicant does not have licensure

	2: Exceeds	1: Meets	0: Does not meet/ not demonstrated
Letter of Interest 25% of Score	<p>All Positions: Mention of Opportunity Culture or specific OC position, and an explanation of how the individual’s past work or volunteer positions relate to the position or working in an Opportunity Culture AND personal details about why the person feels excited by reaching more students, helping more students excel, and/or helping peers excel such that you can tell this person feels compelled by the opportunities to help students and peers that these jobs provide (Just mentioning desire for more pay does not score at this level)</p>	<p>All Positions: Mention of Opportunity Culture or specific OC position, and an explanation of how the individual’s past work or volunteer positions relate to the position</p>	<p>All Positions: No mention of Opportunity Culture or specific OC positions OR Letter of interest is poorly written with multiple errors</p>
Resume 15% of score	<p>Multi-Classroom Leaders: Evidence of highly effective teaching, teamwork, and at least two examples of leadership achieving specific outcomes (set and achieved a goal working with and through other adults)</p> <p>Expanded Impact Teachers Evidence of * highly effective teaching AND * at least two examples of teamwork or team leadership (worked with others to achieve a challenging goal)</p>	<p>Multi-Classroom Leaders: Describes evidence of highly effective teaching and one example of either teamwork or light leadership roles (leadership role without specific outcomes or accountability)</p> <p>Expanded Impact Teachers Describes evidence of * highly effective teaching BUT * little or no evidence of teamwork or team leadership (did not work with others to achieve a shared goal)</p>	<p>Multi-Classroom Leaders: Describes evidence of * effective but not excellent teaching * But no evidence of teamwork or leadership</p> <p>Expanded Impact Teachers: Describes evidence of * effective but not excellent teaching * But no evidence of teamwork or leadership</p>

	2: Exceeds	1: Meets	0: Does not meet/ not demonstrated
Data Submission 50% of Score	<p>Multi-Classroom Leaders and Expanded Impact Teachers *Data narrative and visual data display provide strong <i>evidence of <u>highly effective teaching in desired content area</u></i>: -- Achieved 10-15 percentile points above the district OR state achievement data for one or more of the following subjects: Math: _____ Science: _____ ELA: _____ Social Studies: _____</p> <p><i>*Multiple years of exceeds expected growth may override narrative requirement for EIT.</i></p>	<p>Multi-Classroom Leaders and Expanded Impact Teachers Data narrative and visual data display provide adequate <i>evidence of <u>highly effective</u></i> teaching in desired content area: -- Achieved 5-10 percentile points above the district OR state achievement data for one or more of the following subjects: Math: _____ Science: _____ ELA: _____ Social Studies: _____</p>	<p>Multi-Classroom Leaders and Expanded Impact Teachers: Data evidence submission is incomplete (e.g., does not include narrative explanation, data source, baseline data to which applicant is comparing his/her students). OR</p> <p>Data narrative and visual display of data do not provide evidence of effective teaching (e.g., do not include required number of years of data for the role, do not meet expected growth or show negative growth, or demonstrate no increase in proficiency)</p> <p><i>OR</i> -- Achieved 1-5 percentile points above the district OR state achievement data on any of the following subjects: Math: _____ Science: _____ ELA: _____ Social Studies: _____</p>