

**APPENDIX C****Proposal Cover Page**(Print or duplicate and complete this form *and include it in your application package.*)Project Title: Mount Airy City Schools' Teacher Leadership Alliance**Section 1. Applicant Information**LEA: Mount Airy City Schools Tax ID/EIN: 56-6001082Website: www.mtairy.k12.nc.us Fax: (336) 786-7553Mailing Address: 130 Rawley Avenue City/State/Zip: Mount Airy, NC 27030RFP Contact Name and Position: pbrown@mtairy.k12.nc.usPhone: (336) 786-8355 Email: pbrown@mtairy.k12.nc.us**Section 2. Project Information**Project Director Name and Position (if different from contact): Penny WillardPhone: (336) 786-8355 Email: pwillard@mtairy.k12.nc.usTotal Project Budget: \$125,014.34 Requested Grant Amount: \$125,014.34Estimated Number of Schools Served: 4 Estimated Number of Students Served: 1650By 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, 2019.

Signature and date: (in blue ink) Title: Chief Academic Officer / HR Phone: 336-786-8355

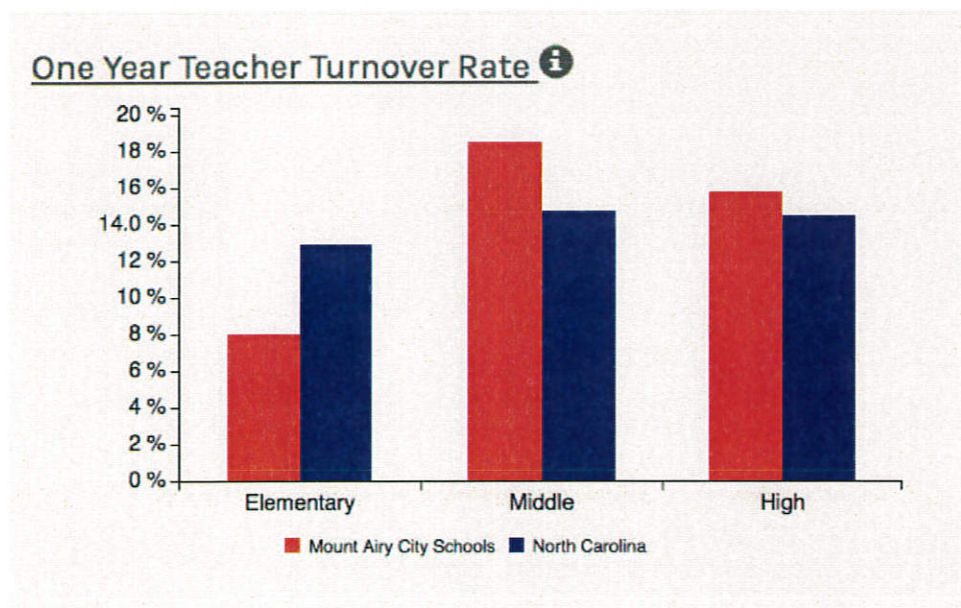
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**1) Description of the program structure-** The implementation of the MACS Teacher Leadership Alliance (TLA) project will allow our district to prioritize overall improvement in the following areas: 1) beginning teacher support, 2) recruitment and retainment of quality educators, 3) teacher efficacy (with a priority around teachers viewing themselves as leaders), 4) professional learning communities (PLCs) and 5) more consistent in-house professional development (PD) services. All of this can be clearly designated within the logic model, which can be viewed in the grant attachments to support this proposal. As a direct result of the new proposed supports put in place with this project, the TLA project plan will also place a high priority around the impacts on student learning through inquiry-based learning (IBL) practices. IBL provides a interdisciplinary platform that should be coupled with digital teaching and learning practices. Therefore, the project will also place a specific focus on the North Carolina Digital Learning Competencies (NCDLCs) for both teachers and administrators. These competencies have been developed through the guidance of the International Society for Technology in Education (ISTE) and will ensure that teachers and leaders are creating digital learning environments for students. The NCDLCs should serve as a framework for digital teaching and learning by aligning the technology component with content knowledge and pedagogical practices. Most importantly, the NCDLCs should “be viewed within the context of the current North Carolina Professional Teaching Standards as extensions in relationship with the ways that digital technologies impact and affect schools (NCDPI, 2018).

All teachers (regardless of tenure and experiences) need support from his or her district in order to continue growing professionally, which allows them to better grow students. MACS most recent teacher turnover rate is above the state average in both middle and high school (NC

School Report Card, 2016-2017). The Learning Policy Institute (2016) found that opportunities for professional collaboration was one of the major working conditions factors contributing to a teacher's decision to stay or leave a school. For the 2018-2019 school year MACS is currently serving 11 beginning teachers (BTs) K-12, which is approximately 9% of the 118 teacher population of the district. Of those 11 teachers, all are within their 1st or 2nd year of teaching and 2 of the group are lateral entry, coming directly from local industry. "After districts hire talented teachers, strong induction and support for novice teachers can increase their retention, accelerate their professional growth, and improve student learning. The most effective induction programs include mentoring, coaching, and feedback from experienced teachers in the same subject area or grade level as the novice teacher; the opportunity for novice teachers to observe expert teachers; orientation sessions, retreats, and seminars for novice teachers; and reduced workloads and extra classroom assistance for novice teachers ([Learning Policy Institute](#), 2016).

*Figure 1*





MACS aims to improve teacher retention by providing enhanced, purposeful and relevant professional development (PD) practices and support in an authentic environment for all teachers with a priority around the BTs cohort. MACS exit interviews from June 2018 reported that teachers choosing to leave the district desired additional support in the area of PD and professional growth opportunities (P. Brown, personal communication 2018). Over the last 2 school years MACS has lost quality teachers to other districts for positions like teacher/instructional coach opportunities. As a small school district (approximately 1670 students and only 4 schools), we inherently have limited opportunities for educators who desire leadership positions. At the school leadership level, our district only has 4 principals, 2 assistant principals and 2 curriculum facilitator roles. At the district level, we have a small team of individuals serving all educators throughout the district and this limits the amount of in-house PD opportunities. The opportunity for this project's funding will allow MACS to offer highly-qualified teachers the experience of pursuing teacher leadership roles without having to leave the classroom, where they are also in high demand for student achievement. Additionally, MACS will be able to strengthen the two current roles of curriculum facilitators (CFs) at the elementary levels. These roles support all teachers within the two elementary level schools, while also being responsible for administrative duties but paid at the teacher pay scale. This project would help the district provide additional teaching and learning capacity within each school throughout the district. Both current CFs have already successfully completed the Innovation Squad during Cohort 1, therefore allowing them to better support all teachers in the area of digital teaching and learning.

The TLA project will allow MACS to provide ongoing consistent PD throughout the district by employing a districtwide professional development coordinator (PDC). This role will serve all educators in the area of professional learning but place priority around specific groups, including BTs, Aspiring Educators, Innovation Squad teachers, school-based administrators, curriculum facilitators and media specialists. Likewise, this person will also be responsible for supporting the advanced teaching roles, which will be a direct result of the TLA project.

**Historical Success:** MACS has demonstrated success in 2 major projects that will support the district's ability to effectively facilitate a project of this magnitude. Most recently, the district just completed a 3 year, Math and Science Partnership (MSP) grant that allowed the district to lead learning for teachers across 16 school districts with partners from, Wake Forest University (WFU)- Center of Excellence for Research, Teaching and Learning (CERTL) and the University of Texas-Dallas (UTD)- Institute for Instructional Excellence (IIE). The Math and Problem/Project-based learning for Student Success (MAPSS) project focused on the implementation of inquiry-based learning (IBL), including both problem/project-based learning, in the area of math, coupled with a smaller amount of PD around teacher leadership and their ability to lead learning. Throughout this project, MACS educators were able to learn more in depth knowledge about the importance of PD and the impacts of follow-up support/coaching after PD. Through this work many MACS teachers have become excited to facilitate learning through the IBL environment, however, they need additional support with implementing this framework and facilitating the IBL environment, with a priority around implementing digital tools for student learning.

Through the use of an external evaluator, Dr. Holli Bayonas (iEvaluate), the district and the MAPSS team were able to gain additional insight from the data collected throughout the 3 year, large scale grant project that measured effectiveness across teachers from the 16 school districts better known as the Piedmont Triad Education Consortium (PTEC). The MAPSS model provided participating teachers with a 10 day summer institute that was followed up with face-to-face or virtual coaching from the MAPSS team. This model continued to show the value in follow-up support after PD throughout the 3 year life of the project. The following findings were noted in the Year 2 (2016-2017), end of year evaluation, conducted by iEvaluate through teacher surveys and one-on-one interviews. In the area of teacher's perceptions based on self-reporting: "A majority of survey respondents perceive themselves at having a better understanding of grade-level standards and pedagogical knowledge. In both cohorts, teachers reported an increase in their ability to adjust instruction, ability to teach with PBL, ability to lead, ability to reflect upon their leadership style, and ability to influence colleagues." In the area of consistent PD support through follow-up services the following data was reported by iEvaluate: "District and school-based academic coaches provide a unique resource: their cross-school and/or cross-grade perspectives and experience add an important breadth of knowledge; they may facilitate connections among teachers with similar goals and needs; and they have somewhat greater flexibility in being accessible to classroom teachers. It is important to include these key support people in program training. Being fully prepared and knowledgeable about the program goals and strategies enhances their effectiveness as resources for support." Likewise, iEvaluate also reported the following to support the need for follow up coaching to aid in the building of capacity as a result of PD: "Continued follow-up over time that further builds

capacity and understanding is an important component for sustained implementation and program impacts. Teachers who are implementing problem based learning in their classes can be a rich resource to others in their schools and district. District and school-based administrators and coaches should be strong advocates for assuring that teachers are provided the time and venues to meet and share their experiences, their challenges and progress, and their products with each other” (July 27, 2017).

As a means of meeting the demands for improved digital teaching and learning support, MACS developed and initiated the Innovation Squad (IS) in August 2017 with Cohort I, made up of 24 Kindergarten through 12th grade teachers from across the district ensuring representation from all 4 schools. The overall goal of the IS project was to engage the diverse group of teachers as learners by allowing them to grow as a PLC that: 1) utilized innovative practice, 2) increased their use of digital tools, 3) has the ability to engage in learning walks and 4) providing a platform that allows them to serve as leaders and capacity builders within their schools. The district will use the success of the IS work as a springboard for the new teacher compensation plan through micro-credentialing. The implementation of micro-credentialing will take the PD to the next level for all participating teachers by allowing them to take ownership in learning that is relevant to their specific needs as a professional educator. Additionally, this project will allow participants to receive collaboration and coaching from their colleagues, which can extend their learning from the face-to-face PD sessions. “The largest struggle for teachers is not learning new approaches to teaching but implementing them” (Center for Public Education, 2018). The ability to provide coaching that can also provide co-teaching opportunities will aid the issue of implementation. Upon the implementation of micro-credentialing, The Friday Institute found that



97% of the teachers (engaged in micro-credentialing) wanted to pursue another micro-credential” (The Friday Institute, 2018). This reinforces the fact that micro-credentialing, unlike traditional “sit and get” professional learning, empowers teachers to take charge of their own learning and growth. Even more importantly, micro-credentialing “encourages teachers to apply skills to classroom practice” (The Friday Institute, 2018).

Through MACS current development and implementation of the Innovation Squad the district is highly capable of managing the project. The current Innovation Squad core team is made up of Dr. Phillip Brown, Chief Academic Officer, Penny Willard, Director of Grants and AIG Coordinator, Carrie Venable, Instructional Technology Facilitator and Public Information Officer, Justin Robertson, Technology Coordinator and Christina Rakes, Technician. The IS team has already designed and implemented 16 micro-credentialing badges in the following areas: Macbook, Paperless Classroom, Digital Competencies, Google Suite, Learning Leader, Fishbowl, Digital Citizenship, Google Tools, Pineapple Chart, Family Participation Toolkit, Problem/Project-Based Learning (PBL), Fiscal Responsibility (grant writing), Google extensions, Bug in Ear, Global Learning and Digital Assessments. These badges will serve as a platform for developing the more rigorous micro-credential badges, which will require more advanced teacher leadership responsibilities and earn IS Ambassador teachers the supplemental pay associated with the TLA project. All of this previous work will allow us to better support the TLA project and proactively be advantageous towards the goals and action plan.

*Table 1- Activities to Support the TLA Project*

Activity & Responsibility	Dates	Justification
Innovation Squad professional development *District team	6 full days per year	This will provide a consistent platform for PD that can be presented by IS Ambassadors or TLA Lead teachers, providing them with teacher

*IS Ambassadors *PD Coordinator		leadership experiences.
Attending NCTIES annual conference. *TLA Lead Teachers *IS Ambassadors *PD Coordinator	2 full days of PD	The NC Technology in Education Society (NCTIES) 2 day conference is a reputable and high quality PD event that can easily be accessed by our district. The TLA project will send up to 16 teacher leaders and the PD Coordinator to this event. Typically MACS also has at least 1-3 teachers accepted to present PD sessions at NCTIES.
Beginning Teacher Monthly PD and Collaboration *Chief Academic Officer *PD Coordinator	8 times per year	Consistent monthly support from the PD Coordinator and Human Resources dept. (Chief Academic Officer) provided for all BTs.
TLA Summer Institute- 2 day PD event *TLA Lead Teachers *IS Ambassadors *PD Coordinator	1 (2 day) event Summer 2020	This will serve as a full day of PD with a focus on digital teaching and learning prior to the beginning of the new school year. All of MACS beginning teachers will be paid a daily stipend for attending as a part of their support plan. Other teachers from MACS will be invited and teachers from Elkin City Schools will be invited.
Development of MACS Professional Development Plan *PD Coordinator will work with school admins and Chief Academic Officer	Summer 2019 (plan for fall semester) Fall 2019 (plan for summer semester)	The PD plan will incorporate current needs that may arise based on teachers needs (per school/teacher) with a more personalized focus on learning.
Development of Teacher Compensation Plan through Micro-Credentialing *District team *PD Coordinator	Summer 2019	The badging system will require the development of 10 new badges that empower educators to take their professional learning to the next level.
Development of Digital Citizenship Curriculum for	Summer and Fall 2019	The team will utilize the NC Digital Learning Competencies, NC Information Skills standards

Elementary (Kindergarten-5th grade) <i>*District team</i> <i>*PD Coordinator</i>		and vetted resources from Common Sense Media to develop a plan of instructional tools and lessons for teachers to integrate.
Development of Digital Citizenship Curriculum for Secondary Schools (6-12) <i>*District team</i> <i>*PD Coordinator</i>	Spring and Summer 2020	The team will utilize the NC Digital Learning Competencies, NC Information Skills standards and vetted resources from Common Sense Media to develop a plan of instructional tools and lessons for teachers to integrate.
Development of a Repository of Digital Tools to support K-12 teaching and learning <i>*TLA Lead Teachers</i> <i>*IS Ambassadors</i> <i>*PD Coordinator</i>	Ongoing work-beginning Summer 2019	This will be housed in the district's learning management system (LMS), Schoology, which is accessible to all educators throughout the district. This will also ensure that resources are vetted and of high quality.
Development of Teacher Efficacy Surveys <i>*District team</i> <i>*PD Coordinator</i>	Fall 2019 Revisions Spring 2020	The district will develop surveys in consultation with the external evaluator (iEvaluate) services, which will be adapted from the MAPSS grant work.
Development of a 1 Week Digital Teaching and Learning (DTL) Summer Camp <i>*PD Coordinator</i> <i>*Director of Grants</i> <i>*TLA Lead Teachers/IS Ambassadors</i>	Spring 2020	Two camps will be designed for 3rd-5th grade and 6th-9th grade students. These camps will include the design of age appropriate innovative practices for students to engage with tools for robotics, coding, drones, problem-solving and critical thinking.
Implementation of a 1 Week DTL Summer Camp <i>*Director of Grants</i> <i>*TLA Lead Teachers/IS Ambassadors</i>	Summer (August) 2020	The Digital Teaching and Learning Camp for Kids will be funded through MACS 21st Century grant. This will provide a platform for TLA Lead Teachers and IS Ambassadors to have additional experiences with digital tools being used with students.

**Research:** Effective professional development must include “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes” (The

Learning Policy Institute, 2018). The most effective professional development must also incorporate the following components: 1) content focused learning, 2) active learning for the teacher, 3) supports collaboration, 4) provides access to coaching, 5) has a sustained duration, and 6) provides them with opportunities for feedback and reflection (The Learning Policy Institute, 2016). Through the MAPSS MSP grant MACS leaders were able to gain first-hand knowledge around the value of active learning through PD experiences for teachers. Every summer the MAPSS MSP summer institutes would include 1 full day of PBL camp for students. The teachers would have opportunities to employ their new skills at facilitating the problem-based learning experiences. This opportunity allowed them to answer the question looming in their heads, “will this really work with kids?”- and upon seeing it in action they seemed to gain more confidence in their ability to attempt this with their own classes (P. Willard, personal communication, November 8, 2018).

**Designing the Plan-** MACS has intentionally designed this plan to employ strategies that will ensure the district is building capacity within the district’s current employees, therefore gaining sustainability of the work for long term success. The implementation of a district wide PLC will assist members with a more global perspective of the district and community’s needs, while also allowing others to build a mutual respect for teaching and learning K-12 in all areas of the curriculum. As discussed above, external evaluations were conducted to assess the impacts of the MAPSS MSP grant; MACS continues to utilize this information to make data driven decisions that impact teaching and learning. In Year 2 the MAPSS evaluations noted the following: “A clear vision closely tied to systemic goals and plans of action in districts and the schools that comprise them is a critical component of success. These strategic plans inform selection of



capacity-building programs that work in sync with each other to accomplish shared goals. They also guide decision-making about policies, practices, and school structures that play important roles in creating and maintaining a supportive climate for program implementation (July 27, 2017, iEvaluate). The TLA project has been designed to align with the current MACS Strategic Plan, which will remain current through 2020. The strategic plan was developed as a collaborative process, which ensures that we are meeting the needs of our internal and external stakeholders and taking into account the current needs and priorities of the district at large. All MACS school-based school improvement plans are designed to meet the needs of the individual school, while also being tightly aligned to our district's plan, including the mission and vision for all stakeholders of the district. The implementation of this project coupled with the common priorities (digital teaching and learning, inquiry-based learning and teacher leadership) of other local NC school districts and the implications of being a small district, will allow MACS to develop a program that can be replicated in other areas with similar needs. MACS is eager to see this project come to life at a larger scale because multiple components of the project will support the district's current strategic plan. Area 2 of the MACS Strategic Plan is Retained, Recruited and Reinvigorated with a Goal 3, which includes Support and Development for New and Current Employees. MACS is dedicated to "exploring ways to provide additional time for professional development in the district calendar" (MACS Strategic Plan, 2018).

The MACS TLA will ensure that teachers are fully engaged in PD which provides knowledge and strategies that can be implemented in the K-12 classroom to support digital teaching and learning. The implementation of micro-credentialing will take the PD to the next level for all participating teachers by allowing them to take ownership in learning that is relevant

to their specific needs as a professional educator. Additionally, this project will allow participants to receive consistent coaching that is a direct follow-up to the face-to-face PD sessions. “The largest struggle for teachers is not learning new approaches to teaching but implementing them” (Center for Public Education, 2018). The ability to provide coaching that can also provide co-teaching opportunities will aid the issue of implementation. Upon the implementation of micro-credentialing, The Friday Institute found that 97% of the teachers (engaged in micro-credentialing) wanted to pursue another micro-credential” (The Friday Institute, 2018). This reinforces the fact that micro-credentialing, unlike traditional “sit and get” professional learning, empowers teachers to take charge of their own learning and growth. Even more importantly, micro-credentialing “encourages teachers to apply skills to classroom practice” (The Friday Institute, 2018). Most recently, MACS gathered qualitative data from the Staff Appreciation Subcommittee. In regards to feeling appreciated, classroom teachers shared that they feel appreciated when given the opportunity to engage in high quality professional development. These MACS employees expressed that they see this opportunity as a way for the district to invest in them professionally (P. Brown, personal communication, November 13, 2018).

**2) Descriptions of the advanced teaching roles-** The Teacher Leadership Alliance (TLA) project will include the following advanced teaching roles: TLA Lead Teacher and Innovation Squad (IS) Ambassadors. These roles may be fulfilled by teachers electing to apply for the roles and meeting the minimum qualifications per role. Through the first 2 cycles of IS the district has allowed principals to select and recommend teachers to represent their school, however, teachers have the opportunity to accept and decline the proposal for the PD. MACS believes that teachers,

like students, have a need for personalized learning experiences that meet them at their point of need.

*Table 2- Descriptions of Advanced Teaching Roles*

Role(s)	Purpose	Minimum Qualifications:
<b>Teacher Leadership Alliance- Lead Teachers</b> <i>*2 for elementary level</i> <i>*2 for secondary level</i> <i>(1 per school)</i>	This will allow MACS to develop and empower teacher leaders throughout the district, serving as a capacity builder for professional learning throughout all K-12 schools. These lead teachers will provide consistent support and collaboration around both the IBL framework that integrate digital teaching and learning practices with all instructional staff.	At least 4 of the following must be met: <ul style="list-style-type: none"> <li>• Successful completion of MACS Leadership Academy with Superintendent</li> <li>• Advanced Degree (Masters degree) or National Board Certification</li> <li>• 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</li> <li>• Principal/Director recommendation</li> <li>• Successful completion of MAPSS MSP grant training, which included approx. 84 hours of PD in the area of Inquiry-based learning (IBL)</li> <li>• Successful completion of Innovation Squad (Cohort 1 or 2)</li> <li>• Minimum of 3 years of teaching experience</li> <li>• Currently serving as a teacher or in the role of curriculum/instructional support (not to include speech therapists or guidance counselors)</li> </ul>
<b>Innovation Squad Ambassadors</b>	This will allow MACS to empower additional regular classroom teachers as day-to-day leaders within their schools. They will strengthen their skills through the Micro Credentialing process and be paid through the IS badges they earn.	Mandatory criteria: <ul style="list-style-type: none"> <li>• Innovation Squad member of Cohort 1 or Cohort 2</li> </ul> AND At least 2 of the following must be met: <ul style="list-style-type: none"> <li>• Minimum of 2 years of teaching experience</li> <li>• A rating of at least proficient on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state</li> </ul>

		<ul style="list-style-type: none"> <li>Completed and approved application of interest.</li> <li>Principal recommendation</li> </ul>
<b>Curriculum Facilitators</b>	The current CFs will be utilized as digital teaching and learning coaches. Both CFs have direct access to support all teachers within their buildings and this can impact every student K-5.	Mandatory criteria: <ul style="list-style-type: none"> <li>Administrator license (or willingness to attain within 3 years)</li> </ul> At least 2 of the following must be met: <ul style="list-style-type: none"> <li>Minimum of 3 years of teaching experience</li> <li>Advanced Degree (Masters degree) or National Board Certification</li> <li>A rating of at least proficient on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state</li> <li>Principal/Director recommendation</li> </ul>

In addition, the MACS TLA project will implement the distinct role of a district-wide Professional Development (PD) coordinator to ensure consistency and sustainability throughout the life of the project. The requirements for this role can be seen in the table below. This role will be filled through the MACS Teaching and Learning department and assigned by the Chief Academic Officer and the Superintendent.

*Table 3- Description of the Professional Development Coordinator*

Role(s)	Purpose	Minimum Qualifications:
<b>Professional Development Coordinator</b>	To facilitate professional learning across the district with a focus on digital teaching and learning, as well as the inquiry-based learning framework. The role will also place priority support around the following groups: <ul style="list-style-type: none"> <li>Beginning Teachers</li> <li>Innovation Squad</li> </ul>	At least 2 of the following must be met: <ul style="list-style-type: none"> <li>Advanced Degree (Master's degree) or National Board Certification</li> <li>Administrative experience preferred</li> <li>Minimum of 3 years of teaching experience</li> <li>Experience preferred in more than 1 area of K-12 teaching and learning.</li> </ul>



	<ul style="list-style-type: none"> <li>● IS Ambassadors</li> <li>● Aspiring Educators</li> <li>● Teacher Mentors</li> <li>● New Employees</li> <li>● PLC Facilitators</li> <li>● Leadership Team</li> </ul>	
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**3) Job responsibilities-** This project will require teachers accepting TLA lead teacher positions to serve at a higher capacity of service. These roles will be expected to follow the major responsibilities listed in Table 4, which will require them to utilize their planning periods or after-school work times for the completion of work outside of their day-to-day classrooms. Therefore, it is to be understood that any TLA service roles main priority is to build capacity in their school/district through the leadership of others.

*Table 4- Responsibilities of TLA positions*

Role(s)	Major responsibilities	Impact on Student Learning
<b>Teacher Leadership Alliance- Lead Teachers</b> <b>*2 elementary</b> <b>*2 secondary</b> <b>(1 person, per school)</b>	<ul style="list-style-type: none"> <li>● Collaborate with colleagues to improve student learning</li> <li>● Co-teach with other teachers within their school (2 x per month)</li> <li>● Serve as a mentor to 1 Beginning Teacher</li> <li>● Provide staff development during monthly staff meetings (5 times per year) and IS (2 times per year)</li> <li>● Develop at least 2 new schoolwide tools for Schoology resource depository</li> <li>● Facilitate at least 2 PLCs per month</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-grow through academic gains</li> <li>-gain specifically in the area of math and problem-solving</li> <li>-have access to more than 1 teacher facilitating learning in their classrooms through co-teaching opportunities</li> <li>-engage in problem/project-based learning cases (IBL framework) that reflect real-world scenarios and engage them to develop learning connections</li> <li>-be more engaged through student-centered learning that has digital tools integrated within experiences.</li> <li>-develop as digital citizens with skills that support learners as effective information</li> </ul>

<b>Innovation Squad Ambassador</b>	<ul style="list-style-type: none"> <li>● Collaborate with colleagues to improve student learning</li> <li>● Complete requirements and earn a minimum of 5 micro-credential badges per year</li> <li>● Provide staff development during monthly staff meetings (1x per year)</li> <li>● Share learning during IS sessions</li> </ul>	<p>seekers</p> <p>-gain a better understanding of how technology is a tool to support learning-not a replacement for learning</p> <p>-gain a clear understanding of online safety</p> <p>-have teachers that have direct access to ongoing and high-quality PD</p>
<b>Curriculum Facilitators</b>	<ul style="list-style-type: none"> <li>● Co-teach with other teachers within their school (1 x per month)</li> <li>● Provide staff development during monthly staff meetings (3 times per year)</li> <li>● Develop at least 2 new schoolwide tool for Schoology resources</li> <li>● Facilitate at least 8 PLCs per month</li> </ul>	
<b>Professional Development Coordinator</b>	<ul style="list-style-type: none"> <li>● Develop and facilitate the MACS professional development plan</li> <li>● Collaborate with Chief Academic Officer, principals and superintendent to monitor and evaluate all TLA Teacher Leader roles</li> <li>● Develop PD sessions for district wide events</li> <li>● Develop resources for Schoology repository</li> </ul>	

	<ul style="list-style-type: none"> <li>● Provide IBL training K-12</li> <li>● Serve as a part of the Innovation Squad core team</li> </ul>	
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**4) Communication Plan-** The TLA plan has been collaboratively developed by a team within MACS; this information is fully described in Table 5.

*Table 5- TLA Design Team*

MACS Team Member	Role	Responsibilities
Dr. Kim Morrison	MACS Superintendent	All duties to support teaching and learning.
Dr. Phillip Brown	Chief Academic Officer	K-12 Teaching and Learning All Human Resources
Penny Willard	Director of Grants AIG Coordinator	All grant management AIG K-12 Beginning Teachers Media Specialists PLC Support
Carrie Venable	Instructional Technology Facilitator and Public Information Officer	K-12 Digital teaching and learning All communications Special projects

The TLA project (outside of the design team) will be initially shared with the MACS Leadership team at the November 13, 2018 meeting and the MACS Board of Education (BOE) at the monthly business meeting to be held on November 20, 2019. Upon funding, this information will be shared again with the MACS Leadership Team and the BOE at the monthly meetings to allow both school-based and district level leaders to have a clear understanding before communicating the information to the eligible teachers and district as a whole. The district will then announce the grant funding opportunity to all stakeholders through the use of a MACS press release that is

shared with the local newspaper, The Mount Airy News; this information will also be publicized on the district's website. MACS also has a large following within district level social media platforms, Twitter and Facebook, both of which serve as a professional learning network (PLN) while also allowing the district to communicate to external stakeholders (parents, families, business partners and industry). All of this information will also be shared out through the district's learning management system (LMS), Schoology, which serves as a common platform for all educators K-12 throughout the district. Using Google forms, the district leadership will develop the TLA applications for both Lead Teachers and Innovation Squad ambassador interested candidates to complete electronically. These will be accessible through MACS Schoology and the Google drive all shared by all MACS employees. This will also ensure that all applications are submitted most effectively to MACS leadership through the application process.

**5) Description of how MACS will inform all employees and public on criteria for movement on the proposed new local compensation model-** Moving forward upon funding, the chief academic officer (CAO) will present this project to each school through their monthly staff meetings. This will allow the eligible teachers to be on the same page as school-based leadership. During these meetings the logistics of qualifications and the application process will be shared with all K-12 teachers. The required criteria (Table 2) and the compensation plan (Table 6) will be shared during these same meetings. Teachers will have direct access to to the CAO for questions or concerns around this project. As discussed above, the TLA applications will be housed within MACS Schoology and the Google drive, both of which are shared by all MACS employees and serve as the hub of all district information for internal stakeholders. After visiting



all schools, the CAO, will send out the applications electronically using the MACS Staff email list serv, ensuring all employees have direct access to apply for the opportunity.

**6) The process for voluntary relinquishment of an advanced teaching role-** Voluntary relinquishment of an advanced teaching role will not be considered a demotion. Teachers wishing to voluntarily relinquish the role will also relinquish the supplemental pay that goes with the advanced teaching role. TLA Lead teachers and Innovation Squad Ambassadors will be able to remain in the classrooms in which they currently teach.

**7) Salary supplement information-** MACS will utilize the grant funding to provide supplements to teachers with advanced teaching or compensation roles within the newly developed TLA project. In Table 6 below, the compensation plan for each role is fully described. The percentage of the supplement in relation to the state teacher salary schedule would differentiate depending on the teaching experiences of the teacher and where they are currently on the North Carolina (NC) Teacher Salary Scale. For example, a teacher with 5 years experience that accepts a TLA Lead Teacher position would earn the \$5,000.00 supplement, which would result in a 12.5% pay increase on their \$40,000 annual salary provided by the state of NC. Any MACS teacher that accepts and fulfills an advanced teaching role (TLA project position) must: 1) maintain the minimum criteria established for the position(s), and 2) successfully perform additional duties associated with the advanced teaching role in order to be paid the advanced teaching role supplements. If the teacher does not meet this criteria or they voluntarily relinquish the advanced teaching role, they 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.

*Table 6- TLA Compensation Plan*

Mount Airy City Schools

Role	Supplement Cost
<b>Teacher Leadership Alliance- Lead Teachers</b>	\$5,000 per teacher x 4 teachers (1 per school)= \$20,000 + \$1,530.00 (FICA) + \$3,772.00 (Retirement) = \$25,302.00 per year
<i>MACS will pay the following salary supplements as a supplement to the classroom teacher's regular salary and this will not be included in the average salary calculation used for budgeting State allotments.</i>	
This supplement would provide each TLA Lead Teacher with a \$5,000 per year supplement on top of their base pay.	
<b>Innovation Squad Ambassador</b>	Accepted teachers would have the ability to earn a maximum of \$1,200.00. They will have the opportunity to earn 8 badges per school year at a rate of \$150.00 per badge (\$1,200.00 total) + \$91.80 (FICA) + \$226.32 (Retirement)= \$1,518.12 per IS Ambassador x approximately 20 per year = \$30,362.40 per year.
<i>MACS will pay the following salary supplements as a supplement to the classroom teacher's regular salary and this will not be included in the average salary calculation used for budgeting State allotments.</i>	
This supplement would provide each IS Ambassador with a \$1,200 per year supplement on top of their base pay.	
<b>Curriculum Facilitators</b>	\$4,000 per CF x 2 CFs= \$8,000.00 + \$612.00 + \$1,508.80= \$10,120.80 per year of the grant.
<i>MACS will pay the TLA project salary supplements as a supplement to the classroom teacher's regular salary and this will not be included in the average salary calculation used for budgeting State allotments.</i>	
This supplement would provide each Curriculum Facilitator (CF) with a \$4,000 per year supplement on top of their base pay; CFs are paid on the teacher pay scale. This would compensate their additional coaching supports with a priority around the IBL framework, which is enhanced through digital teaching and learning practices.	
<b>Professional Development Coordinator</b>	This role will not be compensated in the form of supplement, rather, this role will have 50% of the salary of the district-wide role covered through the grant funding. $\frac{1}{2}$ salary = \$30,000 + \$2,295.00 (FICA) + \$5,658.00 (Retirement)= \$37,953.00 total, per year of the grant.
<b>Teacher PD Session Presenters- This may be TLA Lead</b>	This one time <b>stipend</b> of \$150.00 + \$11.48 (FICA) + \$28.29 (Retirement) will be provided to 20 teachers, which may be TLA Lead Teachers or IS Ambassadors for facilitating PD sessions during

<b>Teachers or IS Ambassadors</b>	the summer PD event specifically for beginning teachers. Other K-12 teachers from MACS will be invited to join and teachers from Elkin City Schools will also be invited to attend.
<b>Beginning Teachers attending summer PD</b>	This one time stipend of \$200.00 (\$100 per day x 2 days) + \$15.30 (FICA) + \$37.72 (Retirement) will be provided to 12 beginning teachers for attending a 2 day summer PD institute. The PDC will plan and facilitate a 2 day- PD Summer Institute with up to 20 TLA Lead Teachers or IS Ambassadors. This will be used to strengthen their professional learning network and focus on the following areas: -Digital Teaching and Learning -Inquiry-based Learning -Teacher leadership

**8) Implementation Plan-** MACS believes the TLA project will allow the district to move quickly with implementation because it is so tightly aligned with the district's strategic plan, as well as school improvement plans. MACS is dedicated to implementing this plan immediately in order to best support our teachers and students. Table 7 organizes all of the roles by school, students impacted and number of teachers eligible for the TLA positions. All roles listed in Table 7 will receive financial compensation through supplemental pay, with the exception of the professional development coordinator. All financial compensation levels is fully described in Section 7 and Table 6- TLA Compensation Plan.

*Table 7- Implementation and Impact of the TLA*

School	Advanced Teaching Roles	Students Directly Impacted (teacher of record)	Number of teachers eligible for proposed new compensation model
BH Tharrington Primary School (BHT)	-Teacher Leadership Alliance- (1) Lead Teacher (LT) -Innovation Squad Ambassador- Up to 5 teachers per school	Min. 150 Max. 250 students	- 25 (for LT) - 10 (for IS Ambassador)

<i>At BHT, a curriculum facilitator will also serve classroom teachers as a support through coaching, modeling, co-teaching and planning purposes around IBL and digital teaching and learning. They will also serve as the school-wide PLC facilitator.</i>			
Jones Intermediate School	-Teacher Leadership Alliance- (1) Lead Teacher -Innovation Squad Ambassador- Up to 5 teachers per school	Min. 150 Max. 250 students	-16 (for LT) - 10 (for IS Ambassador)
<i>At Jones, a curriculum facilitator will also serve classroom teachers as a support through coaching, modeling, co-teaching and planning purposes around IBL and digital teaching and learning. They will also serve as the school-wide PLC facilitator.</i>			
Mount Airy Middle School	-Teacher Leadership Alliance- (1) Lead Teacher -Innovation Squad Ambassador- Up to 5 teachers per school	Approx. 400 students	-24 (for LT) - 12 (for IS Ambassador)
Mount Airy High School	-Teacher Leadership Alliance- (1) Lead Teacher -Innovation Squad Ambassador- Up to 5 teachers per school	Approx. 400 students	-28 (for LT) - 9 (for IS Ambassador)
Approx. 1,100 students will be directly impacted through the advanced teacher/compensation roles within the TLA project. This will initially serve approximately 60% of our students in Year 1 of the project. However, it should be noted that all 1,670 students across the MACS district should be impacted because of the implementation of the district-wide PD coordinator work coupled with the implementation of TLA Lead Teachers and IS Ambassador teachers placed in all 4 schools.			

**9) Financial Sustainability-** MACS is committed to the long-term impacts of this project. As a small, rural district with many high need learners it is imperative that the district continue to seek external grant funds in order to achieve innovative and rewarding experiences for the ongoing support and retention of highly qualified teachers. The TLA project will require MACS to invest time and efforts in employees as leaders, therefore the district is committed to the long term sustainability of this project. The district will also fund the remainder of the salary and fringe

benefits associated with the implementation of the professional development coordinator for the district, which will facilitate and coach the roles developed within this project. Over the last 3 years MACS has been the recipient of approximately \$4 million in grant funding that has allowed the district to employ positions that otherwise would not have been possible. MACS has a team within the district office that is experienced in the management of grant projects, both fiscal and program management will be ensured. Upon completion of the grant MACS would reallocate other funding sources to offset the costs of the project, which may include the use of local funds, Title II and industry partnerships.

**10) Measurable Objectives-** MACS has developed the objectives in Table 8 as another form of accountability towards the TLA project. All of these objectives will allow MACS to continue making data-informed and evidence-based decisions in the best interest of teaching and learning, for both students and teachers. Table 9 also demonstrates how learning objectives have been aligned with the North Carolina Digital Learning Competencies.

*Table 8- Measurable Objectives of the TLA Project*

1	<p>Improve teacher's feelings of support through professional development questions within the NC Teacher Working Conditions Surveys conducted each spring.</p> <p>Focus of Objective: Teacher efficacy Timeline of measure: Spring 2020, Spring 2021, Spring 2022, Spring 2023</p>
2	<p>Facilitation of inquiry-based learning, which includes student-centered learning practices will be observed more frequently during the MACS classroom walkthroughs. A baseline will be established and data will be collected monthly by the MACS Leaderships team members that utilize the digital walkthrough tool.</p> <p>Focus of Objective: Improved instruction and more student-centered learning practices Timeline of measure: All MACS administrators are required to complete 10 per week, therefore, this results in approximately 130 walk-throughs across the district. The purpose of walkthroughs is to collect data that will allow MACS to analyze trends, which can support better teaching and learning practices. Walk-throughs are non-evaluative.</p>

3	<p>Improvement in teachers' perceptions of district PD and support for their professional growth. A baseline will be developed within Year 1 of the project through a common PD survey.</p> <p>Focus of Objective: Improved professional development services and teacher efficacy Timeline of measure: Ongoing and directly after all PD services</p>
4	<p>Develop a baseline set of data and pattern of growth within the TLA project's teacher efficacy surveys</p> <p>Focus of Objective: Teacher efficacy Timeline of measure: Administered in August of each school year and re-administered in May of each year.</p>
5	<p>Decrease the teacher turnover rate by 10% in order for MACS to retain quality educators for the 2020-2021 school year. The most recent published data from NCDPI shows that MACS lost 8 teachers at the end of the 2016-2017 school year, representing 37.5% of the teaching population within the district.</p> <p>Focus of Objective: Teacher turnover Timeline of measure: Annual teacher turnover reports</p>
6	<p>Increase student achievement in the following areas: Baseline data for Jones- Math is currently 58.3%. The goal for 2018-19 is set at 63.7% and for 2019-2020 is 66.45 based on the NC Public Schools calculator. Baseline data for Mount Airy Middle School- Math baseline is currently 48.1%. The goal for the 2018-19 is set at 53.5% and for 2019-2020 is set at 56.2%. Baseline data for Mount Airy High School - Math baseline is currently 52.7%. The goal for the 2018-19 is set at 58.7% and for 2019-2020 is set at 61.6%.</p> <p>Focus of Objective: Student achievement Timeline of measure: EOG/EOC scores are officially verified in the fall of each school year.</p>
7	<p>Increase student growth measures through the use of EVAAS data.</p> <p>Focus of Objective: Student growth- Teacher use of EVAAS data to facilitate learning Timeline of measure: Fall 2020, Fall 2021, Fall 2022, Fall 2023</p>
8	<p>Provide a variety of professional development opportunities within the district, allowing for a minimum of 40 contact hours (4 CEUs) to be delivered by a team made up of the PD Coordinator, IS Ambassadors and TLA Lead teachers.</p> <p>Focus of Objective: Improved professional development services Timeline of measure: Ongoing with final measure in July of each year</p>



*Table 9- Learning Objectives aligned to the NC Digital Learning Competencies NCDLCs*

<b>Learning Focus Areas:</b>	<b>Relevance to NCDLC:</b>
<b>Learning Focus:</b> Teachers will engage in professional learning within a face-to-face and virtual, technology-based professional learning network (PLN).	NCDLC # 1- Leadership in Digital Learning
Strategies to Address Priorities: 1) Provide ample time during PD that allows for collaboration, sharing of resources, and opportunities to use new tools/resources prior to classroom attempts. 2) Facilitate PD through multiple technology-based resources: Twitter, (Twitter Chats), Google docs, and. 3) Encourage and empower teachers to share their learning during district level PD days, staff meetings, or professional learning communities.	
<b>Learning Focus:</b> Innovation Squad Ambassador Teachers will develop evidences of learning through the process of micro-credentialing. These evidences of learning will be used to collaboratively develop a repository of resources (lessons plans, strategies, Hyperdocs, presentations, etc...) that will be shared collaboratively with all members of the project. Like the above learning focus, micro-credentialing evidences will support all 4 areas of NCDLCs.	This process will allow teachers to work towards all 4 areas of NCDLCs.
Strategies to Address Priorities: 1) Continue to reflect on how competencies look in classrooms, 2) Share out ideas that others are using during IS sessions, 3) Produce deliverables as evidence of learning to earn micro-credential badge (example: lesson plans) 4) Align competencies as “look fors” during peer observations/walk throughs 5) Follow up with Teacher Self Reflection document to allow teachers to gauge their progress.	
<b>Learning Focus:</b> Teachers will attend NCTIES annually to engage with educators and professionals from across the region and state. They will continue to grow their professional/personal learning network in order to grow themselves to better serve students.	This process will allow teachers to work towards all 4 areas of NCDLCs.
Strategies to Address Priorities: 1) Teachers will share their NCTIES learning through in-district professional development 2) Teachers will present their learning as NCTIES presenters that lead learning for others 3) Teachers will engage in face-to-face learning communities. 4) Teachers will be exposed to learning sessions that allow them to work towards all 4 areas of the NCDLCs.	

**11) How will the district involve the community?** This project will allow community involvement by engaging both business and community leaders throughout events that highlight innovative teacher practices and student experiences. Examples will include the bi-annual MACS Science, Technology, Engineering, Arts and Math (STEAM) Institute that allows external stakeholders to join educators by providing additional perspectives and knowledge around the following areas: 1) future careers, 2) soft skills, 3) workplace problem solving, 4) real-world scenarios that may support learning standards, 5) internship, field trip and work-based learning experiences for students, 6) externship opportunities for teachers and 7) educational alignment with career pathways. This will also serve as a great platform for the new TLA lead teachers to present professional learning sessions for teachers across the district, which is a requirement for the advanced teaching role. Lead teachers will also have the opportunity to engage community members through this event by requesting them as guest speakers or co-presenters within their learning sessions. Another opportunity will be provided through the district's bi-annual Innovation Day. This event occurs within all schools and every student, K-12 is involved in hands-on experiences for the half-day event. Again, this is another platform for the TLA lead teachers to utilize their leadership skills and build innovative learning experiences for both students and fellow teachers. Community involvement will also be included in ongoing evaluative practices, which includes bi-annual environmental scans that allow leaders to gain insight into school practices that impact both students and teachers. Through this process that occurs at every school, feedback is collected from the following focus groups: student, parents and teachers. Lastly, the work will also be utilized and highlighted during ongoing work that

includes community members; this includes the MACS Business Advisory Council, Strategic Planning teams (includes both business partners and families) and Parent Advisory Councils.

**12) Cite data that supports the need statement-** MACS is a small district located in rural Surry County serving approximately 1,670 students in Kindergarten through 12th grades. Due to the small size of our district and the rural location, it limits our ability to attract and retain teachers. Currently the district is serving approximately 60% of the student population that are eligible for free/reduced lunch, which reflects the makeup of Surry County; the median household income is \$37,345 (Census.gov, November 10, 2018). Likewise, 60.1% of MACS students receive Medicaid/CHIP, designating the district as the 2nd highest district within the region (Center for Children and Families, 2018). Again, it is important to note that MACS small size limits their ability to have extra instructional supports in place for building capacity and providing professional development. Only 2 of the 4 schools have curriculum facilitators, however, both of these roles must also act as administrators due to their schools not having assistant principals.

**13) Describe how project information will be shared with other school districts-** A key to sustainability of any project is the willingness and ability to share the learning outcomes with other educators within the field. MACS is committed to sharing this project throughout many platforms. A primary form of collaboration will occur with the neighboring district, Elkin City Schools (ECS). The main reason for this collaboration is because ECS is very similar to MACS in the area of average daily membership (ADM) and demographic makeup; both districts are housed within the same county as well. MACS has already developed a stable and highly collaborative relationship with ECS through a like-minded mindset and vision that we are all serving the students of Surry County. During the summer, ECS will be invited to send any K-12

teacher choosing to attend the TLA Summer Institute, which will provide teachers with a full-day of interactive PD sessions (led by teacher leaders) that are innovative and support high-quality teaching and learning. The district will also share this project throughout their membership of the Piedmont Triad Education Consortium (PTEC) during monthly curriculum leader and superintendent meetings, which also serve as a PLC. Likewise, the district leaders agree to present this project throughout conference presentations, such as the North Carolina Technology Institute for Education Society (NCTIES) and the North Carolina Association for Supervision and Curriculum Development (NCASCD). MACS small leadership team is committed to collaborating with other districts in order to learn more and do better for our students and teachers.

**14) Describe local evaluation procedures and methods of evaluation of the project- MACS**

will evaluate this project specifically through the use of teacher efficacy surveys, post PD surveys (ongoing) and exit interviews. Through collaborative team efforts the district will utilize and adapt the teacher efficacy surveys developed through the earlier MAPSS MSP grant work. Guskey's (2000) model of evaluating professional development will be used. The evaluation will monitor implementation and outcomes, with outcomes being grouped into program satisfaction, participant learning and use of learning, organizational change, and outcomes listed in the logic model. This evaluation method will allow the team to collect both quantitative and qualitative data for continuous improvement. The use of open ended questions also allows the participating teachers to have a voice in their professional learning. This data will then be used multiple times to design and prepare for the next PD sessions, or coaching services. Data collected from all evaluations will be shared out to all district's Leadership team meetings, as well as Board of

Education meetings in order to keep internal and external stakeholders informed. District level leadership teams will also use this work as a source of fresh data and real-world experiences as they come together for job-alike meetings. During these collaborative sessions the teams will complete classroom walkthroughs together to recognize, highlight, celebrate and grow as instructional leaders for the overall growth of the organization. This work will also be evaluated through the use of each school's Media and Technology Advisory Council (MTAC) that is made up of parents, citizens, staff members, and business partners. Ongoing assessment tools will also be used to evaluate the work, this includes the North Carolina Teacher Working Conditions Survey, school-based environmental scans, and analysis of district teacher data related to retention. Participating teachers will work with their principals to evaluate their growth through the use of Educator Value Added Assessment System Value Added Measure (EVAAS VAM), which reflects how they impacted student learning. A final and culminating piece of evaluation will be the annual implementation of the District Digital Learning Progress Rubric provided through the partnerships of NCDPI and the Friday Institute to assess our progress again after providing this programming.

*Table 10- Evaluation Tools of the TLA Project*

Evaluation Tool	Timeline	Justification
NC Teacher Working Conditions Survey	Spring of each year	State developed tool used by all to anonymously assess teachers' feelings towards their working conditions.
Post PD Surveys	After each PD session	This will provide MACS with timely feedback about each PD session.
Teacher Efficacy Survey	Beginning of year and end of year	This will allow MACS to consistently evaluate the impact of the TLA project on teachers ability to take on advanced/teacher leader roles.

District Digital Learning Progress Rubric	End of school year, annually	State developed tool with collaboration of The Friday Institute, a vetted assessment of each district's digital learning progress.
Educator Value Added Assessment System Value Added Measure (EVAAS VAM)	End of each school year when the EVAAS measures are released by NCDPI	Teachers who participate in the provided PD should improve teaching and learning for the target students. This will be reflected in improved EVAAS VAMs composite index scores over the baseline year (2017-2018)

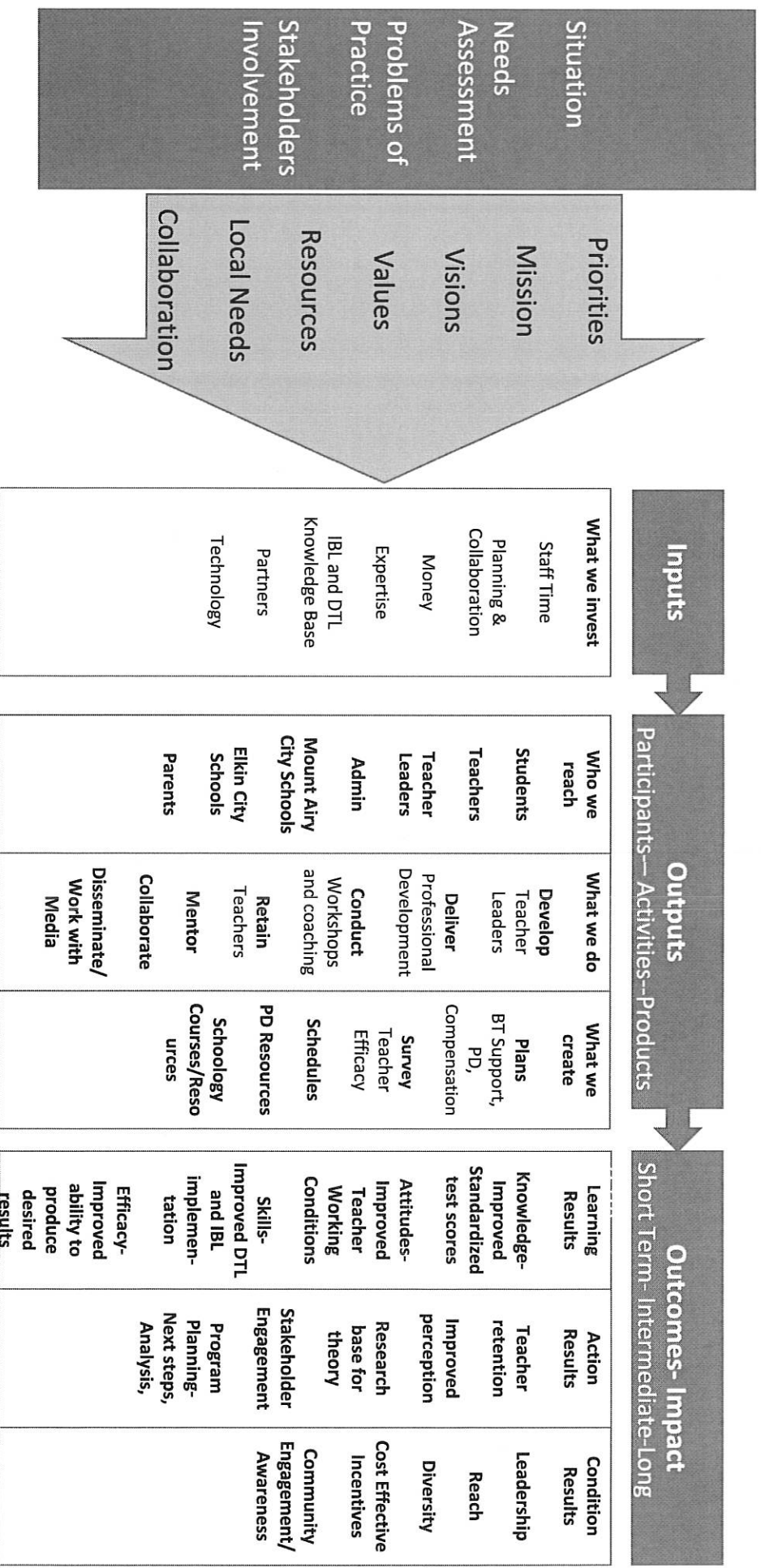


Category	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Budget Narrative
Innovation Squad Ambassador supplements for Badges	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	Innovation Squad supplements earned through Micro-credential process of \$150 per badge or approximately 125 badges could be paid out to teachers. K-12 Teachers (no administrator roles) will be eligible for this supplemental stipend that requires them to complete the necessary requirements for each individual badge in order to earn the \$150 stipend. Upon completion of the badge requirements they will be recognized as a Innovation Squad Ambassador within their school and the district.
FICA on supplements above	\$1,912.00	\$1,912.00	\$1,912.00	\$1,912.00	This will cover the cost of Social Security (at the current rate of 7.65%) on all supplement pay for Innovation Squad leaders meeting the requirements for badges.
Retirement on supplements above	\$4,715.00	\$4,715.00	\$4,715.00	\$4,715.00	This will cover the cost of Retirement (at the current rate of 18.86%) on all supplement pay for Innovation Squad leaders meeting the requirements for badges.
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>					
Summer Professional Development Supplement Pay for Teacher Leader Presenters	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	Summer Professional Development will be facilitated for 200 teachers to attend a full day of digital teaching and learning sessions and a 1 hour EdCamp to end the day. Stipend Pay for will be provided to 20 Teacher Presenters \$150.00 daily stipend
FICA (Social Security) on supplements above	\$229.50	\$229.50	\$229.50	\$229.50	This will cover the cost of Social Security (at the current rate of 7.65%) on all stipend pay for teacher presenters facilitating learning sessions during the summer PD day.
Retirement on supplements above	\$565.80	\$565.80	\$565.80	\$565.80	This will cover the cost of Retirement (at the current rate of 18.86%) on all stipend pay for teacher presenters facilitating learning sessions during the summer PD day.
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>					
Professional Development Coordinator- Salary	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	This will provide partial salary for the role of a professional development coordinator (PDC) to serve educators across the district. This role will be responsible for collaborating and serving with both the Teaching and Learning department, as well as Human Resources to ensure that all Beginning Teachers are given priority for professional learning experiences. A full description can be seen within the project narrative.
FICA (Social Security) on supplements above	\$2,295.00	\$2,295.00	\$2,295.00	\$2,295.00	This will cover the cost of Social Security (at the current rate of 7.65%) on the partial salary of \$30,000 for the PDC.
Retirement on supplements above	\$5,658.00	\$5,658.00	\$5,658.00	\$5,658.00	This will cover the cost of Retirement (at the current rate of 18.86%) on the partial salary of \$30,000 for the PDC.
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>					

						<p>The PDC will facilitate a 2 day- Beginning Teacher Summer Institute to strengthen their professional learning network and focus on the following areas:</p> <ul style="list-style-type: none"> <li>-Digital Teaching and Learning</li> <li>-Inquiry-based Learning</li> <li>-Teacher leadership</li> </ul>
Stipend Pay for Beginning Teachers- Summer Institute PD	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00	<p>Stipend Pay for BTs- \$100.00 daily stipend (12 teachers) x 2 days</p> <p>This will cover the cost of Social Security (at the current rate of 7.65%) on all supplement pay for Innovation Squad leaders meeting the requirements for badges.</p>
FICA (Social Security) on supplements above	\$183.60	\$183.60	\$183.60	\$183.60	\$183.60	
Retirement on supplements above	\$452.64	\$452.64	\$452.64	\$452.64	\$452.64	
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>						
Contracted Services- Consulting work only- iEvaluate, LLC	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	
NCTIES Annual Conference						
Registration Costs for 4 teachers per school	\$4,160.00	\$4,160.00	\$4,160.00	\$4,160.00	\$4,160.00	
Hotel Costs- 8 rooms at \$220 per night x 2 nights	\$3,520.00	\$3,520.00	\$3,520.00	\$3,520.00	\$3,520.00	
Materials for Professional Development	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	Micro-credential badges, collaboration tools such as large Post-It pads, markers,
Advanced Teacher Role K-5 Supplement Pay x 2 positions (\$5,000.00 each per year)	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	<p>This will cover the supplement pay for 2 TLA Lead Teacher positions in the K-5 area (1 for BHT School and 1 for Jones Intermediate) at a rate of \$5,000.00 per year. These roles will be required to meet the criteria designated within the narrative portion of this grant (Table 2- Descriptions) and be responsible for requirements (Table 4- Responsibilities).</p> <p>This will cover the cost of Social Security (at the current rate of 7.65%) on all supplement pay for Digital Teaching and Learning Lead Teachers (Advanced Teacher Role) meeting the requirements for serving as a Lead Teacher within their school.</p>
FICA on supplements above	\$765.00	\$765.00	\$765.00	\$765.00	\$765.00	This will cover the cost of Retirement (at the current rate of 18.86%) on all supplement pay for Digital Teaching and Learning Lead Teachers (Advanced Teacher Role) meeting the requirements for serving as a Lead Teacher within their school.
Retirement on supplements above	\$1,886.00	\$1,886.00	\$1,886.00	\$1,886.00	\$1,886.00	
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>						
Advanced Teacher Role 6-12 Supplement x 2 positions (\$5,000.00 each per year)	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	<p>This will cover the supplement pay for 2 TLA Lead Teacher positions in the 6-12 area (1 for Mount Airy Middle School and 1 for Mount Airy High School) at a rate of \$5,000.00 per year. These roles will be required to meet the criteria designated within the narrative portion of this grant (Table 2- Descriptions) and be responsible for requirements (Table 4- Responsibilities).</p>

FICA on supplements above	\$765.00	\$765.00	\$765.00	\$765.00	This will cover the cost of Social Security (at the current rate of 7.65%) on all supplement pay for Digital Teaching and Learning Lead Teachers (Advanced Teacher Role) meeting the requirements for serving as a Lead Teacher within their school.
Retirement on supplements above	\$1,886.00	\$1,886.00	\$1,886.00	\$1,886.00	This will cover the cost of Retirement (at the current rate of 18.86%) on all supplement pay for Digital Teaching and Learning Lead Teachers (Advanced Teacher Role) meeting the requirements for serving as a Lead Teacher within their school.
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>					
Supplements for current Curriculum Facilitators	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	This will cover the cost of supplements for the 2 current curriculum facilitators at a rate of \$4,000 per year. These roles are paid on the teacher pay scale but required to handle administrative duties, on top of supporting teaching and learning within their K-5 buildings.
FICA on supplements above	\$612.00	\$612.00	\$612.00	\$612.00	This will cover the cost of Social Security (at the current rate of 7.65%) on all supplement pay for the 2 current curriculum facilitators at the K-5 level.
Retirement on supplements above	\$1,508.80	\$1,508.80	\$1,508.80	\$1,508.80	This will cover the cost of Retirement (at the current rate of 18.86%) on all supplement pay for the 2 current curriculum facilitators at the K-5 level.
<i>*It is important to note that retirement rates may increase in Years 2-4, therefore, reflecting an increase in this line item.</i>					
Poster Maker and Cold Laminator	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	This will be used for Sharing Teaching and Learning Practices throughout all schools, each year the project will purchase 1 additional device. By the end of the project, each school will have 1 on site.
	\$125,014.34	\$125,014.34	\$125,014.34	\$125,014.34	

## Teaching Compensation Models and Advanced Teaching Roles Grant Logic Model





Math and Problem/Project-based Learning for Student Success (MAPSS)  
Math and Science Partnership (MSP) Grant 2015-2018  
Approximate 3 Year Value \$2 million  
Awarded to Mount Airy City Schools

The MAPSS MSP Grant was initially implemented in June 2015 with the instructional framework based on supporting students through the inquiry-based learning (IBL) environment in the area of mathematics. The professional development was provided through a partnership with Wake Forest University (WFU) and the University of Texas- Dallas (UTD). Originally the grant was intended to serve 5 districts including Alamance Burlington Schools, Davidson County Schools, Lexington City Schools, Mount Airy City Schools and Randolph County Schools. Year 1 was highly successful and the grant served 71 teachers in Kindergarten through 8th grade. The MAPSS Management team provided teachers with approximately 100 hours of professional development over the course of a school year. Most importantly this professional development was followed with instructional coaching by the MAPSS team through face-to-face school visits, co-teaching, providing of resources, and virtual coaching sessions.

In Year 2 the MAPSS grant was expanded in order to serve 10 districts across the Piedmont Triad Education Consortium (PTEC) region. The MAPSS grant served 101 teachers across the original 5 districts, while also adding teachers from Asheboro City Schools, Stokes County Schools, Surry County Schools, Thomasville City Schools and Yadkin County Schools. The MAPSS team followed the same instructional framework in Year 2 for math teachers to better facilitate learning that allowed students to grow as problem solvers, critical thinkers and thinkers that can relate their learning to the real world.

The final and third year of MAPSS allowed the team to better serve teachers (70 for Year 3) and educators state-wide. In order to build sustainability of the MAPSS grant work the team implemented a plan for two groups within Year 3. Group 1 was known as the Foundations group. They received the original professional development, which focused on the IBL framework in the math classroom. Group 2 was known as the new Design Group and was made up of MAPSS Year 1 or 2 teachers. These teachers already had a strong foundation and understood the IBL framework, but the MAPSS team observed the need to take these teachers to the next level, which was designing IBL cases. As of March 2018 the Design Group of teachers have developed approximately 200 problem/project-based learning cases for mathematics. These cases will be shared with the NC Department of Public Instruction (NCDPI) in order to publish the cases for K-12 teachers across the state.

In addition to the grant funding the PTEC Superintendents also agreed to fund the same opportunity for the remaining 6 districts located in the PTEC region for the 2016/17 and 2017/18 school years. Therefore the final 6 districts (Caswell County, Chatham County, Winston Salem-Forsyth County, Guilford County, Davie County and Rockingham County) have been impacted by the same MAPSS instructional programming. Approximately 140 additional NC educators received this training because of the success of MAPSS. This is a HUGE accomplishment and recognition for the work completed after only the first year.

**Beginning Teacher Support Plan  
Mount Airy City Schools  
2018-2019**

**Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment, and support and principal engagement.**

Mount Airy City Schools (MACS) will develop a new Beginning Teacher Support Plan (BTSP), to be implemented with the 2018-2019 school year. This plan will be reviewed, monitored and revised annually by the Teaching and Learning team in collaboration with the Human Resources department representatives. The BTSP will be shared with the MACS Board of Education during the monthly report provided by the Chief Academic Officer. MACS will identify beginning teachers (BTs) through the Human Resources department electronic management system, LINQ, which allows the Beginning Teacher Support Plan (BTSP) team to identify all teachers with 3 years or less experience. MACS identify beginning teachers (BTs) through the Human Resources department electronic management system, LINQ, which allows the Beginning Teacher Support Plan (BTSP) team to identify all teachers with 3 years or less experience. The district commits to the following actions to meet and/or exceed Standard 1 as listed above.

- Release a teacher from the BTSP once they complete Year 3 of their career.
- Meet with all BTs as a professional learning community (PLC) group a minimum of 8 times per school year during after-school hours.
- If a teacher elects to attain licensure in an additional area the Teaching and Learning team will provide support through the school-based Curriculum Facilitator/Assistant Principal, as well as instructional support directors at the district office level.
- Assign all BTs a mentor in their building with priority being a mentor that works in the same grade level/content area
- Provide BTs with the opportunity to engage in both internal (in-house) and external professional development experiences for ongoing growth
- Support principals as they closely work with and support BTs around their personal development plans (PDP) each year and monitor their progress towards goals
- strive to have 100% completion of the NC Teacher Working Conditions Survey. This is distributed via email by all school principals.
- consistently supports educators through a comprehensive and diverse Professional Development Plan that includes internal and external PD experiences.
- Design and implement a beginning of the year (BOY) Beginning Teacher orientation for all BTs.
- Design and implement a new employee orientation that will occur within the first two weeks of all BTs first day of work.
- Design and implement a BOY mentor training.



- Design and implement a beginning teacher support plan of professional development (click here to view) that is modified to meet the needs of the teachers within the group. This feedback will be collected after each session through a BT survey that is distributed through a Google form. The team will analyze the feedback and modify the next month's agenda to reflect needs.
- Utilize the NC Teacher Working Conditions Survey results with the district leadership team, which includes principals, assistant principals and district level leaders that all support BTs.

**Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors, and mentor professional development.**

Mount Airy City Schools (MACS) will work closely with school principals to assign mentors that can best support all beginning teachers (BTs). The district commits to the following actions to meet and/or exceed Standard 2 as listed above. MACS will:

- BTs will be aligned with mentors that teach the same grade level/content area and work within the same building.
- Principals will follow-up with mentors to assess their working relationships with BTs; this will be done 3 times per year.
- Principals will follow-up with BTs to assess their working relationships with mentors; this will be done 3 times per year.
- All mentors will attend a beginning of year training led by district level support staff from the Teaching and Learning department and Human Resources. There are 2 options for any mentor that could not attend the first date of October 26, 2018.
- All mentors will be required to complete documentation each time they work with a BT. This documentation will be done using a Google form (click here to view) that allows the district to consistently collect all data associated with mentor support. This data collection is also time stamped and can be accessed by the district support services team at all times. This Google form also serves as the Mentor Log, which is more efficient and effective when assessing services provided to BTs.
- Mentors will be invited to join in 2 of the after-school district-wide BT support meetings.
- Provide Mentors with the opportunity to engage in both internal (in-house) and external professional development experiences for ongoing growth and improved support services as they facilitate the mentor relationship with BTs.

**Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction, and addressing issues of diversity.**

Mount Airy City Schools (MACS) believes in the importance of professional learning communities (PLCs) and attributes district success to the ongoing efforts of PLCs serving as the best form of professional development for all teachers within the district. With the alignment of mentors paired with BTs that are also teaching the same grade level/content area this allows protected time each week for collaboration. The district commits to the following actions to meet and/or exceed Standard 3 as listed above. MACS will:

- Facilitate the PLC framework which ensures that teachers are working through the protocols listed below to best support quality teaching and learning practices:
  - Data Feedback Strategy (DFS)- PLC members work through common data to identify trends/patterns
  - Common Formative Assessment (CFAs)- PLC members develop short assessments to allow teachers to gain knowledge of students' abilities. They will then use this knowledge to drive their instructional practices and differentiate/personalize learning in order to reach all learners.
  - Unpacking Standards- PLC members collaboratively “unpack” a standard to better understand what mastery will look like and design learning experiences that align with the standards verbs and depth of knowledge.
  - Standards in Practice- PLC members
  - Peer Observations- PLC members

Additionally, MACS will:

- work with principals to ensure that all mentors have the protected time to observe the BTs they are assigned to for the year.
- Work with principals to ensure that all BTs have time to observe their mentors if needed, or another teacher in their grade level/content area.

**Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to the school site, as well as professional development designed to meet the unique needs of beginning teachers that is aligned with the North Carolina Professional Teaching Standards, and the North Carolina Teacher Evaluation System.**

Mount Airy City Schools is committed to the professional growth of all educators.

Professional development is prioritized in all areas and highly valued in the development of beginning teachers. The district commits to the following actions to meet and/or exceed Standard 4 as listed above. MACS will:

- conduct a Beginning Teacher orientation within two weeks of the teachers first day of work. The orientation agenda will include the following components:
- The MACS current Strategic Plan which identifies all goals and objectives for the district.
- The MACS Board of Education Policies
- The Chief Academic Officer also responsible for Human Resources conducted a presentation with all new employees and BTs, which can be accessed [here](#). All of the points listed below will also be covered during the BT orientation.
  - Process for achieving a continuing license
  - Working conditions guidelines
  - Mentor assignments and guidelines
  - Limitations with extra duties, exceptional students, extra-curricular assignments and preparations
  - NC Teacher Evaluation Process
  - NC Standard Course of Study
  - Safe and appropriate use of restraint of students
  - The NC State Board's Mission and Goals
- All MACS professional development (PD) offerings are listed on the current PD calendar, which is housed on the MACS website, under Teaching and Learning-Professional Learning Communities. Additionally, all teachers are encouraged to follow the PD Calendar using their district provided Google calendars. This ensures they are aware of possible opportunities for personal growth.
- All BTs are directed to utilize both the Teaching and Learning component of the website, which includes the following areas of support:
  - Instruction
  - Curriculum
  - Assessment
  - Enrichment
  - Intervention
  - Business and Community Partnerships
  - Professional Learning Communities and Coaching
  - Fiscal Responsibility and Grants
- Over the course of 3 years all BTs will have an opportunity to learn and engage in the MACS Innovation Squad. This internal professional development provides 6 full-day PD days helping teachers engage with digital tools, innovative practices, inquiry-based learning and overall quality teaching and learning strategies. This provides participating teachers with 36 contact hours of PD that also includes learning walks throughout a diverse array of classrooms.

**Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation**

Mount Airy City Schools will

The district commits to the following actions to meet and/or exceed Standard 5 as listed above.

MACS will:

- Conduct BT surveys after each monthly BT support meeting
- Promote NC Teacher Working Conditions survey to all teachers
- Utilize the data from the NCTWC survey
- Include BTs in the MACS Superintendent Teacher Advisory Council- encouraging BTs to share insight and feedback-providing them with a voice.