

**TEACHER COMPENSATION MODELS AND
ADVANCED TEACHING ROLES**



**Dr. Anthony D. Jackson, Superintendent
Vance County Schools
P. O. Box 7001
Henderson, NC 27536**

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Project Title: "Opportunity Culture – Extending the Reach of Great Vance Teachers"

Section 1. Applicant Information

LEA: Vance County Schools Tax ID/EIN: 56-6001124

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RFP Contact Name and Position: Dr. Cindy Bennett

Phone: 252-492-2127 Email: cbennett@vcs.k12.nc.us

Section 2. Project Information

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

Phone: _____ Email: _____

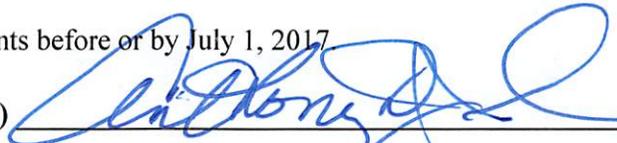
Total Project Budget: \$898,000 Requested Grant Amount: \$898,000

Estimated Number of Schools Served: 17 Estimated Number of Students Served: 4,200

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

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - Submit required financial and performance reports to NCDPI.
 - Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - Begin serving participants before or by July 1, 2017.

Signature and date: (in blue ink)

 10-20-16

Title: Superintendent Phone: 252-492-2127

Proposal Narrative

Vance County Schools is a low-wealth, geographically isolated rural community with significant urban influences. The district is comprised of 17 schools, serving over 6,000 students. We have just over 1000 employees, with 91% of those serving in our schools. Of that group we have 550 licensed/ certified staff members. To address the challenge of identifying and hiring high quality staff, of the 550 licensed/ certified, approximately 100 are sourced through non-traditional avenues (Teach for America (TFA), Visiting International Faculty (VIF), Educational Professional International (EPI) and Lateral Entry). The district annually has a teacher turnover rate well above the state average, and has been as high as 22%. The region is predominately surrounded by districts with highly competitive salary structures, only increasing the district's inability to attract and retain a highly qualified work force.

Vance County Schools will work with Public Impact to design and implement career pathways that extend the reach of excellent teachers to multiple classrooms. These career opportunities encourage educators to grow in their profession while still continuing to teach, and are designed to spread the availability of rigorous classroom instruction to even more students. Public Impact will guide Vance County Schools through a process to design paid school-level roles that create an "Opportunity Culture" for skilled teachers to lead a team of teachers while continuing their own teaching practice and to extend their reach in other ways. Vance County Schools has worked with SREB, Central Carolina RESA, and other agencies, only to see them leave after the training.

About Public Impact and Opportunity Culture: Strong Early Results

Based in North Carolina and working nationally, Public Impact is committed to dramatically improving educational outcomes for all U.S. students, particularly those who are

not well-served 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 of its 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. And school districts can fund these new teacher-leader positions within existing school budgets, making Opportunity Culture models sustainable for the long-haul without grant funding. Those paid career paths in turn help attract and keep great teachers, who in turn help other teachers develop daily on the job in small teams. The principal gains access to a “team of leaders,” a great improvement over individually managing each teacher.

More than 100 schools in nine districts are currently implementing Opportunity Culture (OC) models or designing now to implement in 2017-18. With more than 800 teachers and 22,000 students affected by these models, OC schools are showing strong early results. In North Carolina, Charlotte-Mecklenburg (CMS) and Cabarrus County have Opportunity Culture schools. Fifty-nine percent of those exceeded student growth expectations in 2015–16, more than double the percentage of N.C. schools overall (28 percent). Conversely, Opportunity Culture schools were much less likely to fall short of growth goals. Statewide, 25 percent of N.C. schools

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must choose and tailor models to:

- 1. Reach more students with excellent teachers and their teams**
- 2. Pay teachers more for extending their reach**
- 3. Fund pay within regular budgets**
- 4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development**
- 5. Match authority and accountability to each person’s responsibilities**



overall did not meet growth expectations, compared with 11 percent of Opportunity Culture schools in the state.

Opportunity Culture roles have attracted strong and competitive pools of candidates, with schools selecting just eight percent of applicants. Over 90 percent of teachers in Opportunity Culture schools respond positively to survey questions about their satisfaction – and those surveys include teachers in advanced roles and the teachers they lead. Average pay supplement for advanced Opportunity Culture roles is \$11,000 above the salary schedule, *all within existing school budgets*.

The Opportunity Culture Design Process

Getting to these results requires district leaders to engage in a design process that defines new roles available to teachers, sets compensation levels for the new positions, and revises policies, recruitment and hiring efforts, evaluation systems, and professional learning services to support schools in this redesign work. And it requires teams at the school level, made up mostly of teachers, to choose and tailor the models to their own context, establishing the staffing model, schedule, and implementation plan that will work for their school’s faculty and students.

Vance County Schools will partner with Public Impact to lead this design process in our district and schools, including:

- Facilitating a district design team to set the vision and parameters for OC in the district, select schools to participate, and make critical decisions and system changes to support new teacher roles;
- Facilitating school design teams made up primarily of teachers to develop the school’s approach to Opportunity Culture;

- Supporting both the district and schools in implementation, troubleshooting challenges based on national experience leading this work;
- Gathering quantitative and qualitative data on the success of OC, feeding information back to district and school personnel with national benchmarking data to drive improvements in implementation.

This process is described in greater detail in the below section Implementation Plan.

(1) ADVANCED TEACHING ROLES AND QUALIFICATIONS

Vance County Schools will create two types of advanced role:

- **Expanded Impact Teacher (EIT).** This teacher teaches at least 33% more students than typical. Students rotate between face-to-face learning with the EIT and learning supervised by an assistant (Reach Associate) which may incorporate technology.
- **Multi-Classroom Leader (MCL).** Leads teams of teachers and assistants (Reach Associates, and Aspiring Teachers when applicable) and teaches students directly.

To qualify for an Expanded Impact Teacher role or a Multi-Classroom Leader role in Vance County Schools', candidates must:

- Receive a rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation instrument or the equivalent on an out-of-state evaluation system;
- Demonstrate evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education; and
- Demonstrate mastery of teaching skills as captured by classroom observations and artifacts of student learning.

- Selection for the Expanded Impact Teacher and Multi-Classroom Leader, will be 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. **See Appendix A (Expanded Impact Teacher) and for detailed weighting and rationale for each of the selection criteria. Appendix B Multi-Classroom Leader (MCL).** Leads teams of teachers and assistants (Reach Associates, and Aspiring Teachers when applicable) and teaches students directly.

Vance County Schools will conduct behavioral event interviews to determine if a candidate has the competencies to excel as an Expanded Impact Teacher or Multi-Classroom Leader. 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.¹ Vance County Schools will use the BEI to assess candidates for evidence that they exhibit a sufficient combination of the needed competencies for each advanced role offered.

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.

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 Directiveness	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.

(2) JOB RESPONSIBILITIES OF EXPANDED IMPACT TEACHERS

This section includes for each of the advanced roles being created a) a table overview of the job responsibilities, weighting of the responsibilities during instructional hours, and qualitative and quantitative evaluation measures, and b) a more detailed description of each job responsibility with rationale and references to research.

Expanded Impact Teacher Job Responsibilities: Alignment to RFP Approved Responsibilities, Weighting of Responsibilities, and Types of 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	A	20%		Qualitative
2) Classroom Environment	A	5%		Qualitative
3) Instruction	A	55%	83% *	Quantitative
4) Manage Facilitation of Learning Activities by other Adults	A	10%		Quantitative
5) Professional Responsibility	A	10%		Qualitative
* In accordance with H.B. 1030, 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.				

Description and Rationale for each Expanded Impact Teacher Job Responsibility

Expanded Impact Teachers teach an increased number of students and are accountable for their performance as the teacher of record for those students. Expanded Impact Teachers use technology-delivered content and paraprofessionals to reduce instructional size with the teacher at any given time.

1) Planning and Preparation

To effectively impact a greater number of students with excellent teaching with less time per student, the Expanded Impact Teacher must plan activities that promote engagement and provide feedback loops, even without direct interaction between the student and the Expanded Impact Teacher.

- Set high expectations of achievement that are ambitious and measurable for students,
- Plan backward to align all lessons, activities, assessments,

- Determine how students spend instructional time (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, individual interventions with tutors, etc.),
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students), and
- Design assessments that accurately assess student progress and/or incorporate digital assessments.

2) Classroom Environment

The Expanded Impact Teacher must create a classroom environment that facilitates learning and inquiry, even without the intervention or presence of the Expanded Impact Teacher.

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

3) Instruction

The Expanded Impact Teacher devotes an increased amount of time to instruction and reaches more students with his or her excellent instruction through strategic use of time and student grouping with a paraprofessional and digitally delivered content.

- Hold students accountable for ambitious, measurable standards of academic achievement,
- Identify and address individual students' social, emotional, and behavioral learning needs,

- Identify and address individual students' development of organizational and time-management skills,
- Invest students in their learning using a variety of influence techniques,
- Incorporate questioning and discussion in student learning,
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs, and
- Communicate with students and keep them informed of their progress.

4) Manage Facilitation of Learning Activities by Other Adults

The Expanded Impact Teacher will collaborate with paraprofessionals to ensure effective student supervision and learning occur even in the absence of the Expanded Impact Teacher.

This strategic use of time enables the Expanded Impact Teacher to spend time on the most high-leverage instructional activities, while paraprofessionals facilitate non-instructional responsibilities and digitally delivered introductions to new material and skills practice.

- Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction,
- Provide tutor(s) with student groupings and specific instructional assignments, and
- Develop systems and processes for paraprofessionals.

5) Professional Responsibilities

Expanded Impact Teachers work to continually improve their practice. Working at the cutting edge of their field, they must take initiative to identify and develop skills and dispositions necessary for success in this new context. Expanded Impact Teachers will work both individually and in collaboration with others in development.

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills,
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success,
- Collaborate with other teachers, tutors, and lab monitor(s) to analyze student data, group students, teach, and assign interventions, and
- Participate in professional development opportunities at school.
- Set high expectations of achievement that are ambitious and measurable for all students taught by team,
- Establish instructional methods, tools, and materials that team teachers use,
- Set direction, verbally and with tools/materials, that clarify content and teaching process,
- Lead team to:
 - plan backward to align all lessons, activities, and assessments,
 - design assessments that accurately assess student progress,
 - monitor and analyze student assessment data to inform enriched instruction by teacher,
 - design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students).

**Multi-Classroom Leader Job Responsibilities:
Alignment to RFP Approved Responsibilities, Weighting of Responsibilities,
and Types of 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	B	20%		Observations and team feedback (Qualitative)
2) Classroom Environment	B	5%		Observations (Qualitative)
3) Instruction	A and B	46%	70% *	Student assessment results, including EVAAS (Quantitative)
4) Develop Team Teachers	B	24%		Student assessment results, including EVAAS (Quantitative)
5) Professional Responsibility	B	5%		Feedback and Observation, Artifacts (Qualitative)
* In accordance with H.B. 1030, 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.				

Description and Rationale for each Multi-Classroom Leader (MCL) Job Responsibility

The MCL is a lead classroom teacher among a group of teachers and is the teacher of record for all students taught by that group of teachers.

1) Planning and Preparation

Research indicates that teachers who effectively plan for instruction and have high classroom standards are able to follow a lesson plan while continuously adjusting it to fit the needs of different students and respond to individual student performance.² Less effective teachers often have a difficult time responding to the individual needs of students, creating a one-size-fits all approach to instruction.³ Through effective planning and preparation, MCLs:

- Set high expectations of achievement that are ambitious and measurable for all students taught by team,

- Establish instructional methods, tools, and materials that team teachers use,
- Set direction, verbally and with tools/materials, that clarify content and teaching process,
- Lead team to:
 - plan backward to align all lessons, activities, and assessments,
 - design assessments that accurately assess student progress,
 - monitor and analyze student assessment data to inform enriched instruction by teacher,
 - design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students).

2) Classroom Environment

Recent research on factors associated with student growth found that school-level conduct management and “academic press” were both positive and statistically significant predictors of value added.⁴ Academic press occurs when teachers challenge students and control classrooms in order to achieve rigor, respect, order, and persistently on-task behaviors. Multi-Classroom Leaders contribute to both of these key conditions in the classroom by leading their teams to:

- hold students accountable for high expectations of behavior and engagement that are ambitious and measurable,
- create classroom environments conducive to collaborative and individual learning, and
- establish a culture of respect, enthusiasm, and rapport.

3) Instruction

Research shows that when effective teachers prioritize instruction and student learning as the central purpose of schooling, they communicate a dedication to student learning that students reflect in their behavior and studies. Additionally, quality of instruction has been found to be

positively associated with student learning.⁵ To ensure that students taught by their teams benefit from effective instruction, Multi-Classroom Leaders:

- identify and address individual students' learning needs and barriers,
- identify and address individual students' organizational and time-management skills,
- use small-group and individual instruction to personalize and tailor instruction,
- communicate with students and keep them informed of their progress,
- invest students in their learning using a variety of influence techniques,
- incorporate questioning and discussion in student learning, and
- hold students accountable for ambitious, measurable standards of academic achievement.

4) Develop Team Teachers

Research using data from the New Teacher Center's Teaching, Empowering, Leading and Learning (TELL) Survey has shown that teachers who work in more supportive environments are more effective at raising student achievement on standardized tests than teachers who work in less supportive environments.⁶ Opportunity Culture advanced roles cultivate the daily and weekly job-embedded professional learning that teachers need to support improvement in their practice. Multi-classroom leaders develop team teachers by:

- modeling instructional tasks to aid team development,
- clarifying and adjusting team members' roles and provide feedback, developmental advice, and assignments to develop their effectiveness,
- evaluating team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles),
- working with principal to dismiss team members who do not meet the leader's standard,
- participating in and facilitating professional development opportunities at school.

5) Professional Responsibilities

Instructional coaches, while widely used to support student learning, typically do not have direct responsibility for student outcomes. For example, in a recent survey one-third of instructional coaches indicated that they did not feel responsible for the performance and growth of the teachers they work with, and nearly two-thirds did not feel accountable for their outcomes.⁷ By contrast, Multi-Classroom Leaders are invested in the academic outcomes of all students taught by their team and have the authority to direct their team members to achieve the best outcomes for students. Multi-Classroom Leaders:

- assume responsibility for all students taught directly and by teachers on their team,
- solicit feedback from supervisor and team members to improve professional skills,
- lead team to maintain regular communication with families,
- organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students' persistent learning challenges,
- determine how students spend instructional time based on instructional skills and content knowledge of teachers in team,
- allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths and professional development goals, and
- allocate non-instructional administrative duties among team of teachers.

(3) INFORMING EMPLOYEES, PUBLIC ABOUT ADVANCED TEACHING ROLES

Vance County Schools will hold informational sessions to share information about the roles being offered and the hiring process with all interested teachers and members of the public. This session will include basic descriptions about the roles and salary supplements that will be

available, and will describe the application requirements and process. Vance County Schools' design lead will share frequently asked questions with responses. Further detail about Vance County Schools' communications plan is provided in section (11).

Expanded Impact Teachers and Multi-Classroom Leaders will be evaluated with the North Carolina Teacher Evaluation, but will also receive a supplemental evaluation specific to their roles and responsibilities as teacher leaders. Performance criteria for continued eligibility will be determined by the district-level design team.

(4) VOLUNTARY RELINQUISHMENT OF AN ADVANCED TEACHING ROLE

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

(5) SALARY SUPPLEMENTS

Vance County Schools will design two levels of Expanded Impact Teacher and Multi-Classroom Leader roles, each with designated salary supplements. Here we provide possible ranges of those supplements as seen in other districts that have implemented Opportunity Culture roles. However, because the supplements will be paid only from existing funds, actual amounts will depend on locally available dollars. *One of the first tasks of the district-level design process will be financial modeling to determine supplement amounts that are sustainable and competitive with pay offered by surrounding districts.* In other Opportunity Culture districts, supplements are paid as flat dollar amounts for each role, not as a percentage of individuals' salaries.

Example Pay Ranges for Opportunity Culture Advanced Teaching Roles

	Description	Potential Pay Supplements Per Analysis of Existing Opportunity Culture Sites
Expanded Impact Teacher I	Teaches 33-64% more students	10%-15% of state salary
Expanded Impact Teacher II	Teaches at least 65% more students	20%-30% of state salary
Multi-Classroom Leader I	Leads 1 teacher	10%-15% of state salary
Multi-Classroom Leader II	Leads 2-3 teachers	20%-30% of state salary

All participating schools must pay these salary supplements as a supplement to the classroom teacher’s regular salary and not be included in the average salary calculation used for budgeting State allotments. In addition, should an Expanded Impact Teacher or Multi-Classroom Leader fail to maintain established minimum criteria, fail to successfully perform his or her duties, or voluntarily relinquish the advanced teaching role, all participating schools must agree to pay the salary applicable to the individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher’s compensation.

(6) IMPLEMENTATION PLAN

Vance County Schools will identify a district design team to set the vision and parameters for OC in the district, select schools to participate in each design cohort, and make critical decisions and system changes to support new teacher roles. The district design team will include a mix of excellent teachers, principals, and district staff crucial to implementation (a senior director from human resources, finance, IT, and the accountability office). See Appendix C for district design team membership.

The district design team will be led by a district staff member who dedicates a significant percentage of his/her time to oversee the implementation of the Opportunity Culture Principles (see inset) and related changes needed to build an Opportunity Culture. The district lead will have at least a 50 percent time allocation to lead this work.

Supporting this leader will be an assistant to manage the details of pilots—ensuring that waivers to typical district policies are available, and new systems are implemented to support success in pilot schools.

This group—for which the district team leader will assign roles and responsibilities—will have the authority to oversee key decisions and activities including:

- * Establishing the overall vision for the initiative
- * Identifying potential schools to pilot the effort
- * Communicating the proposed approach with school leaders, and sharing relevant district-level policies (e.g., design parameters) with schools
- * Working directly with school design teams to monitor progress of model development, including staffing structures, compensation, scheduling, technology, and communication
- * Problem-solving with schools around design and implementation challenges
- * Identifying necessary resources for implementation
- * Identifying gaps and barriers in district-level practices, such as human resource systems, budgeting, and others identified in the planning process, and organizing changes to them

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must choose and tailor models to:

- 1. Reach more students with excellent teachers and their teams**
- 2. Pay teachers more for extending their reach**
- 3. Fund pay within regular budgets**
- 4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development**
- 5. Match authority and accountability to each person's responsibilities**



- * Monitoring progress and acting to ensure success in design, implementation, and scale

The work of the district design team will be substantial and requires careful planning for implementation in several key areas, outlined in the below table. In each area, Vance County Schools has designated a district lead from the design team. This lead will draw on technical assistance provided by Public Impact to tackle the work by during the design year and early implementation years. This table is not comprehensive; additional needs and design team responsibilities will arise during the design process and early-implementation phases. However, it outlines responsibilities and timeline for each core area of design work that will be undertaken.

Responsibilities of District Design Team: Dec 2016 – May 2017

Activity	District Lead/ Team Members
District-level design work <ul style="list-style-type: none"> <input type="checkbox"/> Ensure initiative meets Opportunity Culture Principles and needs of students, teachers, and community <input type="checkbox"/> Clarify district design parameters <input type="checkbox"/> Ensure district leadership commitment <input type="checkbox"/> Advocate for needed policy changes 	Dr. Anthony D. Jackson, Superintendent
School-level design work <ul style="list-style-type: none"> <input type="checkbox"/> Help district choose schools for pilot and each scale-up phase <input type="checkbox"/> Organize and facilitate school-level design teams <input type="checkbox"/> Facilitate school teams to select/tailor models and develop implementation plans, within district parameters <input type="checkbox"/> Document the school-level implementation plan (transitional steps, roles, timing, costs, etc.) 	Dr. Cindy Bennett, Assistant Superintendent Dr. Trixie Brooks, Assistant Superintendent Mrs. Iris Dethmers, Coordinator of District Innovation and Fine Arts
Technology planning <ul style="list-style-type: none"> <input type="checkbox"/> Determine existing technology resources and capabilities <input type="checkbox"/> Advise on new technology resources and capabilities <input type="checkbox"/> Incorporate new digital instruction and other technology tools into school designs 	Mrs. Jennifer Bennett, Assistant Superintendent, Finance Mrs. Marsha Abbott, Chief Technology Officer
Human resource management <ul style="list-style-type: none"> <input type="checkbox"/> Set compensation ranges for reach-extended roles <input type="checkbox"/> Lead recruitment, hiring, and internal selection for 	Mrs. Jennifer Bennett

new positions <input type="checkbox"/> Oversee training, development, evaluation, and career path(s) design	
Financial resource allocations <input type="checkbox"/> Determine available funding for transition to reach extension models <input type="checkbox"/> Ensure pay is funded with per-pupil funding <input type="checkbox"/> Make policy recommendations for sustainably higher pay at larger scale	Mrs. Jennifer Bennett, Assistant Superintendent, Finance
Communications work <input type="checkbox"/> Develop key messages and tools <input type="checkbox"/> Elicit input from stakeholders <input type="checkbox"/> Deliver or organize communications	Mrs. Terri Hedrick, Public Information Officer

As noted above, school design teams will be established at each school involved in an Opportunity Culture cohort. Principals and school design teams develop staffing and scheduling plans that adhere to the five Opportunity Culture principles and any parameters established by Vance County Schools. School design teams undertake a 10-point design process:

- **Vision.** Describe how students and teachers will benefit from a school model based on advanced roles.
- **School and Staffing Model.** Determine roles to be added or exchange, a staffing transition plan, and a summary of the school’s staffing needs.
- **Cost Impact.** Assess the cost impact of stipends to confirm that they are possible within current budgets and are budget neutral.
- **Talent.** Establish a plan to attract, cultivate, and identify talent through recruitment and hiring, staff training and development, and evaluation methods.
- **Time.** Develop schedules that allow teacher leaders to work intensively with their teams.
- **Resources.** Identify technology needed to support the new school models.

- **Accountability.** Make changes needed to enable the reporting of student outcomes for teachers in advanced roles.
- **Teacher and Community Engagement.** Develop materials and outreach to engage teachers, parents, and community.
- **Improvement Process Planning.** Assign responsibility for monitoring and improving implementation at school level at defined times.

This work will be accomplished through a series of four design sessions that will be facilitated by Public Impact in partnership with the designated district lead, Jennifer Bennett, Assistant Superintendent of Finance. Public Impact works closely with design team leads to customize these sessions for each school and maintains regular contact in between the sessions to help design teams progress toward their decision points.

It is the intent of Vance County Schools to design roles and pay supplements that can scale to all schools in the district, if successful. The county will be divided into two natural geographical areas. Vance County will begin planning in year one, year two will begin the 50% implementation of the natural K-12 feeder patterns, with the final year having the final 50% of schools rolled into the implementation.

(7) FINANCIAL SUSTAINABILITY

Teacher compensation supplements in this pilot will be financially sustainable from the start, paid for by reallocation of existing funds. No state grant funds will be used to pay for the role-based stipends, even in the pilot years. As a result, the district will be able to continue offering advanced roles as long as they are useful. 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 allocated to advanced role teacher pay supplements. This is difficult work, but creates advanced roles that last. Advanced roles with staying power allow current teachers to aspire to the roles and changes the way prospective teachers perceive the profession.

Vance County Schools will explore strategies being used by current Opportunity Culture sites across the country to pay teachers more within budget. Options for fund reallocation could include:

- **Replace a vacant teaching position with a paraprofessional.** Rather than relying on substitutes to fill an adult role by supervising students in the absence of a permanent teacher, this strategy fills the slot with a paraprofessional who will support a Multi-Classroom Leader and his or her team. The paraprofessional saves teachers time and enables schedule changes that let teachers collaborate and improve during school hours. This activity can include supervising digital learning and other learning activities, handling the team’s administrative paperwork and routine instructional tasks, and grading against clear rubrics. The difference in labor costs is reallocated to the Multi-Classroom Leader and team teachers as salary supplements.
- **Reduce the number of supplemental non-classroom specialist positions.** Leaving all special education, English language learner, and family support positions untouched, most districts and schools can still save funds by returning academic specialists to classrooms, in higher-paid Expanded Impact Teacher or Multi-Classroom Leader roles.
- **Reallocate other spending.** Districts can allocate funds currently used for professional development to enhance the pay of Multi-Classroom Leaders, whose responsibilities include developing teams of teachers.

(8) MEASURABLE OBJECTIVES

The main objectives of both Opportunity Cultures are to improve instruction within schools and to dramatically improve student academic growth in core subjects.

During the 2016-17 school year, Vance County Schools will design, recruit for, and hire teachers to assume advanced roles as Expanded Impact Teachers. Outcomes to be measured during the design year 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. These are measures of the district's ability to attract desirable candidates.

Opportunity Culture Outcomes to be Measured: Design Year, 2016-2017

Factor to be Measured	Description	Target Outcome
Size of applicant pool	Number of applicants for each new teacher leadership position	4
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 2017-18 school year	Reduced by 10% from previous years

Expanded Impact Teachers and Multi-Classroom Leaders will be in place to improve instruction after the 2016-2017 school year. For this three-year grant period, Vance County Schools would continue to report human resource outcomes as noted above, plus additional measures related to teacher perceptions and student learning.

(9) ENGAGEMENT OF SCHOOL STAFF AND LOCAL COMMUNITY

Opportunity Culture design work engages a variety of roles and perspectives within the school district. Of particular importance is the engagement of teachers in the development of advanced roles and school designs. Involvement of teachers helps ensure that essential

instructional challenges are tackled, time is carved out in the school day to make the models work, and educators who might find themselves working on a team led by a new multi-classroom leader are invested in the team-based model. The communications plan for district design leads and principals engages all staff to learn about Opportunity Culture design at the beginning of the effort.

Parents and community partners also need a chance to learn about and react to the design work being undertaken and to raise any changes they hope can be realized during the development of new school models. For example, should community members express interest in providing more volunteer support within the school, school design teams could consider opportunities to incorporate that engagement within their unique model.

The below table outlines how Vance County Schools will share key messages and will gather input from students, parents, school partners, community groups, and local media.

School Community Member	Share These Key Opportunity Culture Messages	Shared By:	Gather Feedback Through:	Resources to Share
Teachers and Staff	<ul style="list-style-type: none"> Advanced roles will offer multiple pathways for teachers to advance and develop their careers without leaving teaching Advanced role teachers will be responsible for more students and will earn pay supplements Teams of teachers will gain job-embedded professional learning and increased collaboration time 	<input type="checkbox"/> District design lead <input type="checkbox"/> and Principal	<input type="checkbox"/> Q&A during informational sessions <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> <i>Change: Why We Must, How We Can, Together</i> <i>An Opportunity Culture for Teaching and Learning</i> <i>OC motion graphic</i> Video: <i>What could you do in an OC</i> <i>Opportunity Culture Principles</i>
Students	<ul style="list-style-type: none"> How teaching and classes change: -roles and people in them 	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers	<input type="checkbox"/> Q&A in classrooms	<ul style="list-style-type: none"> Customize communications for ages of

	<p>-how learning time changes</p> <ul style="list-style-type: none"> • Benefits for students: <ul style="list-style-type: none"> -teachers all aiming for great -meet your needs better -more adults to help you 	<p>on school design team</p> <input type="checkbox"/> Teachers explain to their classes each new year	<input type="checkbox"/> Social media <input type="checkbox"/> Individual meetings to answer questions	<p>students and how learning changes for them</p>
Parents	<ul style="list-style-type: none"> • The problems our students face • A new solution: OC • Benefits for students and teachers • Specifics: Which classes, grades, and subjects are affected each year 	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers on school design team <input type="checkbox"/> OC Teachers	<input type="checkbox"/> Q&A in parent meetings (e.g., PTA) <input type="checkbox"/> Social media <input type="checkbox"/> Newsletter/e-blasts <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> • Introduction for Parents • Opportunity Culture Talking Points for Superintendents and Implementation Leaders with FAQs and Responses
School Community Member	Share These Key Opportunity Culture Messages	Shared By:	Gather Feedback Through:	Resources to Share
School partners/ community groups	<ul style="list-style-type: none"> • Problems our students face • The challenges and limits our teachers face • A new solution: OC • Benefits • Timing/process • Where else this is happening/what other OC teachers think 	<input type="checkbox"/> Principal <input type="checkbox"/> School design team <input type="checkbox"/> OC Teachers	<input type="checkbox"/> Q&A in group meetings <input type="checkbox"/> Social media <input type="checkbox"/> Newsletter/e-blasts <input type="checkbox"/> Individual meetings to answer questions	<ul style="list-style-type: none"> • Opportunity Culture for Teaching and Learning: Introduction • Opportunity Culture “Voices on Video”
Media	<ul style="list-style-type: none"> • See “school partners” box above 	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers on school design team <input type="checkbox"/> OC Teachers	Share Information Through: <input type="checkbox"/> Introductory email <input type="checkbox"/> Press release <input type="checkbox"/> Social media	<ul style="list-style-type: none"> • Opportunity Culture for Teaching and Learning: Introduction • Opportunity Culture “Voices on Video”

			<input type="checkbox"/> Visits to OC schools	
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Vance County Schools Opportunity Culture lead and principals from affected schools will conduct communications outreach and information dissemination along the timeline outlined in Appendix D.

NEED STATEMENT -

TEACHER TURNOVER RATE:

Vance County Schools continues to maintain a teacher turnover rate well above the state rate. 22%

Years of Teaching Experience: The percentage of teachers who have taught for 0-3 years, 4-10 years or over 10 years in this district and the state.

	Elementary			Middle			High		
	0-3 Years	4-10 Years	10+ Years	0-3 Years	4-10 Years	10+ Years	0-3 Years	4-10 Years	10+ Years
District	19%	22%	60%	39%	22%	39%	41%	21%	39%
State	23%	27%	50%	24%	25%	51%	23%	24%	53%

Vance County Schools continues to struggle with hiring and retaining high quality professionals in all grade spans. Teacher experience and licensure for high needs areas oftentimes limit the range of content areas and schools where teachers can serve.

(10) SHARING PROJECT INFORMATION WITH OTHER SCHOOL SYSTEMS

Vance County Schools will work with Public Impact to gather and analyze data that will be added to the Opportunity Culture Dashboard. This resource makes publicly available basic details about Opportunity Culture sites, such as the schools that are engaged in design and implementation, the roles offered within each site, pay supplements, number of teachers in

advanced roles and led by multi-classroom leaders, percent of applicants hired for Opportunity Culture teaching positions, student 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, etc.

Vance County Schools will also share information about design and implementation of the advanced roles through reports submitted to the NC State Board of Education. We will work with Education NC to publish blog posts describing our process and results. Vance County Schools will seek opportunities for our district and school leaders to share at major statewide forums hosted by professional organizations and NCDPI.

(11) LOCAL EVALUATION PROCEDURES AND METHODS

Vance County Schools will monitor the measurable objectives described in section (10) and will work closely with Public Impact to identify any aspects of design or early implementation that could be strengthened to achieve our desired outcomes for teachers and students. At the end of the 2016-17 school year our district-level design team will revisit any parameters for school design that could be adjusted to improve school designs and implementation. We will offer implementing schools support to tackle challenges that arise during the first year of implementation, such as providing technical assistance to adjust schedules to secure the common planning time needed for teams, or securing training needed to help school leaders support their new Expanded Impact Teachers and Multi-Classroom Leaders.

Appendix A: Expanded Impact Teacher Weighted Selection Criteria with Rationale

Vance County Schools will use the below general weighting when assessing each of selection factors for Expanded Impact Teacher candidates. The district-level design team will determine more specific definitions to apply to these weightings, such as the number of years a teacher must have achieved above average growth, and whether partial credit will be awarded for any criteria.

Qualification	Alignment with “Approved Qualifications” in RFP	Weight	Qualitative/ Quantitative Measure	Rationale
<p>Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of superior prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated</p>	<p>Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education</p> <p style="text-align: center;">-OR-</p> <p>Equivalent demonstrated mastery of teaching skills as required by the new local compensation model</p> <p style="text-align: center;">-AND-</p> <p>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.</p>	<p>100%</p>	<p>Quantitative</p>	<p>The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context.⁸</p>

Knowledge of subject matter being taught	N/A	Disqualifier – applicant must demonstrate to be considered	Qualitative	Teacher-leaders must have content mastery as they will often be required to step-in to support team teachers instructionally, either in the middle of a lesson, or during a planning or reflection meeting. Teacher-leaders will be need to be fluent in their content area(s) to provide this support in the immediate timeframe that it’s required.
Bachelor’s degree and Valid teaching certificate	N/A	Disqualifier – applicant must demonstrate	Quantitative	Teacher-leaders must hold and maintain the minimum qualifications to be classroom teachers, as their roles reflect the responsibilities of a traditional classroom teacher, elevated in terms of impact and responsibility.
Demonstrated capacity to take responsibility for teaching additional students using novel methods	Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews	40%	Quantitative (Outcome measures) & Qualitative (Reference checks)	Expanded Impact Teachers must deliver instruction and also craft learning experiences to be facilitated by a paraprofessional or delivered digitally. Prior experience adapting instructional approaches is the best predictor of future potential for success. However, many Expanded Impact Teacher candidates have had limited opportunities to explore these modalities given limitations of technology, training, and support staff. This competency will receive the most support in the advanced teacher role program, this qualification is weighted less strongly than evidence of prior success with students.
National Board for Professional Teaching Standards Certification (preferred status applicant, not required)	Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching	10% (Bonus)	Quantitative	Research suggests that more effective teachers successfully complete National Board certification. ⁹ Rather than require National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.

Appendix B: Multi-Classroom Leader (MCL) Weighted Selection Criteria with Rationale

Vance County Schools will use the below general weighting when assessing each of selection factors for Multi-Classroom Leader candidates. The district-level design team will determine more specific definitions to apply to these weightings, such as the number of years a teacher must have achieved above average growth, and whether partial credit will be awarded for any criteria.

Qualification	Alignment with “Approved Qualifications” in RFP	Weight	Qualitative/ Quantitative Measure	Rationale
<p>Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of superior prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated</p>	<p>Evidence that the teacher has exceeded expected student growth based on three years of teacher evaluation data as calculated by the State Board of Education</p> <p>-OR-</p> <p>Equivalent demonstrated mastery of teaching skills as required by the new local compensation model</p> <p>-AND-</p> <p>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.</p>	<p>60%⁺</p>	<p>Quantitative</p>	<p>The ability to dramatically improve student learning outcomes is essential to success in a teacher-leadership role. However, success in a traditional classroom environment does not ensure comparable performance with additional responsibility in a different context.¹⁰</p>

Knowledge of subject matter being taught	N/A	Disqualifier – applicant must demonstrate to be considered	Qualitative	MCLs must have content mastery as they will often be required to step-in to support team teachers instructionally, either in the middle of a lesson, or during a planning or reflection meeting. MCLs will need to be fluent in their content area(s) to provide this support in the immediate timeframe that it’s required.
Bachelor’s degree and Valid teaching certificate	N/A	Disqualifier – applicant must demonstrate to be considered	Quantitative	MCLs must hold and maintain the minimum qualifications to be classroom teachers, as their roles reflect the responsibilities of a traditional classroom teacher, elevated in terms of impact and responsibility.
Experience successfully leading and managing a team of adults to accomplish goals	Equivalent demonstrated mastery of teaching skills as required by the new local compensation model, as demonstrated by behavioral event interviews	40%	Quantitative (Outcome measures) & Qualitative (Reference checks)	MCLs successfully impact students through their own teaching, and through the teaching of their team members. Prior experience leading a team successfully is the best predictor of future potential for success. ¹¹ Yet candidates may have had limited opportunities to demonstrate leadership, so, this qualification is weighted less strongly than evidence of prior success with students.
National Board for Professional Teaching Standards Certification (preferred status applicant, not required)	Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master's degree in the area in which the classroom teacher is licensed and teaching	10% (Bonus)	Quantitative	Research suggests that more effective teachers successfully complete National Board certification. ¹² Rather than require National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged.

APPENDIX C: Committee Members for District Plan Design

Committee Member Name	Position
Jennifer Bennett	Assistant Supt. Of Finance
Cindy Bennett	Assistant Supt. Of Student Services
Trixie Brooks	Assistant Supt. of Curriculum and Instruction
Marsha Abbott	Chief Technology Officer
Terri Hedrick	Public Information Officer
Anthony D. Jackson	Superintendent

APPENDIX D: COMMUNICATIONS PLAN TIMELINE

December 2016–February 2017

Introduce Opportunity Culture to whole staff

- Share introductory slide deck, Opportunity Culture motion graphic, and video of educators voices in current sites implementing Opportunity Culture
- Solicit questions and communicate the benefits of the initiative and teacher inclusion in the design process
- Email and/or hand out *Opportunity Culture for Teaching and Learning: Introduction* to all staff members

Select school design team and craft school design

- Principal identifies and selects key staff for design team—include school leaders, excellent teachers, key influencers
- Describe the design team’s role and schedule

February–March 2017

Share and solicit feedback on school’s Opportunity Culture plans after draft design is ready

- Before completing full draft, share benefits, get feedback from teachers on early work on OC vision, staffing plan.
- During design work, meet with *any person who asks* about the design process. Listen. Share the potential benefits.
- After full draft plan is ready, make short presentation to whole staff.
- Re-communicate Opportunity Culture goals and the Opportunity Culture Principles.

- Explain design process and the draft staffing plan. Explain how plan fits each Opportunity Culture Principle and school's larger vision and goals, and how it can benefit students and teachers.
- Solicit feedback from all, possibly through a short online survey.
- Identify those with concerns and questions, and meet with them individually.
- Thank staff in email for their time and invite further feedback. Incorporate feedback as design team decides.

March–April 2017

Share and advertise new Opportunity Culture roles internally and externally for recruiting

- Share with all staff:
 - Slide deck showing next year's staffing plan and staffing plan after full implementation
 - Official job postings (from HR) or standard descriptions of roles, qualifications, and how to apply for all
 - Other recruitment material as needed—e.g. video, brochure—available in the Opportunity Culture Toolkit
- Principal or assistant principal also communicates with high-potential internal candidates:
 - Schedule one-on-one meetings to discuss potential fit with open positions
 - Personally invite eligible staff to apply for Opportunity Culture positions
 - Share Opportunity Culture messages in interviews with applicants, in coordination with Human Resources

April–Ongoing

Inform parents, keep staff informed about improvements, and respond to any concerns

- Communicate changes to parents at end of school year and beginning of next. Use the parent introduction tool
- Meet with parents and staff if/as any concerns arise. Continue one-on-one meetings as needed to address concerns
- Keep design team or teacher-leaders engaged throughout implementation to improve every year

¹ See McClelland, D.C. (1998). *Identifying Competencies with Behavioral-Event Interviews*. *Psychological Science*, 9, 5, (1998), 331–339.

² Fuchs, D. & Fuchs, L.S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294–309.

³ For example, see Jay, J. K. (2002). Points on a continuum: An expert/novice study of pedagogical reason. *The Professional Educator*, 24(2), 63–74.

⁴ Ferguson, R.F. & Hirsch, E. (2014). “How Working Conditions Predict Teaching Quality and Student Outcomes.” In *Designing Teacher Evaluation Systems: New Guidance from the Measures of Effective Teaching Project*. Bill & Melinda Gates Foundation. Retrieved from http://k12education.gatesfoundation.org/wp-content/uploads/2015/11/Designing-Teacher-Evaluation-Systems_freePDF.pdf

⁵ Walberg, H. J. (1984). Improving the productivity of America’s schools. *Educational Leadership*, 41(8), 19–27.

⁶ For example, see: Kraft, M.A. & Papay, J.P. (2014, Jan. 30). Do supportive professional environments promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*. December 2014 vol. 36 no. 4 476-500.

⁷ Bierly, C., Doyle, B., & Smith, A. (2016, January 14). *Transforming schools: How distributed leadership can create more high-performing schools*. Bain & Company. Retrieved from <http://www.bain.com/publications/articles/transforming-schools.aspx>

⁸ Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.

⁹ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching. *The Review of Economics and Statistics*, 89(1), 134-150.

¹⁰ Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.

¹¹ See for example: Ouellette, J. A., & Wood, W. (1998). Habit and intention in everyday life: the multiple processes by which past behavior predicts future behavior. *Psychological Bulletin*, 124(1), 54.

¹² Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National board certification as a signal of effective teaching. *The Review of Economics and Statistics*, 89(1), 134-150.

APPENDIX E: PROJECTED BUDGET

Proposed Budget Vance County Schools Opportunity Grant

Expanded Impact/Leadership Role			
Expand Impact Roles	Total VCS Est.	Projected Reach of Program	Est Cost w/ Benefits
# of Teachers (30% reach)	400	120	\$ 240,000.00
# of Schools (all schools eligible)	17	17	
# of Students (new avg number of students reached): 35 per teacher / class	6,100	4,200	
PD and Support Costs (incl subs)	311/312/163		\$ 230,000.00
Materials/Equipment	411/461/418		\$ 60,000.00
FICA/Retirement			\$ 58,000.00
Total Estimated Budget			\$ 588,000.00

*Estimating 30% of staff would qualify for program across district
Annual Additional Supplement
Would increase total teacher supplement to \$4,500*

\$2,000

Budget Sustainability Expanded Impact Leadership Role

Vance County Schools has a plan for sustainability should grant funding end. These teacher supplements would be paid using existing ADM allotments, Title I funds and Title II funds. Principals would be allowed to trade an allotment for the teacher stipends.

Projected Budget Continued:

Advanced Teacher Roles & Local Compensation Pilot			
Description	Account Code		18.19
Develop new courses (7 x \$3,000) one per high school per year	196	\$	21,000.00
Develop new courses (3 x \$3,000) one per middle school per year	196	\$	9,000.00
Modify course (7 x \$1,000) one per high school per year	196	\$	7,000.00
Modify course (3 x \$1,000) middle school per year	196	\$	3,000.00
Staff Development - Subs (30 teachers x 2 days)	163	\$	6,000.00
Staff development supplies (book study)	312	\$	4,000.00
Bonus for exceeding growth (\$1,000 per teacher)	181	\$	40,000.00
Blended Learning and/or MCL Stipend (Mini-grants) (46 * 3500)	192	\$	161,000.00
FICA/Retirement	211/221	\$	59,000.00
Advanced Teacher Role Subtotal potential bonus plan		\$	310,000.00
Total Grant Request		\$	898,000.00

Budget Sustainability Advanced Teacher Roles

Vance County Schools has a plan for sustainability should grant funding end. These teacher supplements would be paid using existing ADM allotments, Title I funds and Title II funds. Principals would be allowed to trade an allotment for the teacher stipends.