

Project Title: Winston-Salem Forsyth County Schools Inspire 340 Opportunity Culture

Section 1. Applicant Information

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Total Project Budget: \$954,479.00 Requested Grant Amount: \$954,479.00

Estimated Number of Schools Served: 16 Estimated Number of Students Served: 7,500

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

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.
- The applicant understands that if awarded a grant, it will be required to:
 - o Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.
 - o Submit required financial and performance reports to NCDPI.
 - o Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program.
 - o Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink) Angela Pringle Hairston

Title: Superintendent Phone: 336-727-2810

| Table of Contents | |
|--|-----------|
| Proposal Narrative | Pg. 1-2 |
| Program Structure | Pg. 3 |
| About Public Impact and Opportunity Culture: Strong Early Results | Pg. 3-5 |
| The Opportunity Culture Design Process | Pg. 5-6 |
| Advanced Teaching Roles and Qualifications to be Created | Pg. 6-7 |
| Job Responsibilities of Multi-Classroom Teachers and Team Reach Teachers | Pg. 7-8 |
| Description and Rationale for each Multi-Classroom Leader Job Responsibility | Pg. 8-11 |
| Description and Rationale for each Team Reach Teacher Job Responsibility | Pg. 11-13 |
| Criteria and Selection for Advance Teaching Roles | Pg. 13-15 |
| Salary Supplements | Pg. 15-16 |
| Voluntary Relinquishment of an Advanced Teaching Role | Pg. 16 |
| Implementation Plan | Pg. 16-20 |
| Financial Sustainability | Pg. 20-21 |
| Measurable Objectives and Evaluation | Pg. 21-23 |
| Communications Strategy and Dissemination Plan | Pg. 23-26 |
| Evidence of Need | Pg. 27-29 |
| Sharing with Districts Across North Carolina | Pg. 29 |
| Attachments | |
| Appendix A: Budget | |
| Appendix B: Committee Members for District Plan Design | |
| Appendix C: Extended Impact Teacher Weighted Selection Criteria with Rationale | |
| Appendix D: Extended Impact Teacher Weighted Selection Criteria with Rationale | |

Proposal Narrative

Winston-Salem Forsyth County Schools (WS/FCS) launched a school turnaround network known as Inspire 340 in 2017. The number “340” represents the local education code for WS/FCS. Out of 81 WS/FCS, there are 16 low-performing schools included in the “Inspire 340” region, 14 elementary schools and 2 middle schools. These Title I schools receive additional federal funding for supplies, materials, and staff incentives. The district has designated “Inspire” schools because of a common mission among WS/FCS employees to inspire underserved students in this region to achieve and excel in spite of life challenges; however, there are challenges to hire and retain highly effective certified teachers within appropriate discipline areas to work in these schools. Because of the needs, WS/FCS began researching the The New Teacher Project “Irreplaceables.” It was noted in the “Irreplaceables” report (TNTP, 2002), high performing teachers need identified opportunities or pathways for teacher leader roles in order to extend their reach.¹ WS/FCS recognized this and formed the Teacher Leadership Academy. The primary focus of the Teacher Leadership Academy was to establish a framework for providing sustained professional development and support that leads toward increased student achievement outcomes. Despite this concerted effort to develop teacher capacity district-wide, there was undeniable need for a strategy to recruit and retain highly effective teachers in the lowest performing schools (Inspire 340). In 2017, the Inspire 340 network entered partnership with “The New Teacher Project” to provide professional development for instructional facilitators and school based instructional leadership teams at the Inspire 340 schools. The TNTP professional development opportunity paved the way for

¹ Jacob, A., Vidyarthi, E., & Carroll, K. (2012). *The Irreplaceables Understanding the Real Retention Crisis in Americas Urban Schools*. Place of publication not identified: Distributed by ERIC Clearinghouse.

WS/FCS to explore a partnership with Public Impact's Opportunity Culture. It is with this context, that WS/FCS is applying for the Advanced Teaching Roles grant to ensure that WS/FCS Inspire 340 school leaders and their learning communities capitalize on the potential of teacher leadership and develop plans that will be sustained by existing budgets.

Additionally, this year WS/FCS welcomed a new superintendent, Dr. Angela Pringle-Hairston, who has a strong history of turning around underperforming schools, improving student achievement, and creating innovative educational opportunities for students. Dr. Hairston has engaged various internal and external stakeholders in order to build relationships and understand the district's strengths and challenges. She has also prioritized goals to address underperforming schools, to develop an instructional plan, to provide resources and curriculum support to teachers, to ensure organizational effectiveness and efficiency, and to develop a standard for benchmarking equity and inclusion across the district. With that said, WS/FCS is committed to creating equitable access among students to highly qualified staff in order to close achievement and opportunity gaps and improve student outcomes.

Theory of Action: If we invest in developing and rewarding excellent teachers, we will be able to retain a high-quality workforce who can raise student achievement and prepare students in our lowest performing schools for college, career, and improved life outcomes for all students.

Therefore, the Advance Teaching Roles Grant will afford teachers the opportunity to innovate new instructional models to improve the overall school-wide performance.

Furthermore, grants funds will provide WS/FCS the opportunity to develop and implement career pathways using the Opportunity Culture model which will help guide the district on how to maintain sustainability of teacher-leader roles using local funds. The funds will also cover transition costs associated with designing and implementing advanced teaching role models, such

as employing staff members or contractors to assist with design and implementation of the pilot plan.

Program Structure

WS/FCS will work with Public Impact to design and implement career pathways that extend the reach of excellent teachers to multiple classrooms. These career opportunities will encourage educators to grow in their profession while continuing to teach and will be designed to spread the availability of rigorous classroom instruction to more students. Public Impact will guide WS/FCS 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.

About Public Impact and Opportunity Culture: Strong Early Results

Based in Carrboro, North Carolina and working nationally, Public Impact is committed to dramatically improve 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 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. While this grant would be used for design and initial implementation costs, it will enable WS/FCS to create processes for funding future 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.


Nationally, more than 300 schools in 30+ districts are currently implementing or preparing to implement Opportunity Culture models. This includes 432 teachers in advanced roles, 1,419 teachers receiving on-the-job development via teacher-led teams, and more than 56,000 students with an excellent teacher at the helm of their instruction. In North Carolina, eight districts are now implementing Opportunity Culture: Cabarrus, Charlotte-Mecklenburg, Edgecombe, Guilford, Halifax, Hertford, Lexington City and Vance.

In January 2018, a rigorous third-party evaluation found that students of teachers who served on teams led by Multi-Classroom Leaders showed sizable, statistically significant academic gains. The team teachers were, on average, at the 50th percentile in the student learning gains they produced before joining a team led by a Multi-Classroom Leader. After joining the teams, they produced learning gains equivalent to those of teachers in the 75th to 85th percentiles in math, and, in six of seven statistical models, from the 66th to 72nd percentiles in reading.²

**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**



² Backes, B. & Hansen, M. (2018). Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative. CALDER Working Paper No. 181. <https://caldercenter.org/publications/reaching-further-and-learning-more-evaluating-public-impacts-opportunity-culture>

Opportunity Culture roles have attracted strong and competitive pools of candidates, with schools selecting just eight percent of applicants. Eighty-eight 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. The average pay supplement for advanced teaching roles in Opportunity Culture is \$10,078 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 and selection criteria for those roles, sets compensation levels for the new positions, and revises policies, recruitment and hiring efforts, evaluation systems, and professional learning services to support schools in the redesign work. It also requires teams at the school level, made up mostly of teachers, to choose and tailor use of the roles to fit their own context. School teams establish the staffing model, schedule, and implementation plan that will work for their school’s faculty and students.

WS/FCS will partner with Public Impact to lead this design process in our district and schools to:

- Establish district-level guidance for how schools can use Opportunity Culture teacher leader roles to improve student learning and school culture,
- Support schools in developing their unique staffing and implementation plans,
- Prepare district leaders and principals to select strong candidates for Opportunity Culture roles,
- Help teachers and principals prepare to implement these new and unique roles,
- Assess effectiveness of implementation and identify possible improvements, and

- Analyze outcomes to communicate what has been achieved.

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

Advanced Teaching Roles and Qualifications to be Created

WS/FCS will create two types of advanced teaching roles through its Opportunity Culture work: Multi-Classroom Leaders and Team Reach Teachers.

| Advanced Teaching Role Summary | Example Levels and Qualifications (to be determined during design year) |
|---|---|
| <p>Multi-Classroom Leader (MCL)</p> <ul style="list-style-type: none"> • Leads a small teaching team and shares instructional responsibility for all students taught by that group of students. • Continues to teach, typically part of the time. • Ultimately responsible for organizing the roles, steps and elements of the team’s curriculum, lessons, teaching, data analysis, and improvement. • Coaches and develops the team. • Earns a pay supplement. | <p>MCL I—Leads team of 2–5 teachers.</p> <ul style="list-style-type: none"> • Established track record of leadership; • Maintained excellent rating/high growth in 2 of 3 years as teacher, team teacher or team reach teacher as calculated by the State Board of Education <hr/> <p>MCL II—Leads team of 6–8 teachers.</p> <ul style="list-style-type: none"> • Continued track record of leadership and high-growth student learning as an MCL I (using the same qualifications). |
| <p>Team Reach Teacher</p> <ul style="list-style-type: none"> • Teaches on a team led by a multi-classroom leader, collaborating with colleagues. • Teaches an increased number of students and is accountable for their performance as the teacher of record for those students. • May use limited-quantity, age-appropriate blended learning in elementary schools and/or middle schools specialized by subject(s). • May have a more specific title, such as: expanded-impact teacher, blended-learning teacher, or elementary subject specialist. • May have two levels (e.g., TRT I and II; MRT I and II), based on continued performance and commitment to team role. • Earns a pay supplement. | <p>Master Team Reach Teacher (MRT)</p> <p>In addition to Team Reach Teacher duties, does one or both of the following:</p> <ul style="list-style-type: none"> • Assists MCL II with leadership of large team. • Reaches far more students than other teachers (more class periods in secondary school; more students in elementary). • Uses highly advanced instructional skills, such as advanced planning and student data analysis, and/or extra differentiation. • Maintains excellent rating/high growth in 2 of 3 years in MTRT role |

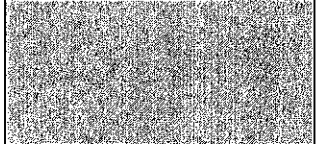
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| | as calculated by the State Board of Education. |
| | Team Reach Teacher (TRT) • Mastery of teaching skills evidenced by a track record of “proficient” or “effective” rating, at least. |

Job Responsibilities of Multi-Classroom Teachers and Team Reach Teachers

This section includes a table overview of the job responsibilities, weighting of the responsibilities during instructional hours, and qualitative and quantitative evaluation measures for the two types of advanced roles a more detailed description of each job responsibility with rationale and references to research. Yearly, the Multi-Classroom Teacher (MLC) and Team Reach teacher (TRT) will be evaluated based on the NC Teaching Standards. In the event, the MCL or TRT fails to maintain the minimum requirements for job responsibilities and/or duties, he or she will be relinquished of their role based.

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

| Job Responsibility | Percent of Total Contract Hours (1,544) | Percent of Total Instructional Hours (1,025) | Evaluation Measure (Qualitative or Quantitative) |
|------------------------------------|--|---|--|
| 1) Planning and Preparation | 20% | | Observations and team feedback (Qualitative) |
| 2) Classroom Environment | 5% | | Observations (Qualitative) |
| 3) Instruction | 46% | 70% * | Student assessment results, including EVAAS (Quantitative) |
| 4) Develop Team Teachers | 24% | | Student assessment results, including EVAAS (Quantitative) |

| | | | |
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| 5) Professional Responsibility | 5% |  | Feedback and Observation, Artifacts (Qualitative) |
| <p>* In accordance with Session Law 2018-5 Section 7.9, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Multi-Classroom Leaders will contribute to instructional activity at least 70 percent of those instructional hours, equal to 717.5 hours per year. This amounts to 46 percent of all contract hours.</p> | | | |

Description and Rationale for each Multi-Classroom Leader Job Responsibility

| Description | Rationale for Multi-Classroom Leader |
|---------------------------------|--|
| Planning and Preparation | <p>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.³ Less effective teachers often have a difficult time responding to the individual needs of students, creating a one-size-fits all approach to instruction.⁴ Through effective planning and preparation, Multi-Classroom Leaders:</p> <ul style="list-style-type: none"> • Set high expectations of achievement that are ambitious and measurable for all students taught by team • Establish methods and create instructional tools and materials that team teachers use in all classrooms • Set direction, verbally and with tools and materials, that clarify content and teaching process • Lead team to: <ul style="list-style-type: none"> ○ 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) |
| Class Environment | Recent research on factors associated with student growth found that school-level conduct management and “academic press” were both |

³ Fuchs, D. & Fuchs, LS. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294–309.

⁴ 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.

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| | <p>positive and statistically significant predictors of value added.⁵ Academic press occurs when teachers challenge students and control classrooms to achieve rigor, respect, order, and persistently on-task behaviors. Multi-Classroom Leaders contribute to these key conditions in the classroom by leading their teams to:</p> <ul style="list-style-type: none"> • 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. |
| Instruction | <p>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.⁶ To ensure that students taught by their teams benefit from effective instruction, Multi-Classroom Leaders:</p> <ul style="list-style-type: none"> • identify and address individual students’ social, emotional, and behavioral learning needs and barriers • identify and address individual students’ development of organizational and time-management skills • use small-group and individual instruction to personalize and tailor instruction to individual needs • 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 • hold students accountable for ambitious, measurable standards of academic achievement |
| Develop Team Teachers | <p>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.⁷ Opportunity</p> |

⁵ 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

⁶ Walberg, H. J. (1984). Improving the productivity of America’s schools. *Educational Leadership*, 41(8), 19–27.

⁷ 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.

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| | <p>Culture advanced roles provide the daily job-embedded professional learning that teachers need to support improvement in their practice. Multi-Classroom Leaders develop team teachers by:</p> <ul style="list-style-type: none"> • 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, and • participating in and facilitating professional development opportunities at school. |
| <p>Professional Responsibilities</p> | <p>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.⁸ 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:</p> <ul style="list-style-type: none"> • assume responsibility for all students taught directly and by teachers on their team, • solicit and eagerly receive feedback from supervisor and team members to improve professional skills, • lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success, • 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, content knowledge, and professional development goals, and, |

⁸ 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>

| | |
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| | <ul style="list-style-type: none"> allocate non-instructional administrative duties among team of teachers. |
|--|--|

**Team Reach Teachers:
Alignment to RFP Approved Responsibilities, Weighting of Responsibilities,
and Types of Measures for Each Responsibility**

| Job Responsibility | Percent of Total Contract Hours (1,544) | Percent of Total Instructional Hours (1,025) | Evaluation Measure: Qualitative or Quantitative |
|---|--|---|--|
| 1) Planning and Preparation | 20% | | Observations and team feedback (Qualitative) |
| 2) Classroom Environment | 5% | | Observations (Qualitative) |
| 3) Instruction | 55% | 83% * | Student assessment results, including EVAAS (Quantitative) |
| 4) Manage Facilitation of Learning Activities by other Adults | 10% | | Student assessment results, including EVAAS (Quantitative) |
| 5) Professional Responsibility | 10% | | Feedback and Observation, Artifacts (Qualitative) |
| <p>* In accordance with Session Law 2018-5 Section 7.9, the teacher-leader will be responsible for instruction in the classroom 70% of the instructional day. Of the 1,544 hours in a teacher contract year, 1,025 are instructional hours. Extended 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.</p> | | | |

Description and Rationale for each Team Reach Teacher Job Responsibility

Working on a Multi-Classroom Leader’s team, Team Reach Teachers assume responsibility for an increased number of students, and/or paraprofessionals to reduce instructional size with the teacher at any given time.

| Description | Rationale for each Team Reach Teacher Job Responsibility |
|---|--|
| Planning and Preparation | <p>To effectively reach a greater number of students with excellent teaching despite having less time per student, the Team Reach Teacher must plan activities that promote engagement and provide feedback loops, even without direct interaction between the student and the Team Reach Teacher.</p> <ul style="list-style-type: none"> • 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. |
| Class Environment | <p>The Team Reach Teacher must create a classroom environment that facilitates learning and inquiry, even without the intervention or presence of the Team Reach Teacher.</p> <ul style="list-style-type: none"> • 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. |
| Instruction | <p>The Team Reach 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.</p> <ul style="list-style-type: none"> • Hold students accountable for ambitious, measurable standards of academic achievement, • Identify and address individual students' social, emotional, and behavioral learning needs and barriers, • 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. |
| Manage Facilitation of Learning Activities by Other Adults | <p>The Team Reach Teacher will collaborate with paraprofessionals to ensure effective student supervision and learning occurs even in the absence of the Team Reach Teacher. This strategic use of time</p> |

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|--------------------------------------|--|
| | <p>enables the Team Reach 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.</p> <ul style="list-style-type: none"> • 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 for follow-up tutoring, and • Develop systems and processes for paraprofessional. |
| Professional Responsibilities | <p>Team Reach Teachers will work on Multi-Classroom Leader teams to create time for planning, data analysis, and coaching. Team Reach Teachers teach more students than usual and 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.</p> <ul style="list-style-type: none"> • 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. |

Criteria and Selection for Advanced Teaching Roles

WS/FCS will hold one or more informational sessions to share information about the roles being offered and the hiring process with all interested teachers and members of the public. Sessions will include basic descriptions about the roles and salary supplements that will be available and will describe the application requirements and process. WS/FCS’ designated Opportunity Culture design lead will share frequently asked questions with responses.

Selection for the Multi-Classroom Leader and Team Reach Teacher advanced roles 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 B (Multi-Classroom Leader) and Appendix C (Team Reach Teachers) for detailed weighting and rationale for each of the selection criteria.**

WS/FCS will conduct behavioral event interviews to determine if a candidate has the competencies to excel in either the Multi-Classroom Leader or Team Reach Teacher advanced roles. In the early 1970s, Harvard University Psychologist David McClelland began using the term “competency” to refer to the underlying patterns of thinking, feeling, acting, or speaking that cause a person to be successful in a job or role. McClelland subsequently developed the Behavioral Event Interview (BEI), a highly structured interview that focuses on the characteristics of the person being interviewed rather than on the work content.⁹ WS/FCS 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 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. |

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

| | |
|--------------------|---|
| Flexibility | The ability to adapt one’s approach to the requirements of a situation and to change tactics. |
|--------------------|---|

Critical Competencies for Team Reach 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. |

WS/FCS will use the below general weighting when assessing each of selection factors for Multi-Classroom Leader candidates and Team Reach 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.

Salary Supplements

WS/FCS will design two levels of Multi-Classroom Leader and Team Reach Teacher 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.*

**Example Pay Ranges for Opportunity Culture Advanced Teaching Roles
(to be determined during the design phase)**

| | Description | Potential Pay Supplements Per Analysis of Existing Opportunity Culture Sites |
|----------------------------------|---|---|
| Multi-Classroom Leader II | Leads 6-8 teachers | 25%-30% of state avg. salary |
| Multi-Classroom Leader I | Leads 2-5 teachers | 15-20% of state avg. salary |
| Master Team Reach Teacher | Teaches more students than typical, may assist MCL II | 8-12% of state avg. salary |
| Team Reach Teachers | Teaches more students than typical | 2-5% of state avg. salary |

Voluntary Relinquishment of an Advanced Teaching Role

Should a Multi-Classroom Leader or Team Reach Teacher relinquish his or her role and associated duties, the removal of that title will not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes. Upon relinquishment of the role, the teacher will no longer be paid 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.

Implementation Plan

By the end of the grant period, all 16 Inspire 340 schools in WS/FCS will be implementing advanced teaching roles. WS/FCS will identify a district design team to set the vision and parameters for Opportunity Culture in the district, select schools to participate in each design cohort, and make critical decisions and systems 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).

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 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.

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

**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**



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, WS/FCS has designated a district lead. This lead will draw on technical assistance provided by Public Impact to tackle the work 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 a timeline, seen in one of the tables below, for each core area of design work that will be undertaken.

Responsibilities of District Design Team: Point of Funding through June 2023

| Activity | District Lead/ Team Members |
|--|--|
| <p>District-level design work</p> <ul style="list-style-type: none"> • Ensure initiative meets Opportunity Culture Principles and needs of students, teachers, and community • Clarify district design parameters • Ensure district leadership commitment • Advocate for needed policy changes | <p>Dr. Tricia McManus, Deputy Superintendent</p> |
| <p>School-level design work</p> <ul style="list-style-type: none"> • Choose schools for pilot and each scale-up phase • Organize and facilitate school-level design teams • Ensure school teams develop staffing and implementation plans within district parameters • Document the school-level implementation plan (transitional steps, roles, timing, costs, etc.) | <p>Dr. Karen Roseboro, Assistant Superintendent of School Turnaround (Inspire 340)</p> |
| <p>Technology planning</p> <ul style="list-style-type: none"> • Determine existing technology resources and capabilities • Advise on new technology resources and capabilities as needed for school designs | <p>Martin Creech, Director of Instructional Technology</p> |
| <p>Human resource management</p> <ul style="list-style-type: none"> • Set compensation ranges and career paths for reach-extended roles • Lead recruitment, selection, and hiring for new positions • Oversee training, development, evaluation of Opportunity Culture roles | <p>Jevelyn Bonner-Reed, Chief of Human Resources</p> |
| <p>Financial resource allocations</p> <ul style="list-style-type: none"> • Determine available funding for transition to reach extension models • Ensure pay is funded from sustainable sources | <p>Andrea Gillus, Chief of Finance</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> Recommend policy changes as needed to achieve sustainability higher pay at a larger scale | |
| <p>Communications work</p> <ul style="list-style-type: none"> Develop key messages and tools Elicit input from stakeholders Organize and deliver communications | Brent Campbell, Marketing and Communications |

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 WS/FCS. School design teams undertake a 9-point design process:

1. **Vision.** Describe how students and teachers will benefit from a school model based on advanced roles
2. **School and Staffing Model.** Determine roles to be added or exchange, a staffing transition plan, and a summary of the school’s staffing needs
3. **Cost Impact.** Assess the cost impact of stipends to confirm that they are possible within current budgets and are budget neutral
4. **Talent.** Establish a plan to attract, cultivate, and identify talent through recruitment and hiring, staff training and development, and evaluation methods
5. **Time.** Develop schedules that allow teacher leaders to work intensively with their teams
6. **Resources.** Identify technology needed to support the new school models
7. **Accountability.** Make changes needed to enable the reporting of student outcomes for teachers in reach roles
8. **Teacher and Community Engagement.** Develop materials and outreach to engage teachers, parents, and community

9. **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 three to four design sessions that will be facilitated by Public Impact in partnership with the designated district lead, Dr. Karen Roseboro, Assistant Superintendent of School Turnaround and Jevelyn Bonner-Reed, Chief of Human Resources. Public Impact works closely with the design team leads to customize these sessions for schools and maintains regular contact between the sessions to help design teams progress toward their decision points.

Financial Sustainability

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

WS/FCS will explore strategies being used by current Opportunity Culture sites across the country to pay teachers more within budget. Options for fund reallocation 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 teacher 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 reach 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 multi-classroom leader or expanded impact teacher 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.

Measurable Objectives and Evaluation

The main objectives of Opportunity Culture are to improve instruction within schools and dramatically improve student academic growth in core subjects. During the 2020-21 school year, WS/FCS will design, recruit for, and hire teachers to assume advanced roles as Multi-Classroom Leaders and Team Reach 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 and compete for talent with surrounding districts.

Opportunity Culture Outcomes to be Measured: Design Year, 2020-23

| Factor to be Measured | Description | Target Outcome |
|------------------------------|---|------------------------|
| Size of applicant pool | Number of qualified applicants for each Opportunity Culture teacher leadership position | 5-10 |
| Strength of candidate pool | Characteristics of candidates for the Opportunity Culture teacher leader positions | Qualitatively stronger |

| | | |
|------------------------------------|---|-----------------------------|
| Total number of unfilled positions | Number of vacant positions that remain at the end of the district's hiring effort for the 2021-22 school year | Reduced from previous years |
|------------------------------------|---|-----------------------------|

Multi-Classroom Leaders and Team Reach Teachers will be in place to improve instruction beginning in the 2021-22 school year. For this three-year grant period, WS/FCS would continue to report human resource outcomes as noted above, plus additional measures related to teacher perceptions and student learning.

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

| Factor to be Measured | Description | Target Outcome |
|---|--|---|
| Size of applicant pool | Number of applicants for each new teacher leadership position | 5-10 |
| Strength of candidate pool | Characteristics of candidates for the new teacher leader positions | Qualitatively stronger |
| Total number of unfilled positions | Number of vacant positions that remain at the end of the district's hiring effort for the 2021-22 school year | Reduced from years preceding Opportunity Culture role availability |
| % of students reached by excellent teachers | Percent of students who have an excellent teacher at the helm of their instruction | 50%–100% of participating schools reach at least 80% of students in four core subjects with OC roles or other teachers who have demonstrated prior high growth |
| % of schools | Percent of schools using Opportunity Culture models | 50%-100% of schools in the district have designed and/or are implementing Opportunity Culture |
| % of teachers who feel supported to improve | Percent of teachers and staff at the school who respond positively to survey questions about the new school models (survey includes teachers in the new advanced roles and other teachers and staff in the school) | Three quarters of the questions on the annual Opportunity Culture teacher survey will have favorability rates of at least 85% among multi-classroom leaders and 75% among all teachers involved in Opportunity Culture teams. |
| Interim measures of academic progress | Data from interim assessments will be analyzed during the school year to gauge academic progress of students, with growth targets set at beginning of each school year | We will set targets for student achievement growth after determining baseline data for the year |

| | | |
|--|---|---|
| <p>% of schools low growth, meeting growth, and exceeding growth</p> | <p>When NCDPI releases summative assessment data from the 2021-22 school year (approximately Sept 2022) we will review reading and math growth data to analyze impact on student learning. We will conduct this analysis again when 2022-23 school year data are available.</p> | <p>Rates of low growth that are below the state average; Rates of high growth that exceed the state average</p> |
|--|---|---|

Communications Strategy and Dissemination Plan

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 design 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 planning and implementation. 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 WS/FCS 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 | <ul style="list-style-type: none"> District design lead Principal | <ul style="list-style-type: none"> Q&A during informational sessions Individual meetings to answer questions | <ul style="list-style-type: none"> <u><i>Change: Why We Must, How We Can, Together</i></u> <u><i>An Opportunity Culture for Teaching and Learning</i></u> <u>OC motiongraphic</u> <u>Video: <i>What could you do in an OC</i></u> <u>Opportunity Culture Principles</u> |
| Students | <ul style="list-style-type: none"> How teaching and classes change: <ul style="list-style-type: none"> -roles and people in them -how learning time changes Benefits for students: <ul style="list-style-type: none"> -teachers all aiming for great -meet your needs better -more adults to help you | <ul style="list-style-type: none"> Principal Teachers on school design team Teachers explain to their classes each new year | <ul style="list-style-type: none"> Q&A in classrooms Social media Individual meetings to answer questions | <ul style="list-style-type: none"> Customize communications for ages of students and how learning changes for them |
| Parents | <ul style="list-style-type: none"> The problems our students face A new solution: OC Benefits for students and teachers More time for teachers to meet individual students' needs Specifics: Which classes, grades, and subjects are affected each year | <ul style="list-style-type: none"> Principal Teachers on school design team OC Teachers | <ul style="list-style-type: none"> Q&A in parent meetings (e.g., PTA) Social media Newsletter/e-blasts Individual meetings to answer questions | <ul style="list-style-type: none"> <u>Introduction for Parents</u> <u>Opportunity Culture Talking Points for Superintendents and Implementation Leaders with FAQs and Responses</u> |

| | | | | |
|--|--|--|---|--|
| | | | | <ul style="list-style-type: none"> • Opportunity Culture Intro for Parents • Opportunity Culture Intro for Parents (Spanish) |
| 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 | <ul style="list-style-type: none"> • Principal • School design team • OC Teachers | <ul style="list-style-type: none"> • Q&A in group meetings • Social media • Newsletter/e-blasts • 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 | <ul style="list-style-type: none"> • Principal • Teachers on school design team • OC Teachers | Share Information Through: <ul style="list-style-type: none"> • Introductory email • Press release • Social media • Visits to OC schools | <ul style="list-style-type: none"> • Opportunity Culture for Teaching and Learning: Introduction • Opportunity Culture “Voices on Video” |

WS/FCS Opportunity Culture lead and principals from participating schools will conduct communications outreach and information dissemination along the following timeline:

| Timeline | Activity |
|-------------------------------|---|
| August 2020–March 2021 | <p><i>Introduce Opportunity Culture to whole staff</i></p> <ul style="list-style-type: none"> • 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 <i>Opportunity Culture for Teaching and Learning: Introduction</i> to all staff members. <p><i>Select school design team and craft school design</i></p> <ul style="list-style-type: none"> • Principal identifies and selects key staff for design team—include school leaders, excellent teachers, key influencers. • Describe the design team’s role and schedule. |

| | |
|-----------------------------------|---|
| <p>February–April 2021</p> | <p><i>Share and solicit feedback on school’s Opportunity Culture plans after draft design is ready</i></p> <ul style="list-style-type: none"> ● Before completing full draft, share benefits, get feedback from teachers on early work on OC vision, staffing plan. ● During design work, meet with <i>any person who asks</i> 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 concerns and questions and meet with individuals to address concerns. ● Thank staff in email for their time and invite further feedback. Incorporate feedback as design team decides. |
| <p>March 2021–May 2021</p> | <p><i>Share and advertise new Opportunity Culture roles internally and externally for recruiting</i></p> <ul style="list-style-type: none"> ● Share with all staff: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Schedule one-on-one meetings to discuss potential fit with open positions ○ Personal invite to eligible staff to apply for Opportunity Culture positions ○ Share Opportunity Culture messages in interviews with applicants, in coordination with Human Resources |
| <p>May 2020–Ongoing</p> | <p><i>Inform parents, keep staff informed about improvements, and respond to any concerns</i></p> <ul style="list-style-type: none"> ● Communicate changes to parents at the end of the 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. |

Evidence of Need

WS/FCS has a total student enrollment of approximately 54,984 and 81 total schools in its system; it is the fourth largest school system in North Carolina. Winston-Salem has a total estimated population of 251,907 and is the second largest municipality in the Piedmont Triad region. Although Winston-Salem is the fifth most populous city in North Carolina, it has a history of poverty that creates a lack of upward mobility for children who are reared in these conditions. The district has a strategic goal of recruiting and retaining a highly effective and diverse workforce that supports district academic excellence for all. The goal emphasizes the need to provide leadership development opportunities for teacher leaders who serve in a high needs learning environment.

The district's enrollment is a mix of students from urban, suburban, and rural areas. Students are culturally diverse and represent over 119 countries and speaking 92 languages. The district is racially diverse as well, with 37% White, 29% Black/African-American, 27% Hispanic, 3% Asian, 4% Multi-racial, and <1% American Indian. A report published in 2018 estimated one-third of children in Winston-Salem live in poverty, and the city ranked 20th in the nation for highest child poverty rates, which is higher than larger urban cities like Chicago, Pittsburgh, and Dallas¹⁰. More troubling is the city's history that shows conclusively that children from low-income families in Forsyth County are less likely to move up the income ladder as adults compared to children almost anywhere else in the United States¹¹. Winston-

¹⁰ Blizard, Z. D. *Teachers, disadvantaged students, and school performance: The case of forsyth county elementary schools*. Retrieved from <https://www.wssu.edu/academics/colleges-and-departments/college-of-arts-sciences-business-education/center-for-study-of-economic-mobility/our-research/files/documents/policybrief-issue4.pdf>.

¹¹ Blizard, Z. D. *Teachers, disadvantaged students, and school performance: The case of forsyth county elementary schools*. Retrieved from <https://www.wssu.edu/academics/colleges-and-departments/college-of-arts-sciences-business-education/center-for-study-of-economic-mobility/our-research/files/documents/policybrief-issue4.pdf>.

Salem is divided geographically by U.S. Highway 52, which splits the city into “West Winston-Salem” and “East Winston-Salem.” “West Winston-Salem” has a higher tax base, so this area thrives in terms of economic prosperity, resources, and opportunities while “East Winston-Salem” suffers from economic depression, food insecurities, and high crime rates.

The reality of this divide emerges in WS/FCS as many of the school district’s high-need schools are situated in “East Winston-Salem.” There are eight schools within the region that have been identified for State takeover. Research has shown that one of the most important drivers to reduce disproportionate teacher attrition in schools that serve low-income students and students of color is not only to attract but to also retain excellent educators.¹² Currently, the district-wide teacher attrition rate is 13.3% and 18.8% in Title I schools which is higher than the 8.1% state average (Winston-Salem Forsyth County Schools, 2018; Department of Public Instruction, 2018). Consequently, the high turnover in these schools and lack of expert educators has yielded low performance with all schools having a performance grade of D or F. Therefore, to foster a well-functioning education system that prepares our most underserved students for college and career, districts and schools must attract and retain excellent educators.¹³ Hence, a highly competent teaching staff is needed to close achievement and opportunity gaps in school environments where students are heavily dependent upon schools for success. In an effort to address this issue as well as others within the district, five goal teams were established to identify

[departments/college-of-arts-sciences-business-education/center-for-study-of-economic-mobility/our-research/_files/documents/policybrief-issue4.pdf](https://www.winston-salem-forsyth-county-schools.org/departments/college-of-arts-sciences-business-education/center-for-study-of-economic-mobility/our-research/_files/documents/policybrief-issue4.pdf).

¹² Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators* (research brief). Palo Alto, CA: Learning Policy Institute.

¹³ Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators* (research brief). Palo Alto, CA: Learning Policy Institute.

research and evidence-based practices for improvement. The members on each of these goal teams included parents, students, community members, and school and district staff. As a result of the goal teams, actionable objectives and practices became the framework for equitable and educational excellence for all students, every day. Thus, Inspire340 is a strategic initiative the district is using to reach Goal 1: raise student achievement, close achievement gaps and enable all students to take ownership of their learning; Goal 2: ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities; and Goal 4: recruit and retain a highly effective and diverse workforce that support district goals to ensure excellence for all; named in Strategic Plan 2020.

Sharing with Districts Across North Carolina

WS/FCS 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 across Opportunity Culture sites, such as the size of pay supplements, number of teachers in advanced roles and led by multi-classroom leaders, academic growth data, and survey data from teachers and staff in Opportunity Culture schools. The Dashboard is a good resource for districts that are considering Opportunity Culture design, helping them reach out to current sites that share similar characteristics in terms of size, state policy context, etc.

During year two of implementation, WS/FCS will be prepared to host site visits from district and school leaders who are interested in seeing Multi-Classroom Leaders in action and exploring how Opportunity Culture advanced roles could improve outcomes in their own context.

Appendix A: Budget

| Advanced Teaching Roles Budget Detail | | | | |
|--|-------------------|------------------|------------------|------------------|
| All Personnel and fringe benefit costs are based on the current rates. | | | | |
| | Year 1 | Year 2 | Year 3 | Totals |
| PERSONNEL | | | | |
| Professional Development Specialist | \$65,000 | \$66,300 | \$67,626 | \$198,926 |
| Sub Pay for MCLs and Team Reach Teachers | \$23,980 | \$24,460 | \$24,949 | \$73,389 |
| | | | | |
| <i>Personnel Subtotal</i> | \$88,980 | \$90,760 | \$92,575 | \$272,315 |
| FRINGE BENEFITS | | | | |
| Professional development Specialist | \$22,084 | \$22,402 | \$22,726 | \$67,212 |
| | | | | |
| Sub Fringe Benefits | \$5,861 | \$5,978 | \$6,098 | \$17,937 |
| <i>Fringe Benefits Subtotal</i> | \$27,945 | \$28,380 | \$28,824 | \$85,149 |
| <i>Travel Subtotal</i> | \$0 | \$0 | \$0 | \$0 |
| EQUIPMENT (> \$1,000 per unit cost) | | | | |
| <i>Equipment Subtotal</i> | \$0 | \$0 | \$0 | \$0 |
| SUPPLIES | | | | |
| Professional development Supplies | \$20,000 | \$20,000 | \$20,000 | |
| <i>Supplies Subtotal</i> | | | | \$60,000 |
| CONTRACTUAL | | | | |
| Public Impact Opportunity culture | \$224,500 | \$180,000 | \$90,000 | \$494,500 |
| Magnet Marketing & Recruitment | \$2,500 | \$2,500 | \$2,500 | \$7,500 |
| | | | | |
| Professional Development | \$9,000 | \$9,000 | \$9,000 | \$27,000 |
| Contractual Subtotal | \$236,000 | \$191,500 | \$101,500 | \$529,000 |
| <i>Direct Costs Includes all Subtotals</i> | \$ 372,925 | \$330,640 | \$242,899 | \$946,464 |
| Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment) | \$2,629 | \$2,671 | \$2,715 | \$8,015 |
| Total (Direct and Indirect costs) | | | | |
| | \$375,554 | \$333,311 | \$245,614 | \$954,479 |
| Total Requested: | | | | |
| | \$954,479 | | | |

APPENDIX B: Committee Members for District Plan Design

| Committee Member Name | Position |
|------------------------|------------------------------|
| Dr. Angela P. Hairston | Superintendent |
| Dr. Tricia McManus | Deputy Superintendent |
| Dr. Karen Roseboro | Assistant Superintendent |
| J Evelyn Bonner Reed | Chief of Human Resources |
| Andrea Gullis | Chief of Finance |
| Effie McMillian | Executive Director of Equity |

Appendix C: Examples of Multi-Classroom Leader Weighted Selection Criteria with Rationale

| 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</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.¹⁴</p> |

¹⁴ Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.

| | | | | |
|---|--|--|--|---|
| | the equivalent on an out-of-state evaluation system. | | | |
| 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 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 | 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. |
| 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) | Teacher-leaders must not only successfully impact students through their own teaching, but also through the teaching of their team members. Prior experience leading a team successfully is the best predictor of future potential for success. ¹⁵ however, many successful teacher-leader candidates may only have had limited opportunities to demonstrate leadership. As 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. |

¹⁵ 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.

| | | | | |
|---|---|-------------|--------------|--|
| 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. ¹⁶ Rather than require prospective teacher-leaders to complete National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged. |
|---|---|-------------|--------------|--|

¹⁶ 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 D: Extended Impact Teacher Weighted Selection Criteria with Rationale

| 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</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.¹⁷</p> |

¹⁷ Buckingham, M., & Coffman, C. (2014). *First, break all the rules: What the world's greatest managers do differently*. Simon and Schuster.

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| | the equivalent on an out-of-state evaluation system. 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. |

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| 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. ¹⁸ Rather than require prospective teacher-leaders to complete National Board Certification, this qualification is treated as a preference. Teachers not holding National Board Certification are therefore not disadvantaged. |
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¹⁸ 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.