

Proposal Cover Page

(Print or duplicate and complete this form *and include it in your application package.*)

Project Title: R3: Recruiting, Retaining, and Rewarding Educators through Multiple Career Pathways and Performance-Based Compensation

Section 1. Applicant Information	
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Section 2. Project Information
Project Director Name and Position (if different from contact): <u>Same</u>
Total Four-Year Project Budget: <u>\$19,098,905.44</u>
Requested Four-Year Grant Amount: <u>\$4,810,169.28</u>
Estimated Number of Schools Served: <u>36 (all in the district)</u>
Estimated Number of Students Served: <u>23,460 (all in the district)</u>

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, 2017.

Signature and date: (in blue ink) _____
 Title: Director, Professional Learning & Leadership Development Phone: 252-414-2510

Superintendent Signature and date: (in blue ink) _____



R3: Recruiting, Retaining, and Rewarding Educators through Multiple Career Pathways and Performance-Based Compensation

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(1) Description of the program structure, including (2) Descriptions and (3) Responsibilities of the advanced teaching roles

Pitt County Schools launched the *R3 Framework: Recruit-Retain-Reward* in 2013, an innovative, relevant, and cost-effective initiative focused on creating a high-performing educational team through intensive professional learning, leadership opportunities, and differentiated compensation models. *R3* begins with *recruiting* the best candidates from across the state and nation to become classroom teachers in Pitt County. We also *recruit* teachers from within the district to become teacher leaders at the school and district level. Through intensive professional learning opportunities and leadership opportunities (both formal and informal), PCS works to *retain* the best teachers and grow them into leaders. Finally, PCS *rewards* excellent teachers through monetary and non-monetary incentives as they progress through different career path, addressing their needs for autonomy, mastery, and purpose (Pink, 2011) by offering opportunities to choose responsibilities and positions that align with their strengths, interests, and school system needs. *R3* aligns with and supports the PCS mission to ensure that all students are provided a rigorous and personalized education preparing them for the ever-changing challenges of the 21st century.

R3 seeks to answer the question, “How do we keep our most effective teachers in the classroom, working *with students*?” Research consistently indicates that simply paying teachers more money based on student test scores does not lead to improved performance by teachers or improved learning by students; neither does increased pay based on additional responsibilities necessarily lead to increased student performance (Figlio & Kenny, 2007; Sawchuck, 2010). We recognize teachers are looking for both increased financial compensation *and* influence (Danielson, 2006; Feller, Jr., 2013; Reform Support Network, 2013), so through *R3* we reward high-performing teachers who also serve as teacher leaders within and across the district. They

receive **increased compensation**, exhibit **exponential influence**, and engage in **transformative collaboration** all leading to improving student outcomes. Additional research used in the development of this proposal is included in the “Research Base,” in the attachments.

With the 2013 launch of the *R3: Recruit, Retain, Reward*, Pitt County Schools was already invested in the creation of a comprehensive plan to recruit, retain, and reward teachers with differentiated pay elements when the North Carolina General Assembly called for differentiated pay proposals in 2014. The PCS “Teacher Career Ladder” plan submitted to the State in January 2015 requested funds to enable implementation of *R3* components that were funding-dependent, although Senate Bill 744/S.L. 2014-100 did not include funds to implement the proposals. State and local foundations partnered with Pitt County Schools to support the early implementation of *R3*. Funding for the Teacher Leadership Institute and Key BT program are currently supported by grants from the Z. Smith Reynolds, the Wells-Fargo Foundation, the Eddie and JoAllison Smith Family Foundation, a local charity connected to Grady-White Boats, and the Pitt County Educational Foundation.

Pitt County Schools was recently awarded a five-year, \$16.2 million Teacher Incentive Fund (TIF) grant from the U.S. Department of Education to implement *R3* at our 29 highest poverty, lowest performing schools, as stipulated by TIF grant guidelines. PCS is one of only 13 districts across the nation to receive TIF funding in 2016. To obtain comprehensive data on the impact of *R3* across the district, this proposal seeks funds from the North Carolina “Teacher Compensation Models and Advanced Teaching Roles” initiative to implement *R3* in the remaining 7 schools that were ineligible for inclusion in the TIF-funded project and allow for deep collaboration between TIF-funded and non-TIF funded schools.

Our goal is to have all PCS students taught and influenced by highly effective teachers. Consistent with the guidelines for the “Teacher Compensation Models and Advanced Teaching Roles,” PCS will link differentiated compensation for highly effective teachers to the assumption of additional academic responsibilities, leadership roles, and student performance. Grant funds will be used to support the following activities:

- Reward the best teachers by providing them with a differentiated pay scale;
- Create new teacher career path to provide opportunities for the best teachers to remain in the classroom working with more students;
- Empower teachers to collaborate, recognizing the synergetic capabilities of individual teachers working together to raise student achievement;
- Increase the number of students across the district taught by highly effective teachers;
- Enhance the pipeline whereby teachers can become teacher leaders to ensure the long-term viability of the program and the long-term impact of highly-effective teachers on student learning;
- Develop a comprehensive, replicable, and sustainable model for recruiting, retaining, and rewarding teachers and implementing advanced teaching roles.

There are four distinct elements within *R3*: the Key BT Program, the Teacher Leadership Institute, the Career Pathways Model, and a Performance-Based Compensation System. While separate, these are aligned with and support each other. The first two elements build a pipeline for the training of teacher leaders starting at the earliest stages of a teacher's career, while the third element provides expanded opportunities for influence. A hallmark of all three of these elements is varying degrees of support, training, and leadership opportunities to teachers within the system. Underlying these three elements is a comprehensive

Performance Based Compensation System that provides monetary and non-monetary rewards to teachers, principals, and other school leaders (see Figure 1). Through these four elements of *R3*, PCS will attract high-quality candidates, improve student learning, increase the number of highly effective teachers in the district, increase equitable access to excellent educators at high-need schools in the Local Education Agency (LEA), and reduce teacher turnover.

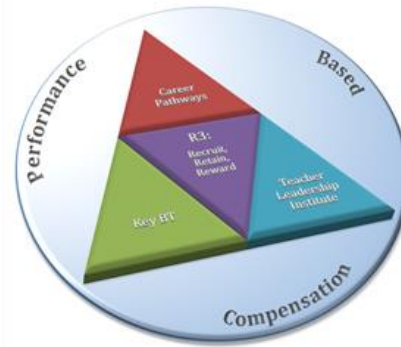


Figure 1: The Four Components in the R3 Framework

R3 is founded on the premise that advanced teaching roles are created as both influence and compensation are increased. If one thinks of a matrix where Influence & Compensation are two different axes (see Figure 2), Beginning Teachers (those teachers in the first three years of their career) are in the lower left quadrant: they have lower influence and lower compensation. The lower right quadrant is identified as a Professional Teacher, or a teacher with a continuing license. These teachers have increased compensation but may or may not have increased influence. With the state's current pay structure is no formal path to increased influence without leaving the classroom, though there is a path for increased compensation through experience or NBPTS certification. In the upper right quadrant of the matrix are teachers with advanced teaching roles that provide both increased compensation and increased influence. *R3* provides the pipeline to prepare teachers for those new roles through two innovative elements we refer to as the **Key BT Program** and the **Teacher Leadership Institute (TLI)**.

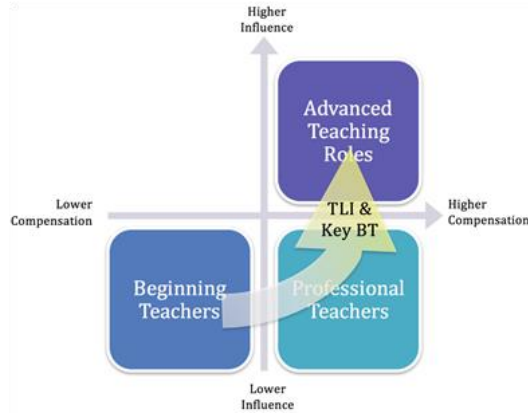


Figure 2: The Influence/Compensation Matrix and the TLI/Key BT Pipeline

Program Oversight & Support

Oversight and implementation of R3 falls under the Division of Educator Effectiveness and Leadership (DEEL). DEEL is unique in the school system in that it provides a bridge between the Department of Human Resources and the Department of Educational Programs and Services, the two key departments that focus on developing and supporting teachers and instruction. Figure 3 provides a graphical overview of the DEEL.

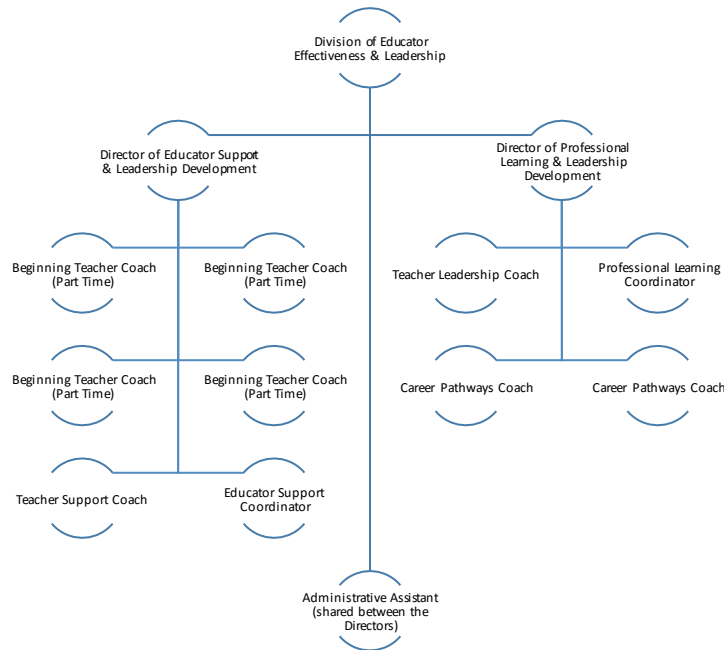


Figure 3: The Division of Educator Effectiveness & Leadership

The project will be co-directed by DEEL administrators Thomas Feller and Seth Brown. Mr. Feller has been employed by PCS for 13 years and serves as the Director for Professional Learning and Leadership Development. Mr. Brown has been employed by PCS for 19 years and is the Director for Educator Support and Leadership Development. Both Mr. Feller and Mr. Brown are certified by Thinking Collaborative as Agency Trainers for the *Cognitive Coaching*SM Model and the *Adaptive Schools* Model, each of which required a two-year commitment and hundreds of training hours to obtain.

In addition to the Directors, the Division has four full-time Coach/Trainers who provide on-going support and training for teachers involved in the various elements of *R3*. Upon full implementation, all components of the *R3*, supported by Federal, State, and local dollars, will involve coaches working directly with over 250 teachers across the district annually (approximately 50 for the Key BT program, 50 in the Teacher Leadership Institute, 97 Facilitating Teachers, 18 Multi-Classroom Teachers, and 36-54 Co-Teachers). These coaches will invest their time meeting with, mentoring, and coaching the teachers. Coaches receive nearly 150 hours of training in *Cognitive Coaching*SM, leadership coaching, and 360° surveys administration. They will also become certified to deliver any required trainings teacher participants may need.

The Leadership Pipeline

Danielson (2006) concluded that, in general, teacher leaders are “not interested in becoming administrators, [but] they are looking to extend their influence” (p. 15). Teacher leadership is about developing “collaborative relationships with colleagues” and inspiring “others to join them on a journey” (p. 13); teacher leaders “influence the performance of other teachers and school leaders,” (Reeves, 2008, p. 2). Additionally, according to Suescun, Romer,

and MacDonald (2012), “Simply placing an effective teacher in a role of leadership does not automatically make him or her a leader” (p. 32). With this understanding, Pitt County Schools has created a support system to equip and prepare teachers to become leaders. The first two elements of *R3* create a teacher leader pipeline so that teachers are more prepared than ever to take on additional leadership roles. Training in the **Key BT** and **Teacher Leadership Institute** gives teachers the competencies and dispositions of leaders, helping them create their leadership identity so that they are ready to take on the complex challenges faced by leaders across the district.

Now in its third year, the Key BT program (see Figure 4) is the first element of *R3*. It is a one-year program supporting creative, effective, and innovative Beginning Teachers (BTs) to become collaborative leaders among other BTs. It functions above and beyond the regular BT Support Plan required by the state in an effort to differentiate support for highly effective BTs. Identified Key BTs serve as the keystone to the three year arch of supporting all BTs. These 50 participants are selected at the end of either their first, second, or third year of teaching and the training occurs the following year, when they receive specialized training in how to support other beginning teachers.

The Key BT Program focuses on four main areas of support: Orientation, Training, Resources, and Advocacy. Orientation focuses on making connections and providing support for first year teachers during the New Teacher Orientation program each summer. During the school year, Key BT participants share resources that made them successful in an online format and help facilitate monthly face-to-face training focused on providing proactive support for BTs. Advocacy is the capstone experience for the Key BT program when participants travel as a group to meet BTs from another county to plan priorities to share directly with state legislators. The

program coordinator facilitates this dialogue, offering teachers an opportunity to interact with legislators who make decisions at the state level which impact them, while offering state legislative leaders the opportunity to hear from and be informed by those who are “on the ground,” so to speak, doing the day-to-day work in classrooms.



Figure 4: The Key BT Program

The second element of *R3*, the **Teacher Leadership Institute (TLI)**, is a four-year program designed to build teachers’ leadership capacity in the school and district. The district uses a research-based strategy that occurs within the context of a cohort of educators, with results best attained through a multi-year effort to ensure incremental improvements are both sustainable and driven by district goals (DuFour, 2004). Each year a new class of 25 teachers is accepted into the Institute, who begin a two-year intensive professional learning experience focused on understanding the mental dispositions of leaders; building the skills needed to collaborate with their colleagues; and influencing student success by applying best-practices in the classroom. Training is also focused on five educational tenets of effective teacher leadership during the four-year program cycle: Context, Curriculum, Instruction, Assessment, and Learning. During the second year of the TLI, teachers complete a Capstone Project aligned with one of three strands: Instructional Leadership, Association Leadership, or Policy Leadership. Upon completion of the Capstone Project, TLI participants are eligible to receive a \$4,800 supplement awarded incrementally during years three and four. TLI teachers are also provided with financial and

mentoring support during years three and four to pursue certification by the National Board for Professional Teaching Standards.

The district proactively implemented the first two elements of *R3* to provide the foundation upon which advanced teaching roles are built. Having been in place for multiple years, the Key BT and TLI elements have been preparing teachers to move into teacher leadership positions in the district that are available to teachers through the Career Pathways and Performance Based Compensation Models.

Expanding the Career Pathways Model and Performance-Based Compensation

The Career Pathways Model is the third element of *R3*. Pitt County Schools developed the Career Pathways Model to ensure its most effective teachers remain in the classroom working with students, as the ultimate goal of *R3* is for all PCS students to be taught and influenced by highly effective teachers. The Career Pathways Model is founded on the idea that incentives with support for collaboration and leadership will improve results. And while individual incentives are important, competition cannot, by itself, improve the learning of all students. Individual, highly-effective teachers can influence the learning of the students in their classroom, but when these teachers collaborate with others they can influence the learning of an entire school (Marzano, 2001), making their influence exponential.

Teachers currently have the option to pursue a limited number of leadership positions within schools that increase both their influence and their compensation. The first two paths, Beginning Teacher and Professional Teacher, align with the state teacher licensure and compensation model. Four additional paths, however, will be unique to Pitt County Schools, offering differentiated pay and responsibilities to teachers within the system, in addition to the LEA-level Performance-Based Compensation System. These four paths are: Facilitating

Teachers (FT), Multi-Classroom Teachers, (MCT) Collaborating Teachers (CT), and Co-Teachers (Co-T). Facilitating Teachers and Multi-Classroom Teachers represent new and proven roles highly effective teachers may choose to pursue while remaining in the classroom to receive increased pay and influence (Bacharah, Heck, & Dalhberg, 2010; Public Impact, 2012).

Collaborating Teachers receive differentiated pay to work with Facilitating Teachers, while both Collaborating and Co-Teachers are able to improve instructional practice through collaboration.

The FT and MCT paths, in particular, are specifically designed to develop the LEA's vision for instructional improvement. Teachers in the FT and MCT positions will be identified through multiple measures, including evaluations, classroom observations, student performance data, or peer feedback to be highly effective teachers. It will be their responsibility to model, train, and mentor other teachers to help them improve their instructional practice.

The six paths of the teacher Career Pathways Model (see Figure 5) provide options for teachers in their career journey, leading to increased compensation and exponential influence over time. Educators can choose, as professionals, to move towards increased effectiveness at a pace and on the path with which they are most comfortable. This proposal seeks to answer the question, "How can schools keep their most effective teachers in the classroom, working *with students*?" Leading hospitals experienced a similar crisis when they realized the need for their best nurses to remain bedside. Their answer was to develop a nursing career ladder offering increased pay and influence. Similarly, the Career Pathways Model provides increased compensation and exponential influence - two things teachers are looking for. The six paths are described below.

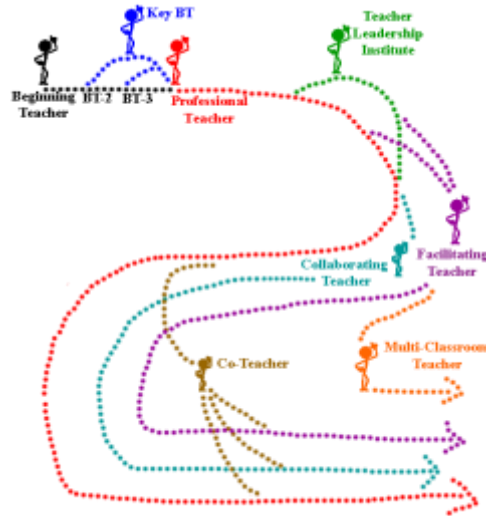


Figure 5: Pitt County's six career paths

1. Beginning Teacher (BT) – Every new teacher begins at the same location. Encompassing the first three years of employment, this path is already in place across the district as the Beginning Teacher Support Program and follows the current state salary schedule with a local supplement. This path is augmented by the **Key BT** program, which provides additional training and support for those BTs who are critical to the success of other BTs. Teachers become eligible for the Key BT Program at the end of their first through third year in the teaching profession, and participation in the program requires being nominated by both peers and school administration.

2. Professional Teacher - Upon successful completion of the Beginning Teacher Program, all teachers continue the journey as Professional Teachers. This path represents the current model for teachers across the state and follows the state salary schedule with a local supplement of 5.25% paid by the LEA. Teachers at this level have the opportunity, if they desire, to assume additional leadership and academic responsibilities (School Improvement Team Chair, department chair, club sponsor, mentor, etc.) and receive the local supplements (when available) associated with those responsibilities. Professional Teachers also have the option of applying for

the **Teacher Leadership Institute (TLI)**, which will help equip them for future leadership roles in the district.

3. Facilitating Teacher (FT) - This option on the Career Pathways Model represents the first new path and the best of what research says leads to teacher improvement through collaborative communities. According to Childs-Bowen, Moller, and Scrivner (quoted in National Comprehensive Center for Teacher Quality, 2007, p. 6), “Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” Facilitating Teachers would be expert teachers who have demonstrated a history of being highly effective with students and being highly effective collaborators with other staff members (Figure 6).



Figure 6: The FT facilitates the collaborative teaching community

They will serve by leading a **Collaborative Teaching Community** where they work side-by-side with a team of two to four other less-experienced teachers. This Collaborative Teaching Community will co-plan together, allowing the Facilitating Teacher to indirectly influence the learning in multiple classrooms. By working with less-experienced teachers, they can model planning and assessment strategies, serve as an advisor and mentor, and help develop

either Beginning or Professional teachers. A key responsibility of the Collaborative Teaching Community will be the completion of an annual **Collaborative Action Research Project** focused on solving a classroom or school-level concern for learning. By becoming an expert in this area, Facilitating Teachers will then have the ability to share the results of their Collaborative Action Research with teachers across the district, building both individual and organizational capacity. Specialized professional learning and coaching will be provided to the Facilitating Teacher, as the leader of the team, with the expectation that the Facilitating Teacher implement these practices and protocols to help guide the entire team through the Collaborative Action Research Project. In order to apply for the Facilitating Teacher position, teachers must hold an advanced credential, either National Board Certification, a master's degree in the area in which they are teaching, or an internal certification as identified by the district. FTs must also have an EVAAS rating in excess of "+1", which signifies the teacher is in the top approximately 25% of teachers in the district; teachers without a state EVAAS score must submit additional proof of a positive impact on student performance. FTs will also be rated at least "Accomplished" on Standards 1-5 to demonstrate high performance on the Professional Teaching Standards. As a reward for this increased responsibility, Facilitating Teachers would receive a 15% supplement above and beyond the Professional Teacher pay scale.

While the federal TIF grant will be used to fund 56 FTs provided to high-need schools in the district, state TCM grant funds will provide an additional 21 FTs to non-TIF schools beginning in the Fall of 2017, expanding to 25 FTs beginning in the fall of 2018. Of the initial 25 total FTs hired with state grant funds, 19 will be reserved for specific schools and the district will retain the option to hold the additional 6 FTs back to create district-placed FTs working with

teachers from multiple schools rather than at the same school. This will allow teachers in smaller schools and/or teachers of single-subject areas to apply for and work with FTs.

4. The Multi-Classroom Teacher (MCT) is the fourth path and second new option which represents the pinnacle of influence for a classroom teacher. These master teachers, as demonstrated by both classroom observation and student performance data, will co-teach across multiple classrooms with other teachers and apprentice them in the art and science of what highly effective instruction looks like (see Figure 7). By focusing on two to four teachers and working in depth with them on a daily basis through modeling, co-teaching, and reflection, these teachers will directly impact students in multiple classrooms. Multi-Classroom Teachers will have demonstrated high effectiveness with students and adults and will have multiple educational credentials (such as National Board Certification and an additional certification such as an advanced degree in the relevant area or an internal certification through the district). MCTs will be rated at least “Accomplished” on Standards 1-5 to demonstrate high performance on the Professional Teaching Standards. MCTs must also be rated as “Exceeds Expected Growth” in EVAAS, indicating they are in the top 15% of teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a significant positive impact on student performance.

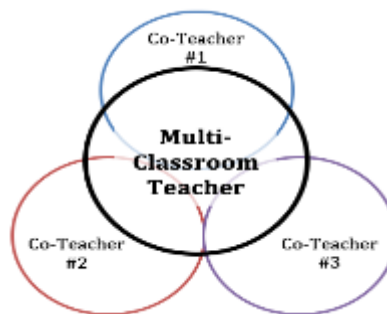


Figure 7: The Multi-Classroom Teacher with multiple Co-Teachers

In the third year of the program, TIF funds will be used for 12 Multi-Classroom Teachers to be placed at schools that have a specific academic focus identified by the School Improvement Team and Principal, with approval by the district office. Beginning in the Fall of 2018 an additional 6 MCTs will be provided with state TCM grant funds. Teachers assigned to work with the Multi-Classroom Teacher will be involved in the interview process, thereby creating agreement and communicating a willingness to work side-by-side with this master teacher in an effort to improve their own instructional skill and influence the academic achievement of students in their respective classrooms. The fact that MCTs will teach with Co-Teachers ensures their influence extends beyond the walls of one single classroom. Students benefit directly by having two teachers in the classroom rather than one to allow for more individualized instruction, thereby aligning to the district's vision and mission. It also expands the reach of these teachers exponentially so that they can influence more students than if they remained in their own classroom. Of the 6 MCTs funded through the state TCM grant, the district may retain three of the MCTs for district-level MCT positions, who will co-teach with teachers from different schools rather than within the same school. Multi-Classroom Teachers, in recognition of their work, will receive a 15% supplement above the level of the Facilitating Teacher.

5. Collaborating Teacher (CT) is a sub-set of the Facilitating Teacher path, as these teachers work with a Facilitating Teacher to form a Collaborative Teaching Community. Collaborating Teachers participate in the Collaborative Action Research Project and receive additional compensation for their efforts. These teachers will not receive additional training from the district, as this is the responsibility of the Facilitating Teacher. Collaborating Teachers will receive an annual supplement of \$1,200 for every year they work with a Facilitating Teacher.

Collaborating Teachers can remain on this path, return to the Professional Teacher path, or apply for the Facilitating Teacher path.

6. Co-Teacher (Co-T) is the sixth path, consisting of those teachers who apprentice themselves to a Multi-Classroom Teacher. While these teachers will not receive a supplement as other teachers do, they will receive specialized training in the co-teaching methodology; will engage in co-planning, co-teaching, and co-reflecting with the Multi-Classroom Teacher; and upon demonstration of success in the classroom with the Multi-Classroom Teacher, will have the option to complete an internal certification making them eligible to apply for the Facilitating Teacher path. All six paths of the Teacher Career Pathways Model are summarized in Table 1; a professional development plan for all positions is included in the Support Materials.

Table 1
Qualifications, Responsibilities, and Rewards for All New Advanced Teaching Roles (PT=Professional Teacher) (Note: Qualification criteria are weighted equally)

Role	Qualifications	Responsibilities	Rewards
Key BT	<ul style="list-style-type: none"> Initial Teacher License Nomination by Peers Approval of Principal 	<ul style="list-style-type: none"> Apply leadership concepts with other BTs Facilitate the implementation of in-house training with BTs from the R3 training 	<ul style="list-style-type: none"> State Salary Schedule & PCS Supplement
TLI	<ul style="list-style-type: none"> Continuing Teaching License Approval of Principal 	<ul style="list-style-type: none"> Develop dispositions, capabilities, and identity of a leader Lead a Capstone Project 	<ul style="list-style-type: none"> PT + \$4,800 (over two years) NBPTS fees
FT	<ul style="list-style-type: none"> One level of additional certification Accomplished on NCEES Standards +1 in EVAAS Demonstrated leadership of adults Recommendation of principal 	<ul style="list-style-type: none"> Lead a Collaborative Teaching Community with a Collaborative Action Research Project to address performance need Provide in-house training for team based on R3 training 	<ul style="list-style-type: none"> PT+ 15%

MCT	<ul style="list-style-type: none"> • Two levels of additional certification (NBPTS, Masters, TLI) • Accomplished on NCEES Standards • +2 (Blue) in EVAAS • Demonstrated leadership of adults • Recommendation of principal 	<ul style="list-style-type: none"> • Co-Teach in Multiple Classrooms • Lead implementation of instructional models based on data informed performance needs • Teach an increased number of students as the lead classroom teacher of record with co-teaching classes • Provide in-house training for team based on R3 training 	<ul style="list-style-type: none"> • Lead Teacher + 15%
CT	<ul style="list-style-type: none"> • Teaching License 	<ul style="list-style-type: none"> • Works with the Facilitating Teacher to complete the Collaborative Action Research Project 	<ul style="list-style-type: none"> • PT + \$1,200
Co-T	<ul style="list-style-type: none"> • Teaching License 	<ul style="list-style-type: none"> • Apprentices under a Multi-Classroom Teacher for part of each day 	<ul style="list-style-type: none"> • Training & an optional internal certification

It is important to note that all teachers in the proposal will teach full-time in the classroom. Pitt County Schools has a fully functioning Instructional Coach (IC) program that has been in place for six years, and the Teacher Career Pathways Program is designed to complement, not compete against or replace, the IC program. Beginning, Professional, Facilitating, Multi-Classroom, Collaborating, and Co-Teachers will be full-time classroom teachers, working directly with students in classroom instruction for a minimum of 70% of the day. In contrast, PCS Instructional Coaches spend 100% of their time working directly with and supporting adults.

Performance-Based Compensation

Not every teacher will be eligible for the alternate paths in the Teacher Pathways Model, but every teacher will be able to earn increased compensation as a result of measurable increases

in student achievement beginning with their EVAAS ratings. For the 2014-2015 school year, roughly 13% of teachers across the state were identified as “Exceeds Expected Growth” while approximately 75% of teachers were rated as “Meets Expected Growth.” These numbers were similar to those of Pitt County Schools, where 15% of teachers were in the “Exceeds Expected Growth” category and another 74% were in the “Meets Expected Growth” category.

Annual bonuses for student performance will be awarded to teachers based on their state EVAAS rating. All teachers rated as “Exceeds Expected Growth” (placing them in the top 15% of teachers across the state) will receive an annual bonus of \$2,500. Additionally, because Pitt County Schools values collaboration and teachers working together to improve performance for all students, these same teachers will be eligible to receive an additional \$500 for each teacher they mentor who did not receive any bonus that year, with a maximum of \$1,000 (2 mentored teachers); we identify these “blue” teachers who serve as mentors as **Growth Teachers**. These Growth Teachers will enter into a formal mentor relationship with other teachers who are working to improve their practice and measure outcomes based on student test scores, meaning they could receive a maximum of \$3,500 for performance-based compensation (\$2,500 based on test scores and \$1,000 based on mentoring other teachers to help them improve their performance). Specialized training will be provided for **Growth Teachers** to equip them to mentor and support other teachers to become more effective.

While the majority of teachers in the district do receive ratings in EVAAS, there are some teachers who do not receive EVAAS ratings. These include Instructional Coaches, school counselors, music teachers, physical education teachers, foreign language teachers, art teachers, and the like. During the initial two years of the TCM grant, a committee will be formed with representatives from these various departments, administrators, and central office personnel to

develop a rating system for these teachers so they are eligible to receive performance-based bonuses as well.

Additionally, school administrators (both principals and assistant principals) will be eligible for performance-based bonuses if their school receives a rating of “Exceeds Expected Growth.” Principals will receive a \$5,000 bonus and Assistant Principals will receive a \$3,500 bonus.

Pulling it All Together

Based on the foundation already established from the Key BT and TLI elements, as well as the support offered through the TIF grant, TCM grant, and local business and foundation sponsors, PCS is uniquely positioned to fully implement these final two elements (Teacher Career Pathways and Performance Based Compensation) across the district. *R3* is a comprehensive, unified plan that can be replicated in other districts across the state, especially in the northeast region. We have already begun conversations with other districts about joining in the Key BT and TLI programs, which sets them up to adopt the entire *R3* model in future years.

A timeline for all major activities is listed in Table 2.

Table 2
Project Timeline

	2016-2017 SY			2017-2018 SY			2018-2019 SY			2019-2020 SY		
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Hire & certification training: coaches		X	X									
Open invitations for schools for FT & MCT positions		X			X			X				
School-Based training for school leadership teams to prepare for and support FT and MCT positions		X	X	X	X	X	X	X	X	X	X	X

Hire FTs (21 for Year 2 & 5 in Year 2; replace as needed)		X			X			X			X	
Train FTs				X	X		X	X		X	X	
Hire MCTs (6 for year 3; replace as needed)					X			X			X	
Training for MCTs & Co-Teachers						X			X			X
Bonuses paid							X			X		
Training of MCTs							X	X		X	X	
Identify & Select TLI & Key BT Participants		X			X			X			X	
Coaching of FTs				X	X		X	X		X	X	
Coaching of MCTs							X	X	X	X	X	X

(4) Communication plan to describe the new compensation model, (5) movement on the compensation model, and (6) voluntary relinquishment of advanced teaching roles.

A detailed explanation of the *R3* plan, including information on the advanced teaching roles and FAQs, will be shared at the January 2017 Board of Education meeting, so the information can be broadcast to the public and recorded for distribution to all teachers in the district and to the public at large. Ongoing updates to the *R3* plan will be made on the district's website, the weekly update sent to all staff, local media outlets, monthly principal and leadership meetings, and Board of Education Meetings. A web page on the district's website will be dedicated to *R3* to serve as an informational gateway for details surrounding *R3*.

Job descriptions and eligibility requirements for all positions will be posted using the district's Human Resources procedures. A FAQ will contain critical information about how the School Improvement Team identifies a need for which to request an advanced teaching position; how positions are hired; how that role impacts school procedures and culture; how a teacher maintains eligibility; and how a teacher exits from the program. A video is currently used as part

of the TLI application process to give potential candidates insight into the program. A comparable video will be part of the recruitment efforts for the new advanced teaching roles. Training will be facilitated with principals and school teams during the spring and summer of 2017 and 2018 to prepare them for the new advanced teaching roles.

Finally, voluntary relinquishment of an advanced teaching role will not be considered a demotion. Teachers wishing to voluntarily relinquish the role will also relinquish the supplemental pay that goes with the advanced teaching role. For FTs, teachers will be able to remain in the classrooms in which they currently teach. For MCTs, teachers will be assigned to a teaching position for which they are certified.

(7) Salary supplement information

All salary supplements will be paid as a supplement to the classroom teacher's regular salary and will not be included in the average salary calculation used for budgeting State allotments. Pitt County Schools will comply with all guidelines and regulations set forth by the state in the awarding of supplements. Supplements paid are listed in Table 3.

Table 3
Supplements and bonuses paid under R3

Supplement or Bonus	Who Qualifies	Amount
Supplement	Facilitating Teachers	15% per year
Supplement	Multi-Classroom Teachers	30% per year
Supplement	Collaborating Teachers	\$1,200 per year
Supplement	TLI Completion	\$4,800 (paid over two years)
Bonus	Blue Teachers (+2 EVAAS)	\$2,500
Bonus	Growth Teachers	\$500/teacher (max: \$1,000)
Bonus	Principals @ Blue Schools	\$5,000
Bonus	APs @ Blue Schools	\$3,500

For those teachers who are on a differentiated career path (e.g., Facilitating Teacher, Multi-Classroom Teacher, Teacher Leadership Institute, etc.), a customized rubric will be used to measure and evaluate performance regarding those positions and identify and develop

professional learning for these teachers aligned to the responsibilities and criteria of their path, in addition to the standard NCEES evaluation. For example, all teachers who participate in the Teacher Leadership Institute use the Teacher Leader Competencies, a rubric developed by the National Board for Professional Teaching Standards, the National Education Association, and the Center for Teacher Quality. The use of a customized rubric for individuals on different paths allows for professional learning, goal setting, and feedback to be targeted based on the unique needs of the individual and aligned to the goals of the position. Use of the customized rubrics will also provide a procedure whereby teachers who do not maintain minimum criteria or do not successfully perform duties can be moved off the path and back onto the Professional Teacher path.

(8) Implementation Plan

The district's implementation plan recognizes that individual schools and the principals and School Improvement Teams (SIT) that lead them have different needs with regards to performance and personnel. During the 2016-17 school year, the district will communicate with the SITs to clarify the process through which the staggered implementation of FT and MCT positions will be allocated. R3 will be supported through TIF funds, TCM funds, local funds, and funds contributed through local foundations. The specific number of positions, numbers of eligible teachers, and the number of impacted students are included in Table 4.

Table 4

Advanced Teaching Roles in the Schools

Role & Funding Source	# of ATR Positions	# of Eligible Teachers	# Students of Record for Teacher
Facilitating Teacher (FT)	2-4 FTs/School	432 Teachers had +1 or Higher on EVAAS for 2016	Approximately 30 students/FT
TIF Funded	72 School Based		$72 \times 32 = 2,160$
TCM Funded	21 School-Based 6 Multi-School		$21 \times 30 = 630$ $6 \times 30 = 180$
Total FTs	97 Teachers		2,970 Students

Multi-Classroom Teacher (MCT)	MCTs is requested by the SIT team and approved by the district.	277 Teachers had +2 or Higher on EVAAS for 2016	Approximately 90 students/MCT
TIF Funded	10 School-Based 2 Multi-School		10x90=900 2x90=180
TCM Funded	3 School-Based 3 Multi-School		3x90=270 3x9=270
Total MCTs	18 Teachers		1,620 Students
Collaborating Teacher (CT)	4-6/school based on # of FTs	Any teaching willing to work with an FT	Approximately 30 students/CT
TIF Funded	72 FTs = 288-432 CTs		8,640-12,960
TCM Funded	25 FT = 100-150 CTs		750-4,500
Total CTs	388-582 Teachers		9,390 – 17,460 Students
Growth Teacher (GT) (funded through both TIF & TCM)	Based on # of Blue teachers @ the school; MCTs & FTs are not eligible since they already mentor other teachers	277 (teachers w/ +2) – 97 FTs – 18 MCTs = 162	Approximately 30 students/GT
Total GTs	162 Teachers		4,860 Students
Co-Teacher (Co-T)	2-3 Co-Teachers/MCT	Any teacher willing to work with an MCT	Approximately 30 students/Co-T
TIF Funded	12 MCTs x 3 = 24-36 Co-T		36x30=1,080
TCM Funded	6 MCTs x 3 = 12-18 Co-T		18x30=540
Total Co-Ts	36-54 Co-T Teachers		1,620 Students
Key BT	1-3 KBT/School	Approximately 460 BTs	Approximately 30 students/KBT
TCM Funded	50		50x30=1,500
Total KBT	50 Teachers		1,500 Students
TLI	Teachers at every school are eligible to apply	Any teacher with a continuing license is eligible	Approximately 30 students/TLI Teacher
TCM Funded	50		50x30=1,500
Total TLI	50 Teachers		1,500 Students

(9) Plans for financial sustainability

The receipt of TCM funds will allow Pitt County Schools to ensure all teachers in the district, regardless of their home school, will have the ability to apply for an advanced teaching role. By investing in leadership and building capacity across the district, Pitt County Schools is

committed to sustaining the project long-term. By focusing on building internal capacity during the TCM grant period, PCS will be ready to shift the financial responsibility of all elements of R3 to other funding sources. TIF funds will continue for one year beyond TCM funding, meaning in the first year after TCM funds have expired the district will only need to absorb those costs into its budget.

As indicated on the budget, PCS is already contributing a portion of total program costs over the four years of the TCM grant. Specifically, in year one over 27% of program costs will be contributed by local dollars, with the remaining amount coming from federal TIF funds and state TCM funds; over the course of the four years PCS will contribute approximately 12% of funds, either through district allotments or funding already secured through foundation/business grants.

Upon the completion of the grant, it is the intent of PCS to absorb positions into regular allotments. For instance, by converting targeted teaching positions into cash (either state or local positions paid for out of funds such as the low-wealth allocation), PCS can re-allocate that money to pay for increased supplements for the Career Pathways model. It is important to note that of all the additional positions identified in this proposal, the vast majority are not new allotments to a school but rather differentiated responsibilities based on current allotments.

Finally, PCS also believes we will be able to increase district allocations for items within the proposal through contributions from local businesses and working with our Board of Education and County Board of Commissioners. For example, the Pitt County Board of Commissioners recently allocated over \$250,000 for performance-based bonuses for school personnel. Additionally, PCS has been the recipient of nearly \$250,000 in grant money to fund

the Key BT and TLI programs over the past few years, and those allotments are included in the budget narrative as “Non-TCM/Non-TIF Contributions.”

(10) Measurable objectives

The outcomes will benefit teachers by providing increased influence and compensation as described throughout this proposal. As it relates to benefits for students, the primary benefit is that more students will interact directly with highly-effective teachers than under the current system. Additionally, as our best teachers from across the system mentor and support other teachers, the effectiveness of all teachers will continue to grow. Specific, measurable objectives aligned with broader program goals are identified in Table 5.

Table 5
Goals & Measurable Objectives of R3

Goals of R3	Measurable Objectives
<ul style="list-style-type: none"> Reward the best teachers by providing them with a differentiated pay scale 	<ul style="list-style-type: none"> Increase the percentage of “Highly Effective” (Blue) teachers in Pitt County Schools from 15% (2015) to 18% by 2020
<ul style="list-style-type: none"> Create new teacher career paths to provide opportunities for the best teachers to remain in the classroom working with more students 	<ul style="list-style-type: none"> Hire 25 FTs, 6 MCTs, and 75 CT receiving supplements for advanced teaching roles
<ul style="list-style-type: none"> Empower teachers to collaborate, recognizing the synergetic capabilities of individual teachers working together to raise student achievement 	<ul style="list-style-type: none"> Have a minimum of 20 collaborative action research projects focused on addressing an identified performance need completed each year of the grant By the end of the grant, at least 60% of Co-Ts who apprentice under an MCT will demonstrate an increased EVAAS rating
<ul style="list-style-type: none"> Increase the number of students across the district taught by highly effective teachers 	<ul style="list-style-type: none"> Increase the number of students taught by “Highly Effective” (Blue) teachers by 50%
<ul style="list-style-type: none"> Establish a pipeline whereby teachers can become teacher leaders to ensure the long-term viability of the program and the long-term impact of highly-effective teachers on student learning 	<ul style="list-style-type: none"> 95% of TLI teachers will complete the four-year project cycle 80% of TLI teachers who pursue National Board certification will successfully achieve or renew designation as a National Board Certified Teacher.
<ul style="list-style-type: none"> Develop a comprehensive, replicable, and 	<ul style="list-style-type: none"> Partner with at least 3 other LEAs to

sustainable model for recruiting, retaining, and rewarding teachers and implementing advanced teaching roles	implement elements of R3 in their district
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(11) Describe how the project will involve the local community

R3 was developed in collaboration with several partners, starting three years ago. The Pitt County Schools Educational Foundation is a non-profit organization of community and business leaders charged with supporting educational efforts. The Educational Foundation funds the Key BT and the TLI programs and is a strong supporter of the vision of those programs. East Carolina University (ECU) is located in Pitt County and is one of the largest Teacher Education Institutions in North Carolina. There is a current partnership with ECU to train pre-service teachers using a co-teaching model and they will provide the co-teaching training for *R3*. The timeline for development included:

- August 2014 – PCS Central Office personnel begin research & collaboration with UNC Hospitals regarding nursing career ladder; 1st Cohort of Key BT Program begins
- October 2014- Brainstorming and collaboration with East Carolina University.
- November 2014 - Teacher and Principal Advisory Committees provide feedback
- December 2014/January 2015 - Proposal adopted by the Pitt County Board of Education & additional presentation to principals and business and university partners
- January 2015 – Original submission of the proposal to the NC General Assembly
- August 2015 – 2nd Cohort of Key BT Program begins
- October 2015– Initial funding secured for the Teacher Leadership Institute
- January 2016 – First class of Teacher Leadership Institute begins
- June 2016 – Second class of Teacher Leadership Institute begins
- June 2016 – *R3* further refined and presented to a group of teachers leaders

- July 2016 – *R3* submitted to US Department of Education
- September 2016 – *R3* presented to principals and PCS Board of Education

Specific plan members, including their positions and titles, who contributed to the development of the plan have been included in the supporting documents.

(12) Cite data that supports the need statement

Pitt County Schools (PCS) serves 23,500 students living in Pitt County, North Carolina, located in the state's coastal plain region. The county's estimated population in July 2015 was 175,842, approximately half of which resides in the City of Greenville. The remainder of county residents live in small towns and unincorporated communities surrounding this urban hub. Greenville is the county seat and home of East Carolina University (ECU), the third largest university in North Carolina, comprised of 12 colleges and schools including the Brody School of Medicine, the School of Dental Medicine, the College of Business, and the College of Education. Vidant Health Systems is headquartered in Greenville, with over 6,000 employees in its eight county service region. Other employment sectors in Pitt County include manufacturing and fabrication; pharmaceutical and chemical production; agricultural and natural resource processing; marketing and retail sales; and service industries.

Despite its role as the center of education, commerce, employment, and health care in eastern North Carolina, Pitt County posts an estimated poverty rate of 24% (U.S. Census, 2010-2014 American Community Survey 5-Year estimates). Pitt is among the 10 North Carolina counties classified by the US Department of Agriculture (USDA) Economic Research Service (ERS) as "Persistent Poverty" counties and one of 28 NC counties with "Persistent Child Poverty," maintaining poverty rates above 20% for the past four decennial censuses. Pitt is the only Persistent Poverty county and one of four Persistent Child Poverty counties in the state

classified as “Metropolitan;” of the 353 persistently poor counties in the U.S., the large majority (301 or 85.3%) are “Nonmetropolitan” (<http://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/geography-of-poverty.aspx>)

The Pitt County LEA operates 36 schools of varying grade ranges located throughout the county, in which an average of 59% of students qualified for free or reduced-price school meals in 2014-15. The racial/ethnic composition of the student population is currently 48.2% African American, 35.6% White, 11% Hispanic, and 5.2% Other.

(13) Describe how project information will be shared with other school systems

The school district has been sharing updates on the current Key BT and TLI programs at the Regional and Cross-Regional IHE/LEA/Charter meetings over the last two years. A preliminary meeting was held with community and business leaders and the superintendent of a neighboring county to discuss the TLI program and partnering to train teachers from his district.

Pitt County Schools is currently partnering with an outside agency to measure the impact and effectiveness of the Teacher Leadership Institute. This partnership is allowing us to gather information on best practices involving the development process for teacher leaders, with the express purpose of sharing this information in peer-reviewed journals and at state and national conferences. In addition to the work they have already been contracted to perform for PCS, this organization has, on its own, sought out grant support to further research our model and compare it to other districts across the nation with which they are working.

Finally, by contracting with an independent, outside evaluator for the *R3* in its entirety, PCS will have the ability to share data at the regional, state, and national level. Results of the formative evaluations will be used to guide the implementation of the program. Through our work with the TIF grant, PCS will also be collaborating with 13 other districts around the nation

focused on building enhanced compensation models for teachers. By leveraging all these resources, PCS is in a unique situation to implement, measure the impact of, and support others in developing their own system of advanced teaching roles.

(14) Describe local evaluation procedures and methods of evaluation for the project.

All professional development in the district is evaluated using a multi-pronged approach that looks beyond the initial responses of participants to the training and rather examines the level of impact on teacher practice and student learning (Breidenstein, Glickman, Fahey, & Hensley, 2012; Drago-Severson, 2012; Guskey, 2000; Killion, 2008; Zepeda, 2012). Impact of professional learning is measured through classroom walkthroughs, examination of student performance data, and even a review of teacher evaluation ratings. Combined with a district-wide annual PD needs assessment, these data are used to design and deliver professional learning across the district.

Additionally, because of the scope of this project, the school district will use both TIF and TCM funds to contract with a highly qualified evaluator following the open bid process. The selection of this consultant will be based on familiarity with professional development and instructional improvement initiatives, familiarity with PCS, and the consultant's years of experience in education research and program evaluation. While acting in the role of independent consultant, this evaluator will also provide ongoing feedback and recommendations to assist PCS with implementing continuous improvement and achieving project objectives.

With the guidance of the consultant, PCS will conduct formative and summative evaluations of the project. The process evaluation will focus on how the project is being implemented, how the project is operating, the services it delivers, and the functions it performs, documenting the decisions made in carrying out the project. The formative evaluation will

address whether the project is being implemented as originally designed and is providing services as intended. This will be an ongoing activity, occurring through the period of project operations, and will be a vehicle for periodically organizing and providing feedback information to key personnel, school administrators, and the *R3* management team—information that will be useful in introducing refinements and improvements to the project.

The summative outcome evaluation will measure the progress being made toward achieving the goals, objectives, and outcomes identified for this proposal. The summative evaluation will be conducted annually and answer the overarching question, “What difference is the project making?” by providing a statement about the impact of the project at annual intervals and quantifying the changes in desired outcomes occurring as a result of the project.

In coordination with the independent consultant, PCS will also produce a summary impact statement at the end of the grant performance period. This statement will focus on the broad, long-term impact of project activities, as well as assess the secondary benefits of the project expected to develop over its course, such as the extension of program activities across the district. Serving as an executive summary for the project, this statement will guide the continued development of project strategies and activities in years following the end of grant funding.

Evaluation methods will include collecting both qualitative and quantitative data from teachers and principals. Data sources will include *Teacher Working Conditions Survey*, the number of teachers completing Capstone and Collaborative Action research projects, passing rates on the NBPTS exam, teacher effectiveness ratings, student achievement and academic growth, 360-degree leadership results, coaching logs, teacher evaluation data, teacher and principal surveys, interviews, and observations, numbers of teachers eligible for bonuses, and feedback on professional development.

Research Base

The Pitt County Schools *R3* Program is based on research aimed at creating self-directed teacher leaders empowered to solve many of their own problems in their classroom, school, and district. One of the key lessons learned from the Pitt County Schools Teacher Leadership Cohort, (TLC) which was part of the RttT grant, is that simply providing money to highly-effective teachers was not an effective way to support and engage teachers to make systematic changes in learning. Daniel Pink (2011) found that simple monetary rewards are not effective to motivate individuals in creative and complex professions, like teaching. Instead, a more productive way to motivate individuals is to allow mastery, autonomy, and purpose. This is one of the core foundations from which the *R3* program was developed.

Mastery means that individual teachers are engaged at growing their own skills, abilities, and capabilities. When impacting long term professional growth that will sustain changes in teacher's behaviors, it is important for teachers to shift their identity, beliefs, values, and/or capabilities (Costa and Garmston, 2016; Dilts, 1990). This means that effective professional learning often happens over time during job-embedded trials with peers the teacher trust. Working with teachers to change the internal locus of control and the resources teachers can pull from to be self-directed has the highest chance of impacting classroom changes (Joyce & Showers, 2002; Knight, 2007).

Teaching is an adaptive process that is complex, full of changes, non-linear, and based on the multiple differences among humans (Costa and Garmston., 2016; Garmston & Wellman, 2013; Joyce & Showers, 2002; Knight, 2007; Lipton, 1993). This means that simple, technical solutions will often fail because of all the variety in the problems that arise in teaching humans. Building something as advanced as the Saturn V rocket can be replicated because it is technically complicated, but not adaptively complex, like humans. Practicing mastery means the best teachers are able to change what they do based on context in the school while maintaining a clear understanding of who they are by being adaptive and self-directed (Costa and Garmston., 2016; Garmston & Wellman, 2013).

The focus on mastery is an interdependent and collaborative effort where teacher leaders support each other as well as the other teachers they work with in order to create an exponential impact on student learning. Joyce and Showers (2002) approximate as much as a ninety-five percent attainment of outcomes and implementation in classrooms from training when paired with peer coaching. The coach allows a teacher to grow, learn, and master her craft by mediating the thinking of the teacher instead of directing or manipulating her thinking. The goal of a coach is to mediate the thinking of a teacher at what Dilts (1990) calls the identity level because change that occurs at the deep structure of a person's identity will have sustaining and self-perpetuating impact (Feuerstein et al., 2010). That, in the end, is how a coach produces "self-directed persons with the cognitive capacity for excellence both independently and as members of a community" (Costa and Garmston., 2016, pp. 15–16).

Autonomy or self-directedness is another core structure to *R3*. Morris Cogan and other supervisors in Harvard's Masters of Arts in Teaching program developed a theory of supporting teachers as they become professionally responsible for their own performance, accepting of help from others, and being self-directed in 1973 (Cogan, 1972, 1976; Costa and Garmston; Garmston, Linder, & Whitaker, 1993). Carl Rogers summarized his central philosophy that each individual has the resources within himself to be self-directed and self-understanding (Kirschenbaum, 1991), which guides the *R3* program to have the faith in individual teachers to be autonomous learners in a framework of scaffolded support.

The purpose of autonomy and self-directedness is to allow individuals permission to improve their practice in order to improve the entire school. The concept of holonomy (Koestler, 1972) recognizes the dual identity of teachers and learners to both be individuals and at the same time be part of a group. When adopting a new teaching practice the concept of holonomy provides a mental map for teachers to think through what they need to do to succeed in adopting the practice. Even though teachers can be autonomous in their individual classrooms, they are also bound to be part of a team, a grade, a faculty, or a committee. Teacher leadership is about developing collaborative relationships with others while inspiring them to join in the journey (Danielson, 2006) because teacher leaders influence the performance of their peers as well as their school leaders (Reeves, 2008).

One of paradigm shifts in Pink's (2011) motivational theory is that once individuals earn enough money to not worry about basic needs, having a noble purpose is more important than extra money. If an individual understands why a change is needed or why a strategy will help students learn, then she is more likely to adopt and be motivated to rally behind that noble purpose (Yost, 2016; Sinek, 2009). Teaching teachers is a very different skill set from teaching students and often the teachers who are among the best in impacting student achievement gains feel inadequate in leading other teachers towards a common purpose. In defining a clear purpose, it is important that teachers are able to clarify a group's identity while changing practices to align to that purpose (Garmston & Wellman, 2013).

In order to engage great teachers in making the changes needed it is necessary to compensate them to a level that is competitive and fair, so they are able to then focus on mastery, autonomy, and purpose. Henry, Fortner, & Thompson (2010) found that in school districts with high concentrations of disadvantaged students, increasing teachers' compensation may allow these districts to more effectively recruit and retain effective teachers and improve the effort and morale of those teachers. *R3* aims to compensate teachers by rewarding performance, incentivize collaboration, and offering training and support leading to improve student and adult outcomes.

Plan Contributors

District Personnel

Thomas Feller, Director of Professional Learning & Leadership Development
Seth Brown, Director of Educator Support & Leadership Development

Teachers

Jennifer Attardi, 8th Grade Social Studies Teacher, Chicod School
Amy Brinkley, English Teacher, Farmville Central High School
Jennifer Bryan, Social Studies Teacher, South Central High School
Kristen Coleman, 6th Grade Math Teacher, CM Eppes Middle School
Janet Drueschler, 5th Grade Science/Social Studies Teacher, Belvoir Elementary
Lisa Smith, Instructional Coach, DH Conley School
Beth Ulfers, K-2 Music Teacher and 2013 PCS Teacher of the Year, Wintergreen Primary

Principals

Lionel Kato, Principal, North Pitt High School
Cathy Kirkland, Principal, Eastern Elementary
Steve Lassiter, Former Principal, Pactolus School and 2015 State Principal of the Year
Ferdonia Stewart, Principal, Ridgewood Elementary

Professional Learning Plan

As specifically relates to the professional learning of teachers in the various paths of the Career Pathway model, both Facilitating and Multi-Classroom teachers will receive intensive, specialized training aligned to best practices in developing and facilitating groups, analyzing data, conducting collaborative action research, and working with adults. The transformative collaboration will require on-going professional learning, support, and coaching, necessitating the addition of certified coaches to support the teachers beyond what Instructional Coaches can provide. As both the FT and MCT positions will place teachers into leadership positions within the school, 360-degree leadership surveys with intense follow-up coaching will be administered every 12-18 months for all Facilitating and Multi-Classroom teachers.

It is vital to recognize that without the support of school leadership teams, FTs and MCTs will not be successful in their positions. As such, training will be developed for schools and school leadership teams to prepare them for the new positions. Schools and their leadership teams will receive training the year before new advanced teaching roles begin at the school.

District support coaches will also receive specialized and targeted support. In addition to support on how to support others and develop self-directedness, some will become certified in-house trainers for Adaptive Schools and Data Driven Dialogue so that the cost of continued training will be funded completely in-house. These coaches will augment the support provided in formal training sessions by conducting regular, on-going coaching sessions with each FT/MCT.

Over the past three years Pitt County Schools has invested over \$100,000 to have two certified coaching trainers on staff, and these trainers will provide additional training and support for the district coaches. The project Co-Directors will be responsible to oversee and develop the district coaches, which will include video reflections and feedback sessions on their coaching and professional learning delivery. Some of the specific trainings to be used are listed below.

District Support Coaches

- Cognitive CoachingSM (Foundations, Advanced, and Group)
- Adaptive Schools (Foundations and Advanced)
- 360 Surveys (Leadership Circle and Strengths-Based Coaching)

Facilitating Teachers

- Adaptive Schools (4 days)
- Data Driven Dialogue (4 days)
- Complete a Leadership 360 once every 12-18 months
- Regular & Ongoing coaching from Support Coaches

Multi-Classroom Teachers

- Cognitive CoachingSM (8 days)
- Complete a Leadership 360 once every 12-18 months
- Regular & Ongoing coaching from Support Coaches

Growth Teachers:

- Mentoring Matters

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