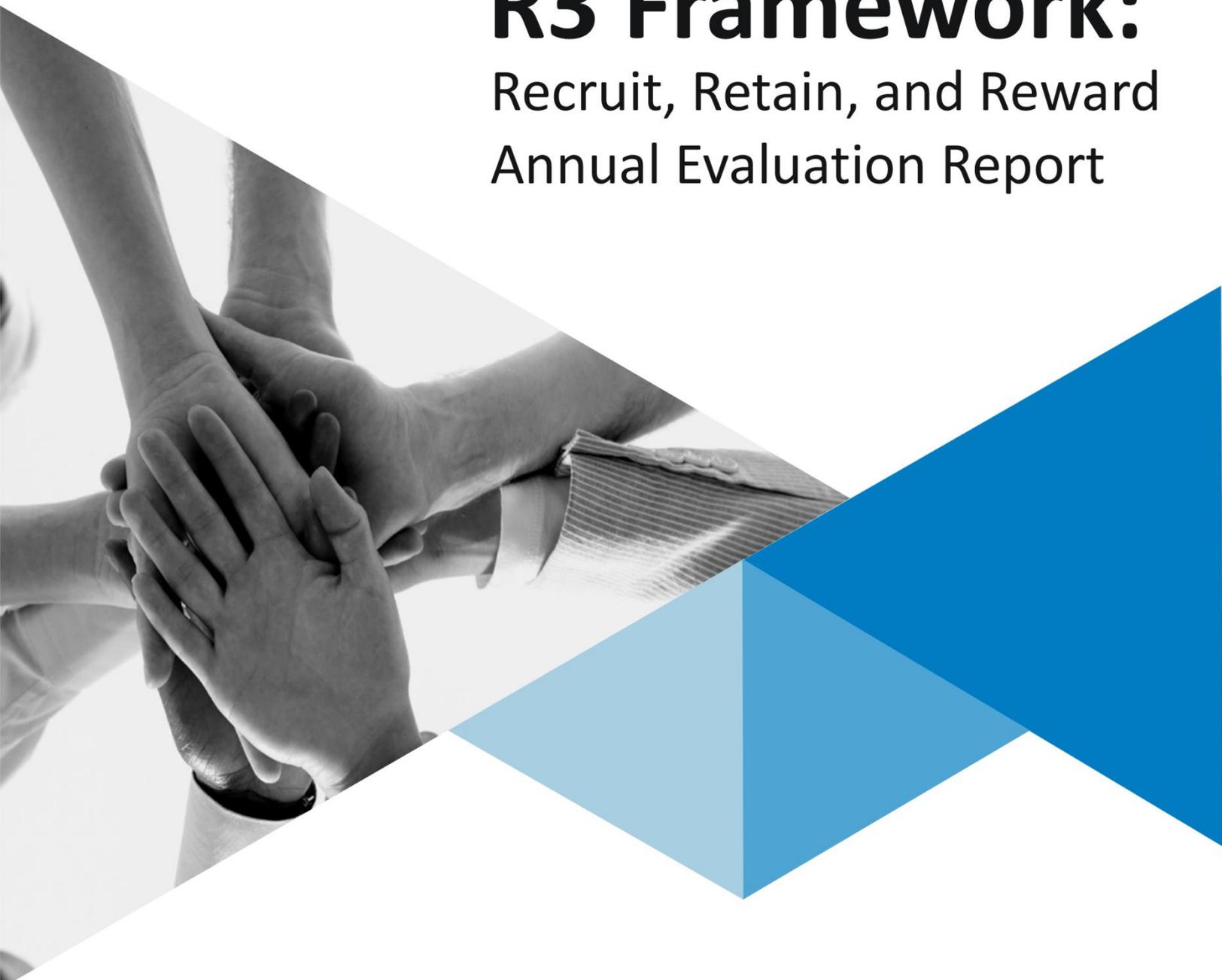


Pitt County Schools

R3 Framework:

Recruit, Retain, and Reward
Annual Evaluation Report



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October 2019

MI  **MEASUREMENT
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I. Introduction

In recent years, more students across the country are returning to classrooms that are being taught by a newly hired teacher. Teacher turnover and shortages are on the rise but are more prevalent in the South, in underperforming schools, and in schools that serve a high percentage of low-income students.¹ In many cases teachers leave a school district to go to another for higher pay and/or better working conditions but teachers are also leaving the profession outright. Indeed, 90% of open teaching positions are a result of a teacher who left the career.² Unfortunately, chronic teacher turnover has negative impacts aplenty some of which include loss of experience and expertise, disruption to the school culture, and most importantly, detrimental outcomes for student achievement.³

Pitt County Schools (PCS) sought to address teacher turnover in the district by combining \$21.1 million in state and federal monies⁴ to support their ***R3 Framework: Recruit, Retain, Reward*** initiative. Launched in 2013, the *R3 Framework* is a human capital management system that is designed to recruit, retain, and reward highly effective teachers. Its innovation lies in the creation of teacher leadership roles that recruit the best teachers to extend their influence within a school while maintaining full-time status as a classroom teacher. It retains the best teachers by providing them with advanced professional learning and collaborative opportunities to extend and exercise their leadership skills. Finally, teachers are rewarded with both monetary and non-monetary incentives as they progress through different career pathways. Prior to this initiative, leadership advancement in PCS required teachers to leave the classroom to pursue roles in administration or other non-administrative positions at the school or district levels.

At the heart of the *R3 Framework* is the Career Pathways Model (CPM) that provides multiple opportunities or “pathways” to advanced teacher roles (ATR). Over the past two years of the initiative, PCS has rolled out several ATRs including the Facilitating Teacher (FT) which began in 2017 and the Multi-Classroom Teacher (MCT) that began in 2018. FTs are trained to lead a small group of teachers (i.e., 2 to 4) who are referred to as Collaborating Teachers (CTs) in a Community of Practice (CoP) to address a school wide problem of practice that is affecting teaching and learning outcomes.⁵ They are compensated at a 15% increase above their base

¹ Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher Turnover: Why It Matters and What We Can Do About It*. Palo Alto, CA: Learning Policy Institute.

² Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

³ Guin, K. (2004, August 16). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, 12(42).

⁴ PCS received a \$16.2 million federal Teacher Incentive Fund grant and a \$4.9 million state Teacher Compensation Model grant.

⁵ The problem of practice was identified by the school administrator, school improvement team, and/or other leaders and was based on a review of school wide data and trends in student performance.

salaries while also maintaining their status as a full-time teacher. MCTs are master teachers who co-teach with 2 to 4 teachers (a.k.a. Co-Teachers) across multiple classrooms in order to extend their influence to more students. MCTs and Co-Ts co-plan and reflect on teaching practices on a regular basis with the intent of enhancing the efficacy and skills of the co-teachers. MCTs are compensated at 30% above their base salary. Qualification criteria for both positions include student achievement (as demonstrated by EVAAS ratings), teaching expertise, and leadership experience. Teachers fill each of the positions for three-years and are then required to re-apply. The work of these two ATRs, in tandem, advance the *R3 Framework* goals in PCS.

In the fall of 2017, PCS partnered with Measurement Incorporated (MI)—a full-service educational assessment and evaluation company headquartered in Durham, NC—to conduct a five-year evaluation to assess the implementation and effectiveness of the *R3 Framework*. The evaluation features a robust design that reflects MI’s basic approach to conducting evaluation studies, including a comprehensive conceptual framework to guide the evaluation and data collection; multiple data sources to check the validity and reliability of findings; and mixed methods (i.e., quantitative and qualitative data collection procedures) to achieve a balance between breadth and depth of information. See [Appendix A](#) for more information on the evaluation methodology. This report presents findings on the implementation of the ATRs and outcomes of the *R3 Framework* during the 2018-2019 school year, which represents the second year of implementing the Career Pathways Model.



II. Quality of Implementation

“Be creative while inventing ideas,
but be disciplined while implementing them.”

— Amit Kalantri

High quality implementation of educational initiatives can have a significant impact on student outcomes.⁶ The delivery of practices, strategies, and/or approaches associated with an initiative, however, can vary in real-world school and classroom settings. Assessing the quality of implementation, therefore, is critical in determining the extent to which the *R3 Framework* and the ATRs can impact teaching and student outcomes. Beyond this purpose, it also provides insights into improvements that may be needed and allows for the identification of factors that might enhance or maximize the impact of the ATRs, the latter of which can be shared as best practices. Finally, understanding how *R3* can be best implemented will help to ensure its long-term sustainability.

This section of the report summarizes findings related to the implementation of the FT and MCT positions.⁷ It is organized by key findings related to four indicators of implementation quality which are listed below.

- ▶ Dosage: the number of positions filled for each ATR and the accompanying partner positions
- ▶ Fidelity: the extent to which teachers in the ATRs performed expected responsibilities and practices as intended
- ▶ Delivery: the types of support, resources, and training that were provided by the school and DEEL office, as well as teacher perceptions about the relative importance of these supports to the successful implementation of their teams
- ▶ Satisfaction: the extent to which teachers were satisfied with their roles, the types of support they received, the structures/processes that were part of their work, and the amount of compensation

⁶ Domitrovich, C.E., Bradshaw, C.P., Poduska, J.M., Hoagwood, K., Buckley, J.A., Olin, S., Hunter Romanelli, L., Leaf, P.J., Greenberg, M.T. & Jalongo, N.S., (2008). Maximizing the Implementation Quality of Evidence-Based Preventive Interventions in Schools: A Conceptual Framework, *Advances in School Mental Health Promotion*, 1:3, 6-28, DOI: 10.1080/1754730X.2008.9715730

⁷ A separate Evaluation Brief will include implementation findings on the pipeline programs, Key Beginning Teacher and the Teacher’s Leadership Institute.

Dosage

By year two of the CPM implementation, PCS had successfully filled the majority of the ATRs and partner positions. Specifically, **Table 1** shows that 90% of the FT and 91% of the CT positions were filled. Not shown in the table but worth noting is that these positions were implemented in nearly all of the schools (i.e., 33 out of 35) located across the district. To add, 83% of the MCT and 94% of the Co-T positions were filled during their inaugural year, i.e., 2018-2019. These positions were targeted for 14 high-need schools in the district.

Table 1
Career Pathways Model Positions
Number of participating teachers

| | 2017-2018 | 2018-2019 | GOAL |
|-------------------------------|-----------|-----------|------|
| Facilitating Teacher (FT) | 54 | 89 | 99 |
| Collaborating Teacher (CT) | 177 | 264 | 291 |
| Multi-Classroom Teacher (MCT) | n/a | 15 | 18 |
| Co-Teacher (Co-T) | n/a | 34 | 36 |
| Total | 231 | 402 | 444 |

Source of data: DEEL Office

PCS didn't reach their goal by 10 FT, 27 CT, 3 MCT, and 2 Co-Ts. According to DEEL staff, the district was unable to find enough qualified candidates to fill the FT and MCT positions which by default resulted in fewer CT and Co-T positions.

Fidelity

Facilitating Teacher

FTs were responsible for leading a group of CTs in a Community of Practice (CoP) to develop and implement a collaborative inquiry project.⁸ The project involved the use of semi-structured protocols to identify a theory of causation and a driving question to address a problem of practice that was impacting student outcomes at their school. The CoP developed a theory of action and implemented research-based solutions to address the problem of practice. The FT then facilitated the team through a collaborative inquiry cycle (CIC) to analyze student data and determine the impact of their solution on desired outcomes. The process was iterative, resulting in the refinement or expansion of strategies and solutions after each CIC. The groups presented their projects and findings to their school on an annual basis.

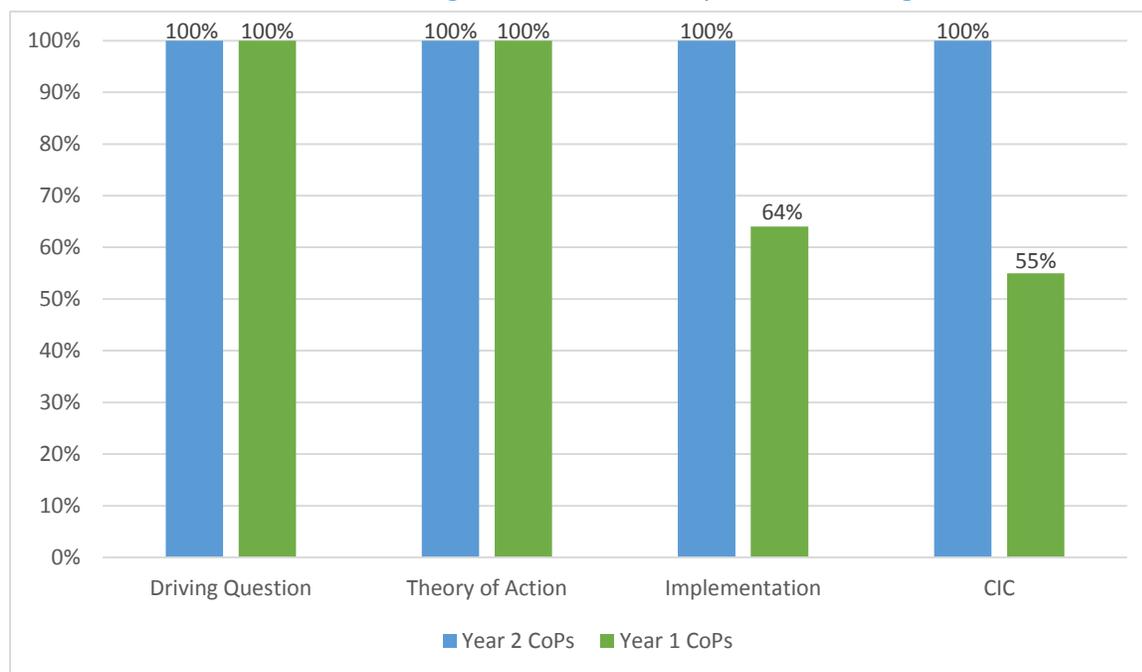
FTs submitted evidence and artifacts for their collaborative inquiry projects, which was monitored by a district level coach known as a Career Support Specialist (CPS). **Figure 1** lists

⁸ Most CoPs operated within one school, although a small number had membership from several schools and focused on a content area, such as music or social studies.

four stages of the project (identified as such for the purposes of this report) and the percentage of first and second year CoPs that completed each component based on an external review of the artifacts.⁹

The figure shows that all of the year 2 CoPs (100%) completed the four components of the collaborative inquiry project. Moreover, all of the year 1 CoPs (100%) completed the first two components, that is, developing a driving question and a theory of action. More than half of year 1 CoPs were able to implement the strategies associated with their theory of action (i.e., 64%) and conduct a CIC on data related to their theory of action (i.e., 55%). It should be noted that for some of the CoPs, the End of Course (EOC) student data needed for their CIC was not available until the fall of 2019.

Figure 1
Completed Stages of the Collaborative Inquiry Project
 Percentage of CoPs that completed each stage



Along with the responsibility of leading a CoP through a collaborative inquiry project, FTs were also expected to exercise various leadership practices identified by PCS. These were drawn from four of the seven domains of the National Teacher Leader Model Standards, which are listed and briefly described below.

- ▶ Domain I. Fostering a collaborative culture to support educator development and student learning, e.g., utilizing group processes and facilitation to support collaborative

⁹ The review included 39 year 2 CoPs and 11 year 1 CoPs that were posted on Live Binder for a total of 50 projects out of 89. Note: not all of the projects were available on Live Binder at the time of this report but will be added in the near future.

decision-making and conflict resolution, active listening and leading, and acceptance of diverse perspectives

- ▶ Domain II. Accessing and using research to improve practice and student learning, e.g., using systematic inquiry and data-driven strategies
- ▶ Domain IV. Facilitating improvements in instruction and student learning for school and district, e.g., facilitating collection, analysis and use of classroom- and school-based data use and engaging in reflective dialogue with colleagues
- ▶ Domain V. Promoting the use of assessments and data for school and district improvement, e.g., increasing capacity of colleagues to use multiple assessments and collaborating with colleagues around use of data

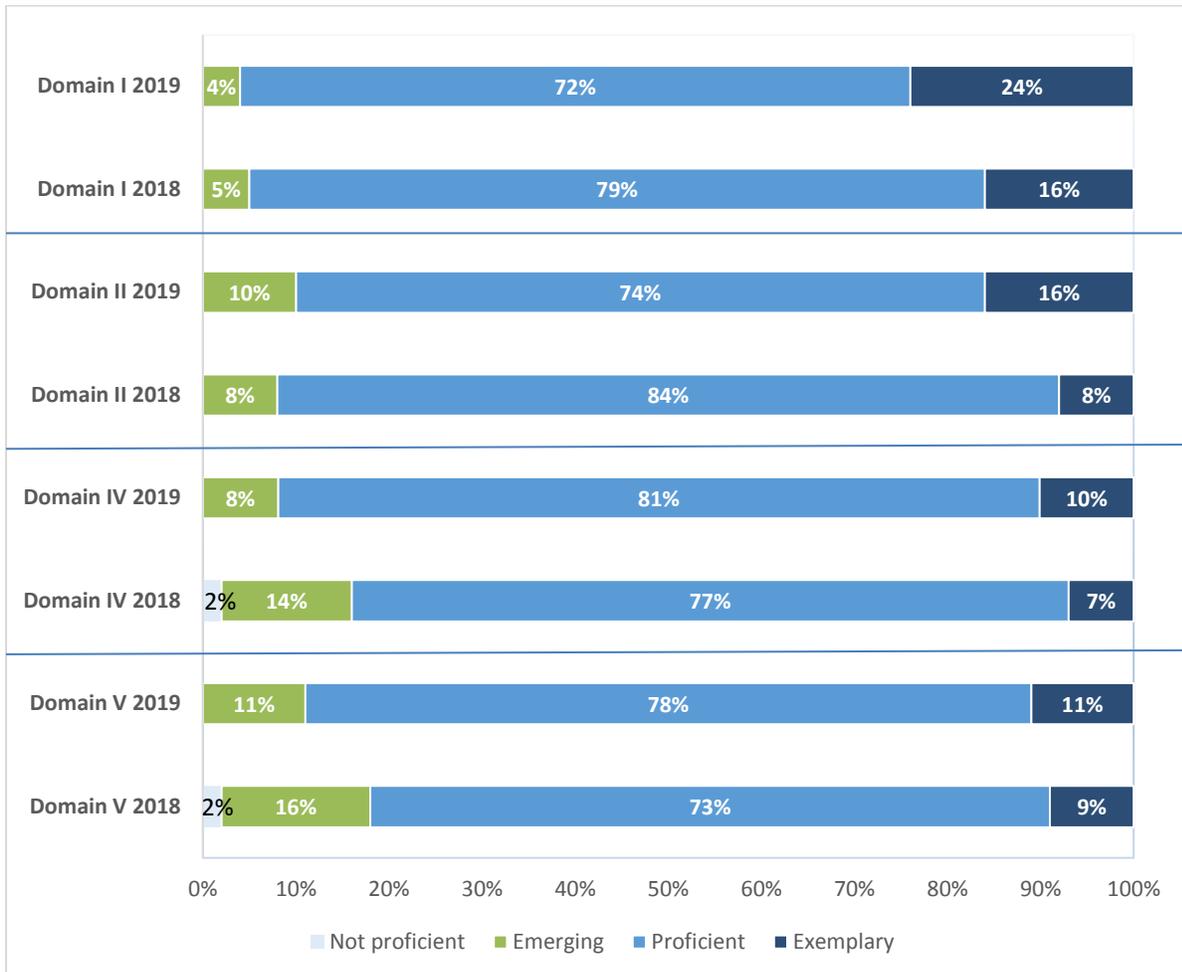
School administrators rated the performance of FTs on practices associated with the four domains using a 4-point rubric that included *not proficient*, *emerging*, *proficient*, and *exemplary* (see [Appendix B](#) for the rubric). FTs who demonstrated fidelity of leadership practices associated with the position would score at the *proficient* level or higher. To give an example, within Domain I a teacher at the *proficient* level consistently utilized established protocols and expectations to promote meaningful change and facilitated effective dialogues and discussions to build collaborative relationships within the CoP. Going one step further, the *exemplary* level describes FTs who implemented practices that extended their influence beyond the CoP by empowering others in the larger school community. Using the same example in Domain I, an FT at the *exemplary* level would facilitate school wide dialogue and apply lessons learned from the CoP to collaborative work across the school or district.

Figure 2 lists the four domains and a summary of administrators' ratings for FTs in 2018 and 2019. For ease of interpretation, the figure reports the percentage of FTs at each performance level, which was calculated by taking the average of sub-components within each domain. Several conclusions from the figure are enumerated below.

- ▶ One, the large majority of FTs averaged at the *proficient* level (or better) on all four domains for both 2018 and 2019, suggesting that they were fulfilling expectations for the position.
- ▶ Two, FTs appeared to be strongest in Domain I (fostering a collaborative culture to support educator development and student learning) with 72% averaging at *proficient* and almost one-quarter (i.e., 24%) averaging at the *exemplary* level in 2019. This finding is not surprising given the myriad ways in which FTs typically serve as leaders in their schools, such as participating in various committees, leadership, and school improvement teams.
- ▶ Three, there was an increase in the percentage of FTs who averaged at the *exemplary* level across all four domains from 2018 to 2019. For example, Domain II

(accessing and using research to improve practice and student learning) doubled the percentage of *exemplary* FTs from 8% in 2018 to 16% in 2019. This means that an increasing percentage of FTs are broadening their influence to build the capacity of others in their schools outside of their CoP.

Figure 2
FT Leadership Evaluation Data
 Percentage of FTs at each Proficiency Level



Source of data: DEEL Office Evaluation Rating database, n=53 in 2018, n=81 in 2019

Multi-Classroom Teacher

MCTs were responsible for co-teaching students in all of their assigned Co-Teachers' (Co-Ts) classrooms on a daily basis (see [Appendix C](#) for a sample case study of the MCT position). They were trained in the use of various co-teaching strategies and were instructed to flexibly implement them depending on the purpose of the lessons and the individual student or group

needs. These strategies are listed and described in [Table 2](#) along with the percentage of MCTs who reported that they regularly used these strategies in their co-teaching teams.¹⁰

Table 2
Co-Teaching Strategies Used by MCTs

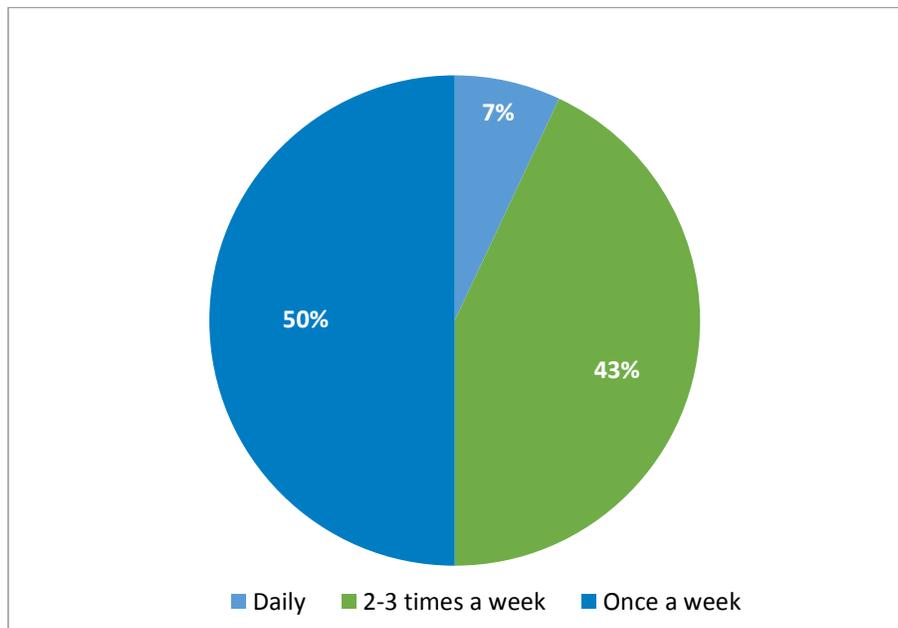
| Strategy | Description | Percentage of MCTs Regularly Using the Strategy |
|------------------------|--|---|
| Team Teaching | Both teachers are actively involved in the lesson with no prescribed division of authority. | 79% |
| One Teach, One Assist | One teacher has primary instructional responsibility while the other assists students. | 57% |
| One Teach, One Observe | One teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. | 43% |
| Station Teaching | The co-teaching pair divide the instructional content into parts. Each teacher instructs a group of students that then rotate after a designated period of time. | 43% |
| Parallel Teaching | Each teacher instructs half of the students in the same instructional material using the same strategy. | 43% |
| Supplemental Teaching | One teacher works with students at their expected grade level, while the other works with students who need remediation or extended instruction. | 21% |

Source of data: MI Teacher Survey, n=15 MCTs

Based on the data presented in the table on the previous page, we can conclude that MCTs demonstrated flexibility in their use of strategies. While most MCTs utilized team teaching (79%), they also reported use of other strategies. In fact, MCTs used an average of three co-teaching strategies but the range was from three to five strategies throughout the year. Moreover, MCTs were also expected to meet regularly with their Co-Ts to co-plan instruction with a specific emphasis on developing the efficacy and skills of the Co-Ts. [Figure 3](#) shows that MCTs met at least once a week or more frequently with their Co-Ts. It should be noted that these meetings could have occurred during or outside of the regular school day.

¹⁰ Data were derived from a survey that was administered to MCTs and Co-Ts by the DEEL office in May 2019. The data were collected to establish a baseline of strategies used.

Figure 3
Frequency of Co-Planning Meetings
Reported by MCTs



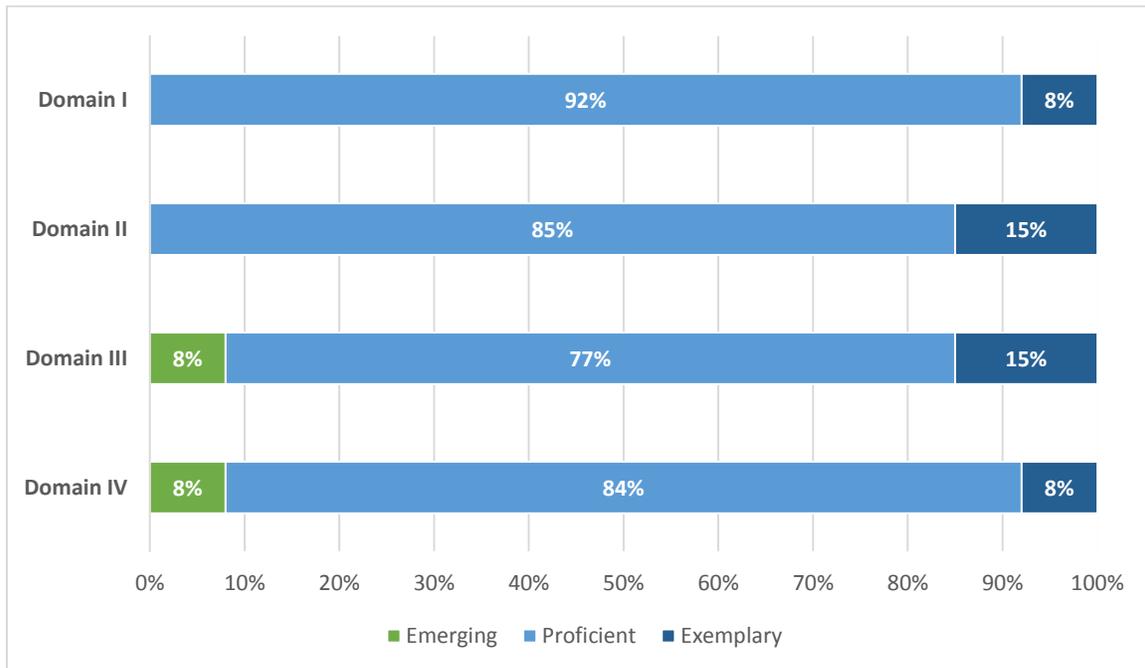
Source of data: MI Teacher Survey, n= 15 MCTs

Finally, similar to the FT position, MCTs were expected to exercise various leadership practices identified by PCS, which were also drawn from the National Teacher Leader Model Standards and are described below (note: the domains were renumbered by PCS from the original numbers assigned to each domain). School administrators completed the evaluations using the same 4-point rating scale as was used for FTs. Ratings at the *proficient* level or higher were desired for the position (see [Appendix D](#) for rubric).

- ▶ Domain I. Fostering a collaborative culture to support educator development and student learning, e.g., modeling facilitation, listening skills, etc., to advance shared goals and promote meaningful change with Co-teachers
- ▶ Domain II. Co-teaching, e.g., co-planning, co-assessing, co-instructing skills and harnessing the skills, expertise and knowledge of Co-Ts in addressing student learning needs
- ▶ Domain III. Reflection, e.g., developing the capacity for self-reflection to promote professional growth and engaging in reflective dialogue with colleagues
- ▶ Domain IV. Building collective efficacy and professional relationships, e.g., modeling and teaching effective communication and collaboration

Figure 4 lists the four domains and a summary of administrators' ratings for MCTs in 2019. Not surprising, all MCTs (100%) were at the *proficient* or *exemplary* levels for Domains I and II and the vast majority (92%) rated the same for Domains III and IV.

Figure 4
MCT Evaluation Data
Percentage of MCTs at each Proficiency Level



Source of data: DEEL Office Evaluation Rating database, n=15

Delivery

Teachers in the ATRs were offered various supports to ensure the successful implementation of their roles. Specifically, the DEEL office delivered advanced professional learning opportunities that were specific to the responsibilities of the positions. For example, course topics for the FT position included but were not limited to, facilitating teams, leading adults, understanding group dynamics, and interpreting and analyzing data. Course topics for the MCT position included general leadership development, co-teaching and co-planning strategies, and mentoring adults.

In addition to professional development from the DEEL office, FTs and MCTs received ongoing coaching and support from an assigned district staff person, a.k.a., a Career Pathway Specialist (CPS). MCTs were also provided 40 hours of planning time with their co-teaching team over the summer. Finally, both groups had opportunities to collaborate with other teachers in the same positions.

Support at the school-level was less prescribed and therefore varied more than support from DEEL. For example, school administrators were encouraged to provide ongoing input, feedback, and data to the ATRs and their teams. They were also expected to provide weekly planning time

during the school day to MCTs and Co-Ts and opportunities for FTs and CTs to share the work of the CoP with other teachers during staff meetings. Outside of these expectations, schools had flexibility in providing additional supports.

Table 3 lists school- and DEEL-level supports for the FT position and the percentage of FTs and CTs who 1) reported that the support was provided to their group (or the FT) and 2) rated it as very important to the success of their CoP.

Table 3
School and DEEL Supports for the FT and CT Position
 Percentage of FTs and CTs responding to support and its importance

| Type of Support | Percentage receiving the support | Percentage rating as Very important |
|--|----------------------------------|-------------------------------------|
| SCHOOL | | |
| Access to data | 89%-92% | 96% |
| Opportunities to share our work with other teachers at the school | 76%-82% | 58% |
| Availability of programs, materials, interventions, supplies, etc. to implement our project | 45%-47% | 89% |
| Input from school administration | 26%-39% | 52% |
| Time for our group to meet during school hours | 22%-33% | 77% |
| Flexible student groupings | 18%-23% | 50% |
| Relief from other obligations and/or PD in order to focus on the CoP work | 11%-14% | 82% |
| Flexible class scheduling | 8%-11% | 78% |
| DEEL | | |
| Adaptive Schools training | 97% | 86%-91% |
| Data-driven Dialogue training | 99% | 81%-87% |
| Feedback and guidance from CPS on our collaborative inquiry project | 71%-96% | 76%-87% |
| The CoP protocols (e.g. inclusion activities, cycle of inquiry script, collaborative inquiry scaffold, etc.) | 72%-95% | 63%-85% |
| Observation and feedback from CPSs on how the CoP functions | 65%-86% | 67%-78% |
| Modeling of practice s by CPS in the CoP | 44%-74% | 75%-92% |
| 1:1 coaching sessions with my CPS | 95% | 80% |
| 360 Survey | 92% | 69% |
| Meeting minutes spreadsheet | 99% | 68% |
| Dinner Party (How to Craft Meeting Minutes) | 86% | 64% |
| Situational Leadership training | 45% | 66% |
| Co-Practice sessions | 36% | 66% |
| Peer Consultancy Protocol/Theory of Action | 50% | 65% |
| Live Binder | 92% | 44% |

Looking at the school-level supports, the vast majority of FTs and CTs received data and also deemed it *very important*. Many FTs and CTs (77% to 89%), however, rated other supports as *very important* but only a small percentage of the teams received these supports. These supports included curriculum and instructional materials for collaborative inquiry projects, time for the CoP to meet during school hours, relief from other out-of-classroom responsibilities, and flexible class scheduling.

Switching to DEEL, it appears that more of these supports were provided to FTs and CTs than school supports. Moreover, many of these supports were as *very important*. Several that received high ratings included Adaptive Schools and Data Driven Dialogue training that were attended by FTs only,¹¹ and support from the CPS that ranges from feedback/guidance on the collaborative inquiry project, observation/feedback on the CoP, modeling of practices and 1:1 coaching, the latter of which was only provided to FTs.

Not reported in the table, several FTs suggested the need for a refresher training from DEEL for CoPs with new teams and perhaps several joint sessions for the new groups. Put by one FT, “I [was assigned] a whole new CoP this year and a new PoP ... I think it would have been very helpful to have some refreshers for what to do when you are "starting" over and for helping to get the new CTs on board ... the first few meetings were a bit of a struggle since we started late.” Another person offered this suggestion:

I think it would be helpful to have joint sessions with FTs and CTs for newly formed CoPs. I believe CTs would understand the CoP goals better when stated by CPS's or Tom and Seth. I believe this would contribute to the overall success of the CoP. A half-day session might be adequate, perhaps with opportunities to do some collaborative work or to participate in reading an article using an AS protocol.

Similarly, MCTs and Co-Ts identified school and DEEL supports and rated their importance, which are displayed in [Table 4](#).

Table 4
School and DEEL Supports for the MCT and Co-T Positions
 Percentage of MCTs and Co-Ts responding to support and its importance

| Type of Support | Percentage receiving the support | Percentage rating as very important |
|--|----------------------------------|-------------------------------------|
| SCHOOL | | |
| Access to data | 82% | 79% |
| Time for the team to meet during school hours to co-plan and reflect | 53% | 89% |
| Availability of programs, materials, intervention, supplies, etc. | 53% | 79% |
| Input from school administration | 47% | 63% |

¹¹ A small percentage of CTs also indicated that DEEL offered these trainings but they would not have attended them as part of the CT position; therefore, they were omitted from the mean percentage.

| SCHOOL continued | | |
|---|-----|-----|
| Flexibility in scheduling classes | 41% | 43% |
| Flexibility in student groupings | 29% | 80% |
| Opportunities to share our work with other teachers at the school | 24% | 50% |
| Relief from other obligations and/or PD in order to focus on the co-teaching team | 11% | 50% |
| DEEL | | |
| Professional learning opportunities (i.e., Cognitive Coaching, MCT Skill Refinement, Co-teaching) | 94% | 88% |
| Opportunities to meet with other MCTs/Co-Ts to share experiences and collaborate | 94% | 88% |
| Feedback on Weekly Reflections | 77% | 31% |
| Observation and feedback from DEEL staff on how our team functions | 71% | 50% |
| Coaching with CPS | 71% | 83% |
| Co-teaching/planning protocols | 59% | 70% |

Source of data: MI Teacher Survey, n=15 MCTs and 21 Co-Ts

Several supports at school level, in particular, were rated *very important* but only offered to a little more than half of the co-teaching teams. These included time for the team to meet during school hours to co-plan and reflect on teaching and the availability of programs, materials, interventions, etc., to support their teaching efforts. The comments below speak to the need for these supports.

Having co-planning time during the school day would have made this model of teaching much more effective...It would have also been helpful to be able to meet with other co-teachers throughout the year and discuss how things were going and to reflect.

My Co-Ts and I would greatly benefit from more planning time to effectively plan, teach, assess, and reflect. It would also be very beneficial to be relieved of many of the extra responsibilities at school in order to truly focus on this position.

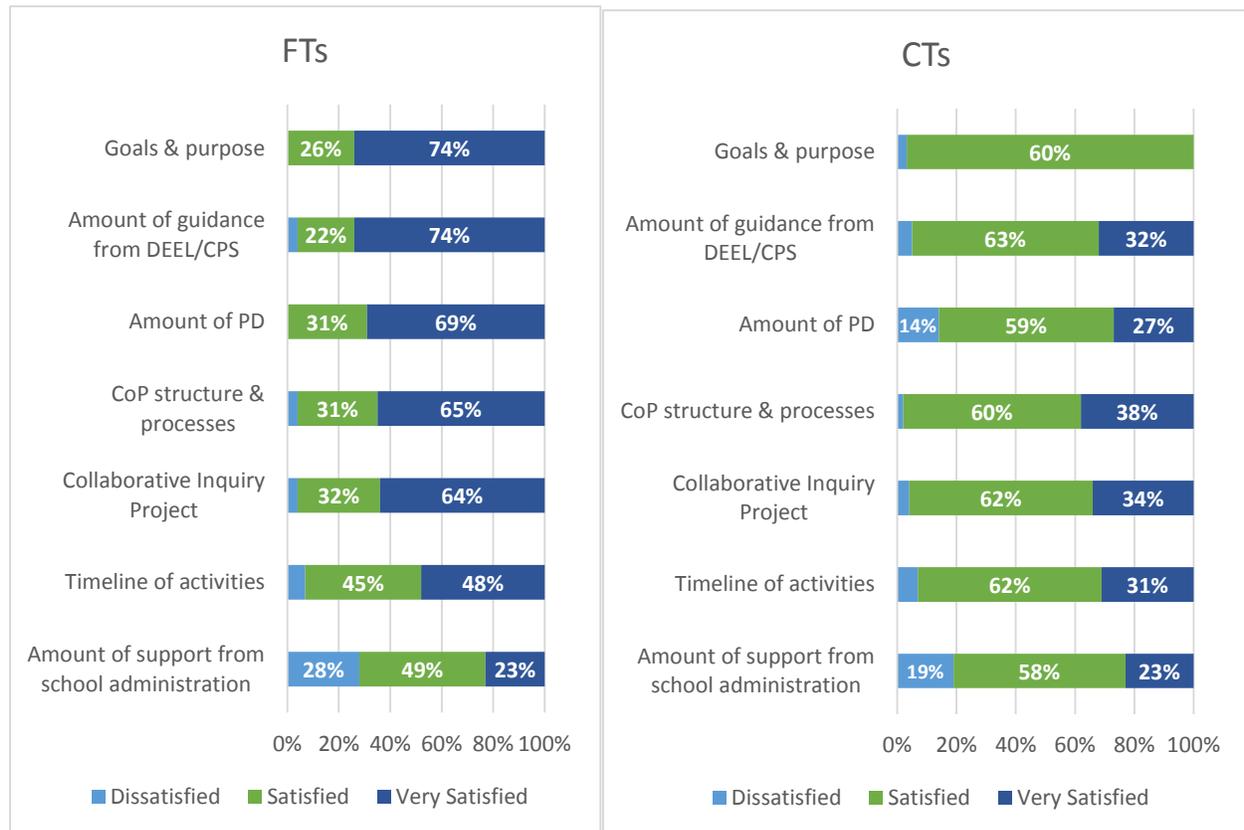
My team was able to get ahead and have more thorough and detailed plans at the beginning of the year because we had summer planning time, but it would be nice to have a planning day or two in the second half of the year. It would be nice to be able to talk to other Co-Ts and MCTs at least once or twice during the school year to share and reflect with others going through the experience.

Satisfaction

Figure 5 displays data on the FTs' and CTs' level of satisfaction with their position and various aspects of their work, including the amount of guidance from DEEL/CPS, amount of PD, the structure and processes of the CoP, and the collaborative inquiry project. Both groups were overwhelmingly satisfied. In all of these areas, FTs were more likely than CTs to report being *very satisfied*.

There are several areas, however, deserving of additional consideration. For instance, between 19% and 28% of teachers reported dissatisfaction with the amount of support that they received from their administrators. For example, some teachers wanted more clarity and consistency from their administrators on the problem of practice. Others would have liked more encouragement and/or opportunities to share their projects, solutions, and process with administrators and other teachers at their school to increase understanding of their work across the school staff. This was particularly true for Multi-School FTs who were challenged to find opportunities to gather meaningful feedback from the various administrators and were not always clear about the extent to which other teachers were aware of their CoP.

Figure 5
Satisfaction with the Position
 Percentage of FTs and CTs

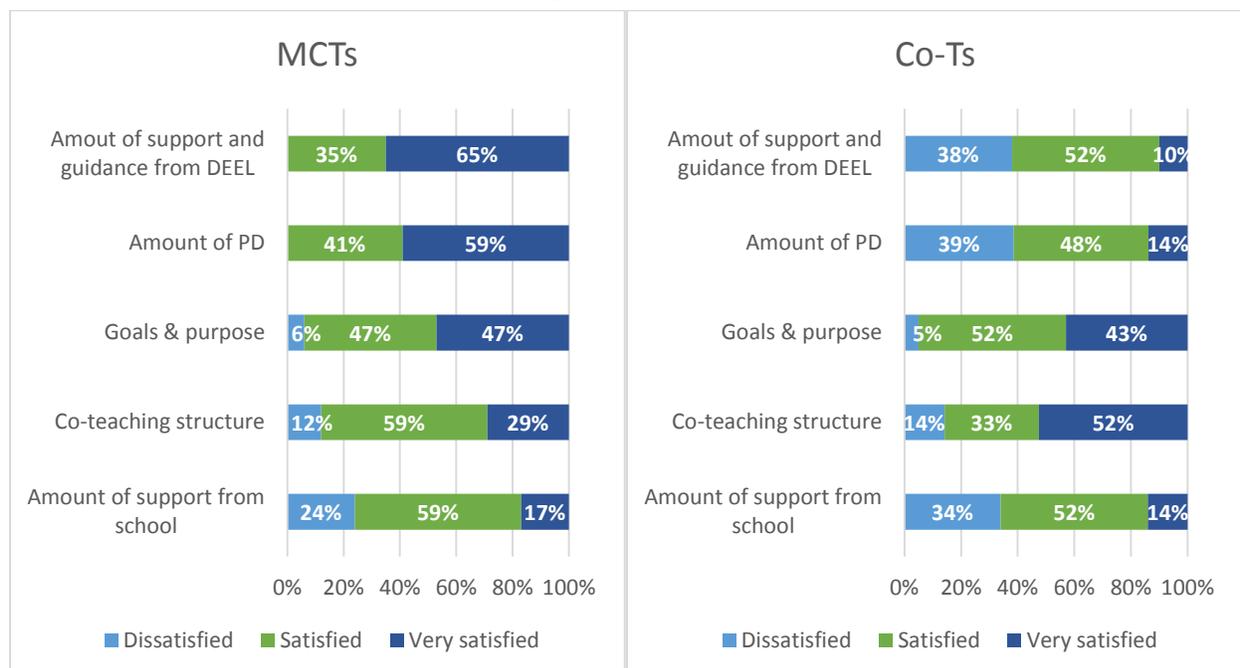


Source of data: MI Teacher Survey, n=81 FTs and 134 CTs

Moreover, disproportionately fewer CTs were *very satisfied* with the timeline of activities. Suggestions for improvements included an “overview of a 3-year plan and a break-down year-by-year expectations and goals” provided at the beginning of the year. Put by one person, “Teachers are accustomed to pacing guides, required curriculum and specified deadlines and although action research requires flexibility and exploration, I feel most teachers would appreciate a little bit more specific outline of what our overall goals are for this whole process (e.g., The "Dinner Party" planning training was given at our last training session...this would have been most helpful earlier in the year; both for planning meetings and through the analogies used to highlight the different aspects each meeting covers).”

Switching to the MCT and Co-T positions, **Figure 6** shows that the great majority of MCTs were either satisfied or very satisfied with their position and the amount of support, guidance, and PD that they received from the DEEL office. Co-Ts were mostly satisfied with the goals and purposes and the co-teaching structure. They were less satisfied than MCTs with the amount of guidance and PD that they received. Specifically, Co-Ts expressed interest in participating in more PD to help support their role and their teaching to have a greater impact on students. Alternatively, about one quarter of MCTs and over one third of Co-Ts were dissatisfied with the amount of support that they received from their schools.

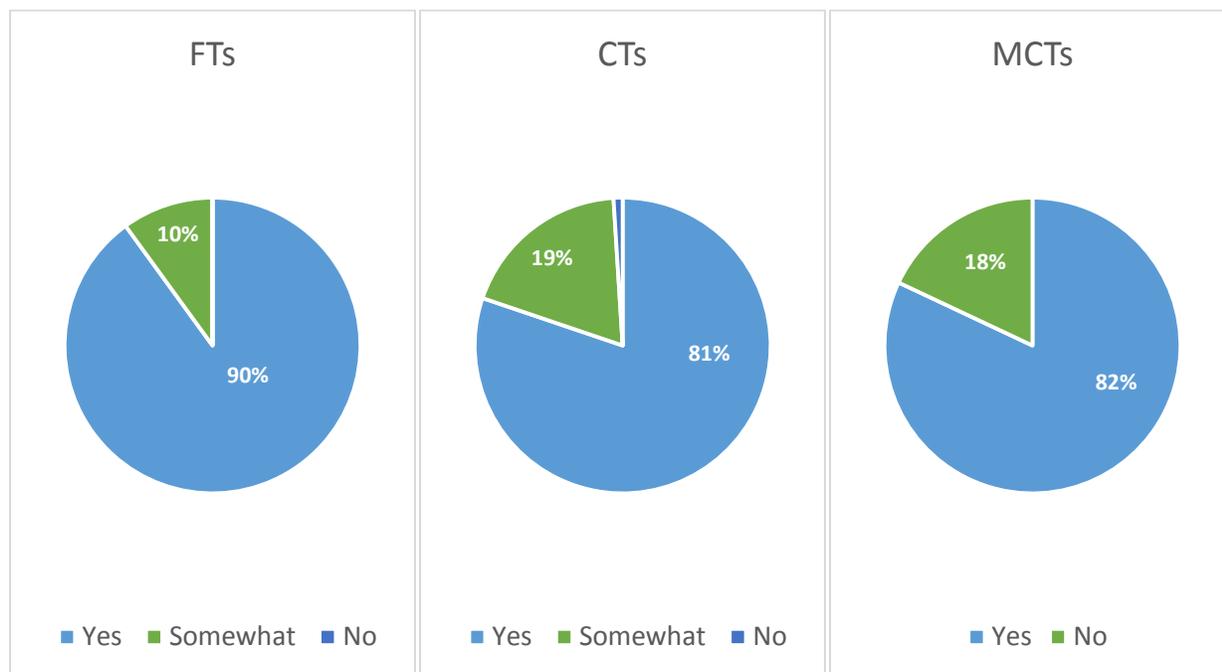
Figure 6
Satisfaction with the Position
 Percentage of MCTs and Co-Ts



Source of data: MI Teacher Survey, n=15 MCT and 21 Co-Ts

Finally, **Figure 7** presents data on teachers' satisfaction with the compensation that they received for the position. Specifically, FTs, CTs and MCTs were asked if the amount of compensation was commensurate with the amount of work and expectations for the position (not applicable to Co-Ts because they were not compensated). Seen in the figure, FTs were slightly more satisfied than CTs and MCTs; nevertheless, the large majority of teachers in all positions agreed that compensation was appropriate for the position.

Figure 7
Satisfaction with Compensation
 Reported by FTs, CTs and MCTs



Source of data: MI Teacher Survey, n=81 FTs, 134 CTs, 15 MCTs

Summary and Recommendations for Implementation

The support received from the DEEL office, in particular with my CPS was exceptional. This program is the most effective and powerful opportunity I have had an opportunity to take part in for the sake of making authentic and lasting changes to close the learning gap in 2-3. *—FT*

I have thoroughly enjoyed this experience and think that the MCT/Co-T dynamic is truly powerful and that our students greatly benefit from it! Positions like this have been long overdue, to allow strong teachers opportunities to advance in their career without leaving the classroom. *—MCT*

Looking across the data, what judgements can be made about the implementation quality of the ATRs that are part of the *R3 Framework*? Is it safe to assume that implementation was sufficient

to create meaningful change that could ultimately impact student outcomes? We provide an overall assessment of the implementation findings and recommendations for improvement below.

First, PCS was successful in filling most of the ATR positions in a timely manner, i.e., within 2 years of the rollout of the CPM. What's more, they have filled positions in nearly all schools. For certain, these findings demonstrate the district's level of commitment to recruiting talented educators and ensuring that their impact is spread out across the district. To help meet their goal numbers in the near future, however, PCS might want to examine their leadership pipeline programs, i.e., the Teacher Leadership Institute and the Key Beginning Teaching program, to ensure that there are a sufficient number of participating teachers who might later become eligible for the ATRs. The district could also make broader efforts to recruit from outside the district and possibly across the nation.

Next, fidelity of implementation of the ATR positions was strong. The vast majority of FTs and MCTs practiced leadership skills that were aligned with the National Teacher Leader Model Standards. To add, the large majority of FTs successfully completed all of the components of the collaborative inquiry cycle in their CoPs. For their part, MCTs were co-teaching with all of their Co-Ts on a daily basis and were using a variety of co-teaching strategies. They were also co-planning regularly with their Co-Ts, in fact weekly or more frequently. These meetings, however, did not always take place during the school day as was expected, which means that co-teaching teams had to resort to out-of-school time to co-plan. This is an area that needs improvement in the upcoming school year. Even still, the fact that both FTs and MCTs met (and in some cases, exceeded) expectations for their roles demonstrates their level of commitment to the position and the success of their teams.

Moving on to the delivery of supports, the data show that supports for the ATRs were adequate for the most part. On the one hand, the DEEL office provided solid supports that were highly valued by the teachers. By their estimates, these supports enabled FTs and MCTs to fulfill obligations for the position, which contributed to the success of their teams as well. At the school level, however, both ATRs expressed the need for a) more time to plan/meeting, b) greater availability of programs, materials, interventions, supplies, etc. to do their work, and c) more flexibility in class scheduling (for FTs) and student groupings (for MCTs). To ensure more consistency in the provision of these supports, we recommend that the district provide more clarity of expectations and perhaps, increase the level of expectations for the type of supports that are provided at the school.

Finally, teachers in the positions are mostly satisfied with the goals and purposes of their work and the level of supports, particularly from the DEEL office. FTs, MCTs and CTs were also satisfied with the amount of compensation that they received for the position, which they deemed commensurate with the amount of work that was expected. This bodes well for both the continued success of implementation but also for teacher retention in the ATRs and the long-term impact of having stability in the positions.

III. Outcomes

“What does matter is teachers having a mind frame in which they see it as their role to evaluate their effect on learning.”

— John A.C. Hattie

The *R3 Framework* was designed to provide a solution to PCS’ teacher turnover problem by retaining the most effective teachers. It does so by combining opportunities for exponential influence, increased compensation, and transformative collaboration into differentiated and advanced teaching positions. In essence, it offers the “best of both worlds” by enabling effective teachers to exert more influence on their school and district while maintaining their status as a classroom teacher.

What’s more, by retaining high-performing teachers the *R3 Framework* asserts that the impacts cascade across students, teachers, and schools in a variety of ways. Bulleted below are the areas the initiative intended to impact and the specific goals for the 2018-2019 school year. This section of the report summarizes data related to each of the impact areas.

- ▶ Teacher Retention: Retain effective teachers in the district and in high-needs school (i.e., 90% of ATR Teachers, TLI, & Key BT teachers will remain in the district by 2019)¹²
- ▶ Student Outcomes: Improve student outcomes, particularly for students impacted by ATR teachers (i.e., 50% of CoPs will report positive student outcomes by 2019)
- ▶ Teacher Outcomes: Increase the number of students taught by highly effective teachers (i.e., increase by 25% by 2019)¹³
- ▶ School Outcomes: Improve school report card grades (i.e., 65% of schools will achieve an A, B, or C on NC report cards by 2019) and positively impact school culture for improvement

Teacher Retention

Retention was examined two ways: one, the percentage of ATR teachers who remained in the district and two, the percentage of teachers who remained in their ATR through the 2018-2019 school year. Seen in **Figure 8**, PCS exceeded its ATR teacher retention goal of 90% for both positions, with 93% of FTs and all of the MCTs (100%) retained in the *district* through the 2018-

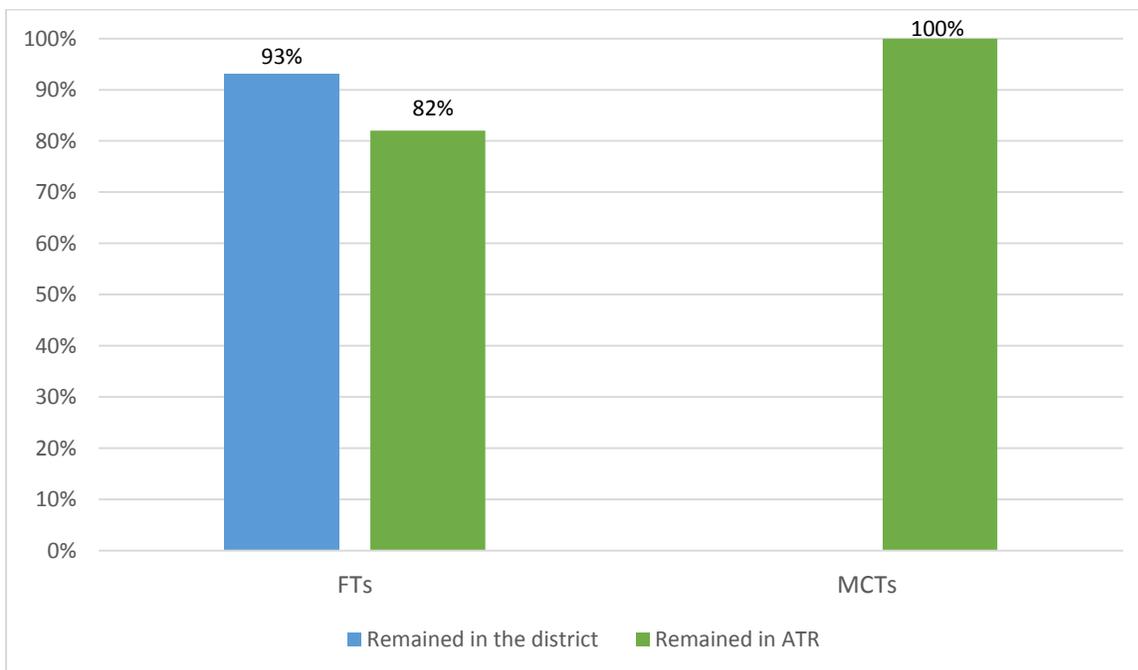
¹² Teacher retention for the Key BT program and TLI will be reported in a future evaluation brief that will focus on key findings related to these pipeline programs.

¹³ EVAAS data were not available until November and will be added at a later time. In lieu of this data, the study examined teachers’ perceptions about how ATRs have improved their teaching skills.

2019 school year. Moreover, 82% of the FTs and all of the MCTs (100%) remained in their *position* in 2018-2019. Reasons for leaving the FT position included resignations, retirement, transfers to another school in the district, moving up to the MCT position, and/or taking an administrative/coaching position.

When asked on the teacher survey if the ATR influenced their decision to remain teaching at their current school, 59% of MCTs and 39% of FTs responded in the affirmative. This finding suggests that the district could have potentially lost 41 effective teachers from classrooms in high-needs schools if they did not offer these teacher leadership opportunities.

Figure 8
ATR Teacher Retention in District and in Position
Percentage of FTs and MCTs



Source of data: DEEL Office retention database

Student Outcomes

Facilitating Teachers

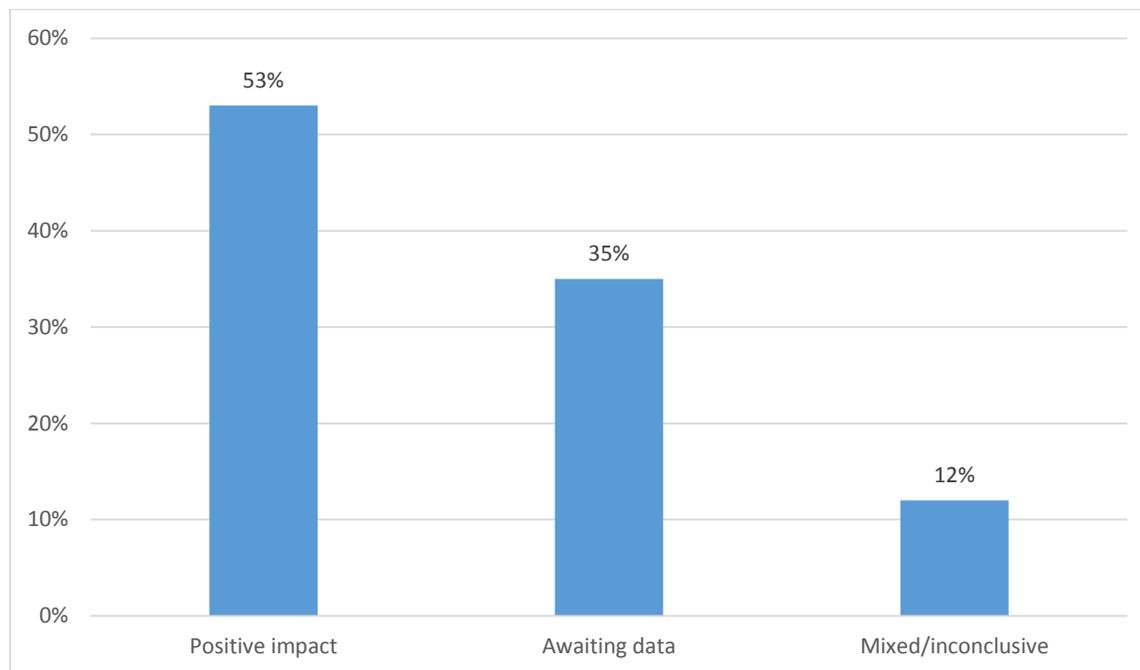
Student outcomes and associated measures were identified in the CoPs and were based on the problems of practice. FTs and CTs determined the impact of their projects on students by analyzing data in the collaborative inquiry cycle. Outcomes were posted on Live Binder and externally reviewed for the current study.¹⁴ Results of the review are summarized in **Figure 9**.

Similar to the teacher retention, PCS exceeded its goal of 50% of CoPs reporting positive student outcomes by 2019 as seen in the figure. Specifically, 53% of the CoPs demonstrated

¹⁴ The review included 50 projects across Year 1 and 2 CoPs.

positive impacts on students. It should be noted that 35% of the CoPs, mostly year 2 groups, were awaiting data (i.e., EOC data) to determine the impact of their collaborative inquiry projects on students. Conversely, only 12% of the CoPs reported mixed or inconclusive results. In other words, student outcomes varied or the data measures were not sensitive enough to assess impact.

Figure 9
CoP Impact on Student Outcomes
Percentage of CoPs



Multi-Classroom Teachers

Student outcome data for the MCTs and their Co-Ts was not available at the time of this report but will be included in future analyses. Nevertheless, MCTs and Co-Ts reported positive student outcomes as evidenced by their review of formative assessments, observations, and other anecdotal data. Specifically, they noted improvements in the following areas listed below.¹⁵

- ▶ Classroom test scores and grades
- ▶ Reading confidence
- ▶ Understanding of math concepts
- ▶ Student cooperation and collaboration

Furthermore, teachers attributed these outcomes to various aspects of the co-teaching team. The benefits of the team structure, according to MCTs and Co-Ts included:

- ▶ Double guided reading instruction opportunities for lowest readers,

¹⁵ Data collected from teacher surveys.

- ▶ Differentiated instruction to accommodate different learning styles in the classroom,
- ▶ More time to work with individual students or small groups to focus on their needs,
- ▶ Variety in teaching strategies that provided diverse learning opportunities for students,
- ▶ Opportunities to tweak lessons to maximize students’ learning capability, and
- ▶ Reduced loss of instructional time that would have been spent on classroom management.

Teacher Outcomes

Assessing the goal of increasing the number of students taught by highly effective teachers will be determined by EVAAS data, which is not available until November. In lieu of this data, the study examined teachers’ perceptions about the ways in which their teaching skills had improved as a result of the ATRs and the work of their teams. **Table 5** summarizes teacher outcomes as reported by the ATR teachers and their partner positions. Listed below the tables are noteworthy findings.

Table 5
Perceived Impact of ATR Positions on Teachers
 Percent of agreement from FTs, MCTs, CTs and Co-Ts

| | FTs | MCTs | CTs | Co-Ts |
|--|-----|------|-----|-------|
| I am a more confident and capable leader. | 93% | 59% | 53% | 52% |
| My communication with colleagues is more effective. | 91% | 77% | 64% | 38% |
| I reflect more on the strategies that I use with my students in order to strengthen my practices and improve student learning. | 90% | 88% | 82% | 67% |
| I am better able to use data to inform my instruction. | 88% | 65% | 70% | 57% |
| I use more research-based instructional strategies. | 75% | 59% | 65% | 48% |
| I am better able to differentiate instruction to meet the needs of students. | 55% | 82% | 47% | 71% |
| I collaborate with my colleagues outside of my CoP/co-teaching team more, to have a greater impact on students. | 69% | 77% | 51% | 33% |

Source of data: MI Teacher Survey, n=81 FTs, 15 MCTs, 134 CTs, and 21 Co-Ts

- ▶ The large majority of FTs, MCTs, and CTs and many Co-Ts were more reflective of their teaching with an eye toward improving student learning as a result of the position.
- ▶ Many FTs and CTs were using research-based instructional strategies, which is reflective of their collaborative inquiry projects.

- ▶ On the other hand, many MCTs and Co-Ts were better able to differentiate instruction to meet the needs of students, most likely as a result of co-teaching in the same classroom.
- ▶ Equally impressive is that many FTs and MCTs were collaborating more with colleagues outside of their CoP/co-teaching team to have a greater impact on students.

Additionally, MCTs and Co-Ts, in particular, provided more insight into the ways that their teaching skills were positively impacted by the co-teaching team. Below are comments that capture the general sentiment.

MCTs

I have learned so much from my co-teachers this year. They have both shared things with me that I will now incorporate into my daily practice. We all 3 look at situations differently and it is refreshing to be able to look at the same situations with multiple perspectives. It has also been beneficial to dig deeper into analyzing data together and talk through how we can modify the content delivery based on our students' specific needs.

Co-teaching has pushed me to be the best version of my teaching self. Having to work with someone else all the time has kept me on my toes and pushed me to find and create the best lessons that I can possibly have for my units. My co-teachers have learned from me, but I have also learned from them and their differing perspectives. Having two minds approaching a topic is always more beneficial than just one.

Co-Ts

I have had amazing benefits to working with an MCT. The teacher was a perfect model for classroom management, data reflection, scaffolding instruction; among other skills. The most important skill I have learned this year was prioritization. The MCT modeling of focused instruction and classroom management was enhanced by her ability to efficiently plan, teach and reflect. It showed me how to focus on effective, timely instructional practices. My next goal with this MCT is to work on my consistency with various practices.

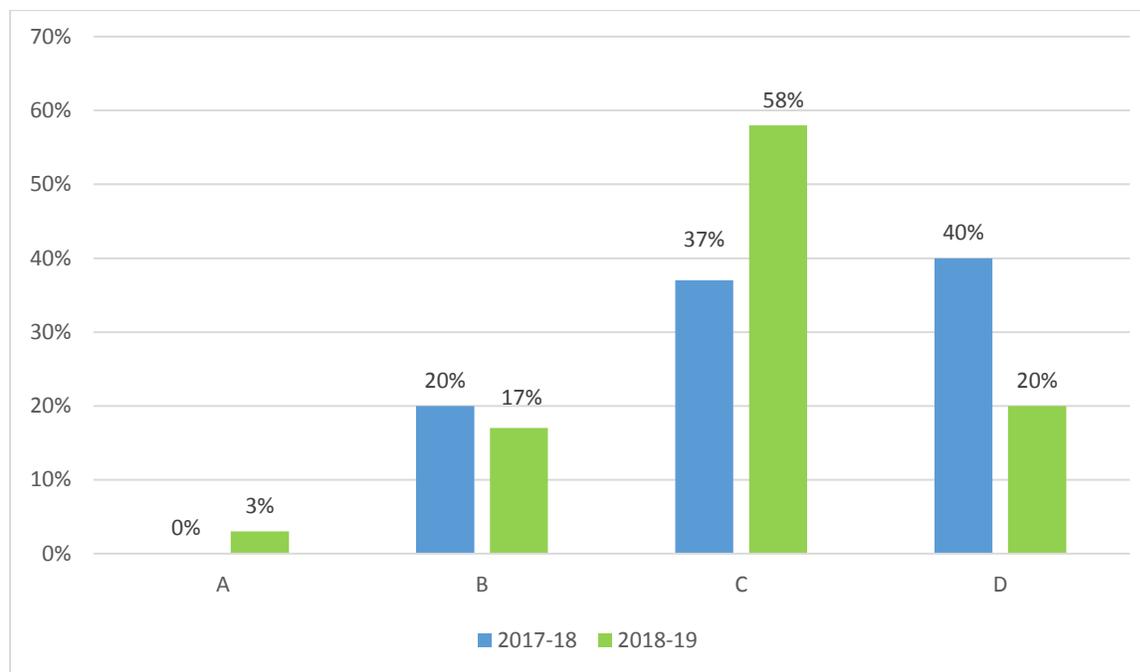
The planning portion in our model has been VERY beneficial for me. As a first year teacher...I had no idea the expectations or level of rigor to plan lessons. No amount of studying the content can give you that kind of knowledge so to have help in that area, and have her take the lead was an immeasurable load off of my shoulders. I have learned an incredible amount from my MCT and feel like I could go teach 3rd grade independently because I have such a good understanding of the grade/expectations/content/etc.

School Outcomes

Finally, the *R3 Framework* intends to show its impact on schools through school report card grades. The grades are calculated by the state and are based on a weighted model that includes school achievement (80%) and school growth (20%) scores. **Figure 10** compares school report card grades in all 35 schools for the 2017-2018 and 2018-2019 school years.

The gains are impressive. The figure indicates that 78% of the schools received a grade of A, B, or C, hence exceeding the goal of 65% for the year. The greatest upward movement in grades, moreover, was between grade C and D. Specifically, 40% of schools had a grade of D in 2017-2018 while one year later that percentage dropped in half to 20%. Conversely, 58% of schools received a C in 2018-2019, which is up 21 percentage points from the prior year. Also worth noting is that one school moved up from a B to an A in 2018-2019.

Figure 10
School Report Card Grades
Comparison between the Percent of Schools at each Grade
for the 2017-2018 and the 2018-2019 School Years



Source of data: North Carolina School Report Card database

While it is too early to attribute improvements seen in school report card grades to the influence of the ATRs, we know that FTs and CTs¹⁶ shared their learnings with their colleagues and school administrators. In some schools, this has resulted in positive changes across classrooms. Following are some examples that were provided by FTs and CTs.

¹⁶ The role of the MCT was more specific to the co-teaching team; therefore, they were not required to share their work with other colleagues at their school.

My Multi-School CoP has been able to apply our findings to the Kindergarten classes in each of our schools by using their current data to create lesson plans to assist these teachers in growing their literacy proficiency. It has also helped us become more effective teacher leaders by collaborating with the Kindergarten teachers and having discussions about where their students' greatest strengths and weaknesses are.

On a daily basis our CoP conversations impact the other courses and teachers in our respective departments (Math and Science). On a larger scale, through presentations at faculty meetings other teachers and departments have been able to see our success and incorporate many methods into their coursework.

Our entire grade level has been open to applying our data-based research practices to their classrooms. We believe in working to help all students and when we share the data and see the potential for implementing a practice that can positively affect growth and proficiency the majority of our teachers in our grade level and across our schools are anxious and willing to implement what our practices are.

Our first goal was to create a baseline for assigning and assessing small writing assignments. Our success with our 4-point writing rubric resulted in that tool being used across all curriculum areas in our school. All teachers use our "Constructed Response Rubric" to assess short, paragraph-length writing assessments. This has led to a more unified approach in assessing students' knowledge and skills across our campus.

Summary of Outcomes

This chapter of the report set out to determine whether or not the *R3 Framework* met its goals for the year. Based on the results, we can answer affirmatively. The evaluation found that the district was successful in retaining nearly all of the FTs and MCTs in the district through the 2018-2019 school year and in their positions. Moreover, there is evidence to show that these teacher leaders and their colleagues had a positive impact on students, as demonstrated by outcomes reported in CoPs and anecdotally from MCTs and Co-Ts. A more thorough examination of student impacts will be conducted and later reported when EVAAS data are available.

This chapter also showed that both ATRs and their partner positions reported positive benefits to their teaching, including more reflection on their use of various teaching strategies and increased use of data to inform their instruction, to name a few. Finally, the district met its goal for school report card grades, which improved dramatically. This finding bodes well for the cascading impact of the ATRs across schools though more analyses is needed in order to confirm this attribution.

The positive outcomes reported across all four areas should come as no surprise given the high-quality implementation of the initiative documented in the previous chapter. Specifically, PCS has demonstrated its commitment to the initiative by infusing teacher leaders throughout the district and supporting them to effectively implement their roles and responsibilities. In return,

these teacher leaders have demonstrated their dedication to the success of their teams. All told, findings presented throughout this report holds promise for the ability of the *R3 Framework* to retain effective educators and create meaningful change in student outcomes.

Appendix A

The evaluation of PCS' *R3 Framework* is being conducted by MI's Program Evaluation and School Improvement Services division. The study uses a systems-based framework to guide the evaluation questions and methodology. It posits that the effectiveness of a given program is a function of how it is implemented and the resulting change in organizational and instructional practices. The model further assumes that both program implementation and impact are influenced by certain contextual factors, such as characteristics of schools and districts, as well as program-related factors.

In year two of the evaluation, MI produced several evaluation briefs that were submitted to PCS in February and May of 2019. These briefs focused on select topics that provided PCS with formative data to inform continuous improvement efforts for the initiative.

The data collection activities for the annual report included a complimentary blend of qualitative and quantitative strategies to increase the credibility of the findings. These are bulleted below.

- ▶ Review of 50 “live binders” uploaded by FTs, which included a repository of shared work in progress from the CoPs at the end of the 2018-2019 school year. At the time of the report, not all of the projects were available on Live Binder.
- ▶ FT and CT Teacher Survey: The survey was administered in the spring of 2019 and completed by 81 FTs (91%) and 134 CTs (51%).
- ▶ MCT and Co-T Teacher Survey: The survey was administered in the spring of 2019 and completed by 15 MCTs (100%) and 21 Co-Ts (62%)
- ▶ ATR teacher retention data was obtained from PCS' DEEL office.
- ▶ FT and MCT Leadership Evaluation data was obtained from PCS' DEEL office.
- ▶ School report card data was obtained from North Carolina's school report card website and downloaded for all PCS schools.

Appendix B

Facilitating Teacher Evaluation Rubric

| Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning | | Emerging | Proficient | Exemplary |
|---|---|---|---|-----------|
| ND/NP* | | Emerging | Proficient | Exemplary |
| a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change. | <input type="checkbox"/> Collaborates with colleagues to establish norms, expectations, routines and organizational structures within the CoP | AND... <input type="checkbox"/> Consistently utilizes established protocols and expectations to promote meaningful change within CoP | AND... <input type="checkbox"/> Consistently applies lessons learned from work with CoP to collaborative work across school and/or district | |
| b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning. | <input type="checkbox"/> Communicates effectively with individuals and groups | AND... <input type="checkbox"/> Facilitates effective dialogues and discussions with CoP to build collaborative relationships that focus on shared goals and professional learning <input type="checkbox"/> Cultivates CT's use of effective listening and communication strategies <input type="checkbox"/> Monitors communication strategies and patterns with CoP to determine their effectiveness and adapts as needed | AND... <input type="checkbox"/> Facilitates effective schoolwide dialogues and discussions to build collaborative relationships that focus on shared goals and professional learning <input type="checkbox"/> Influences CT's to utilize effective listening and communication strategies to use beyond the CoP <input type="checkbox"/> Respectfully and effectively conducts difficult conversations within and beyond CoP | |
| c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning. | <input type="checkbox"/> Consistently models the use of the Seven Norms of Collaboration | AND... <input type="checkbox"/> Establishes a culture of trust and collective ownership within the CoP by engaging CoP members to consistently use the Seven Norms of Collaboration | AND... <input type="checkbox"/> Develops capacity in CoP members and others to facilitate an atmosphere of trust/collective ownership throughout school in various teams and partnerships via use of the Seven Norms of Collaboration | |
| d) Creates an inclusive culture where diverse perspectives are welcomed in addressing challenges and change | <input type="checkbox"/> Acknowledges diverse perspectives in CoP | AND... <input type="checkbox"/> Engages cognitive conflict within the CoP <input type="checkbox"/> Encourages and utilizes diverse perspectives within the CoP to address challenges and change | AND... <input type="checkbox"/> Empowers the CoP to engage in cognitive conflict throughout school and/or district <input type="checkbox"/> Develops capacity in CoP members and others to create an inclusive culture where diverse perspectives are welcomed in addressing school-wide challenges and change | |
| Overall Rating for Domain 1 | | | | |
| Sample Artifacts Working Agreements Meeting agendas/Minutes 360° Surveys Reflections Videos | Comments... Suggestions to support rating | | | |

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not-Proficient"

Approved November 17, 2017

Facilitating Teacher Evaluation Rubric

| Domain II: Accessing and Using Research to Improve Practice and Student Learning | | Emerging | Proficient | Exemplary |
|--|---|---|--|-----------|
| ND/NP | Emerging | Proficient | Exemplary | |
| a) Accesses and uses research in order to select appropriate strategies to improve student learning; | <input type="checkbox"/> Has awareness of meaningful research on education issues/policies <input type="checkbox"/> Shares research with colleagues within CoP | AND... <input type="checkbox"/> CoP uses meaningful research on education issues/policies to inform understanding of student learning related to the Problem of Practice <input type="checkbox"/> Implements research-based strategies contributed by the CoP to improve student learning <input type="checkbox"/> Shares lessons learned from the CoP at the school and/or district level | AND... <input type="checkbox"/> Transfers meaningful research conducted on the Problem of Practice to improve student learning throughout the school/district <input type="checkbox"/> Shares lessons learned related to the problem of practice outside the CoP at the school and/or district level | |
| b) Uses systematic inquiry as critical component of teachers' ongoing learning and development to improve practice and student learning | <input type="checkbox"/> Uses inquiry results to improve student learning | AND... <input type="checkbox"/> Collaborates with CoP to determine inquiry results in order to improve teaching practices and student learning <input type="checkbox"/> Communicates CoP inquiry results with other stakeholders within school in order to improve teaching practices and student learning | AND... <input type="checkbox"/> Empowers stakeholders beyond the CoP to engage in systematic inquiry to improve teaching practices and student learning | |
| Overall Rating for Domain II | | | | |
| Sample Artifacts Scholarly Articles Handouts/Presentations Websites Minutes/Agendas Annotated bibliographies Reflections | Comments, Suggestions to support rating | | | |

Domain III in the National Teacher Leader Model Standards does not contain elements aligning to the FT role, so it has been omitted

Adapted from the National Teacher Leader Model Standards

Approved November 17, 2017

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not-Proficient"

Facilitating Teacher Evaluation Rubric

| Domain IV: Facilitating Improvements in Instruction and Student Learning for School and District | | Emerging | Proficient | Exemplary |
|---|-------|---|--|---|
| <p>a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and/or school culture;</p> <p>b) Engages in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;</p> | ND/NP | <p><input type="checkbox"/> Collects and analyzes data related to the Problem of Practice</p> <p><input type="checkbox"/> Identifies primary focus for the Problem of Practice based on trends and areas of need as indicated by classroom and school wide data</p> | <p>AND...</p> <p><input type="checkbox"/> Facilitates the collection and analysis of data within the CoP related to the Problem of Practice</p> <p><input type="checkbox"/> Collaboratively engages the CoP members in identifying primary foci for the Problem of Practice</p> | <p>AND.....</p> <p><input type="checkbox"/> Empowers others outside the CoP to learn the process of collecting and analyzing data for the purpose of determining a Problem of Practice</p> <p><input type="checkbox"/> Increases capacity of those outside the CoP to collect and analyze school/district-wide data for the purpose of determining and addressing a Problem of Practice</p> |
| | | <p><input type="checkbox"/> Models and leads reflective dialogue</p> | <p>AND...</p> <p><input type="checkbox"/> Intentionally facilitates the capacity for CTs to lead reflective dialogue within the CoP to build connections between observations of instruction, student work samples, assessment data, and researched-based effective practices.</p> | <p>AND.....</p> <p><input type="checkbox"/> Engages in reflective dialogue with stakeholders beyond the school</p> <p><input type="checkbox"/> Supports CTs to engage in reflective dialogue with stakeholders within the building to build connections between observations of instruction, student work samples, assessment data, and research-based effective practices.</p> |
| Overall rating for Domain IV | | | | |
| <p>Sample Artifacts</p> <ul style="list-style-type: none"> Lesson plans Journaling Mirnotes/Agendas Presentation notes | | <p>Comments, Suggestions for growth, and/or Artifacts to support rating</p> | | |

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not-Proficient"

Approved November 17, 2017

Facilitating Teacher Evaluation Rubric

| Domain V: Promoting the Use of Assessments and Data for School and District Improvement | | Emerging | Proficient | Exemplary |
|---|-------|--|---|--|
| <p>a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;</p> <p>b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning</p> | ND/NP | <p>Emerging</p> <p><input type="checkbox"/> Uses multiple assessment tools in own practice</p> | <p>Proficient</p> <p>AND...</p> <p><input type="checkbox"/> Develops educator capacity within CoP to: -collect various types of data from multiple sources -analyze data using appropriate techniques -interpret data findings - apply findings to instructional practices designed to meet state/local standards</p> | <p>Exemplary</p> <p>AND...</p> <p><input type="checkbox"/> Designs a system for regular evaluation of assessment tools</p> <p><input type="checkbox"/> Works with colleagues beyond the CoP to continually adapt assessment tools based on lessons learned from research</p> |
| | | <p><input type="checkbox"/> Designs assessments for the purpose of collecting data aligned to the problem of practice</p> <p><input type="checkbox"/> Models effective use of data to identify trends in student learning.</p> | <p>AND...</p> <p><input type="checkbox"/> Facilitates the CoP to collaboratively design assessments aligned to the problem of practice</p> <p><input type="checkbox"/> Effectively engages the CoP in collaboratively collecting, analyzing, and interpreting data</p> | <p>AND...</p> <p><input type="checkbox"/> Facilitates CTs' independence in data analysis and problem solving to improve student learning beyond the problem of practice</p> <p><input type="checkbox"/> Effectively contributes to the analysis and interpretation of data outside the CoP</p> |
| <p>Overall Rating for Domain V</p> <p>Comments, Suggestions for growth, and/or Artifacts to support rating</p> | | | | |
| <p>Sample Artifacts</p> <p>Minutes/agendas</p> <p>Rubric for assessment tools</p> <p>Sample assessments</p> <p>Data conversation notes</p> | | | | |

Domain VI in the National Teacher Leader Model Standards does not contain elements aligning to the FT role, so it has been omitted

Domain VII in the National Teacher Leader Model Standards does not contain elements aligning to the FT role, so it has been omitted

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not-Proficient"

Approved November 17, 2017

Facilitating Teacher Evaluation Rubric

Process

| Description | Estimated Due Date | Person Responsible |
|--|-------------------------------|-----------------------|
| <input type="checkbox"/> BOY Self-Assessment | Annually, around September 15 | FT |
| <input type="checkbox"/> BOY Goal-Setting Conference | End of First 9 Weeks | CPS |
| <input type="checkbox"/> MOY Progress Coaching | End of Second 9 Weeks | CPS |
| <input type="checkbox"/> MOY Goal Progress Conference | Semester Change | School Administration |
| <input type="checkbox"/> EOY Conference to Prep for Evaluation | Two weeks before summative | CPS |
| <input type="checkbox"/> EOY Summative Evaluation | Annually, around May 15 | School Administration |

By the end of the year FTs must be a minimum of Proficient in all Standards, and each Standard may have no more than one element rated as “emerging” within it.

Exit Procedures

- Any FT who is placed on a monitored or directed plan for NCEES standards will immediately become ineligible for the FT position.
- If there are concerns regarding the performance of the FT on the FT rubric, school administration, in consultation with the DEEL Directors, will follow the same procedure as any other position for improvement and dismissal, including the creation of an improvement plan based on the FT rubric. FTs placed on a monitored or directed plan for the FT rubric are still eligible to maintain their position and supplement until they are successfully released from the plan or removed from the position.

Date of MOY Conference: _____ Principal Signature: _____ Signature of FT: _____

Date of EOY Conference: _____ Principal Signature: _____ Signature of FT: _____

Note: Teacher signature on this page indicate that the conferences happened on the identified dates and the evaluation document was discussed; the signature does not necessarily signify agreement with the ratings.

After the EOY conference, the completed form should be submitted to the Director of Professional Learning and Leadership Development in the Division of Educator Effectiveness and Leadership (DEEL)

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates “Not Demonstrated”; on the summative evaluation a checkmark here indicates “Not-Proficient”

Approved November 17, 2017

Appendix C

MCT Case Study: Second Grade ELA

Background/History

This case study involves an MCT who worked with three second grade classrooms in a rural elementary school in Pitt County. The School Improvement Team (SIT) selected second grade English Language Arts (ELA) as the focus for their Multi-Classroom Teacher (MCT) position based on student data from the 2017-2018 school year. The MCT said, “Every year, we look at our EVAAS and EOG scores and look for trends in our scores or where we have gaps or need to build capacity. One of our areas (of need) was 2nd grade, specifically in the area of reading.”

The MCT selected for the school had been an educator for 16 years in three different schools and had worked at this elementary school for seven years. Prior to becoming an MCT, she held a wide variety of positions at this school—second grade classroom teacher, first grade reading recovery teacher and most recently, Instructional Coach (IC).

The three Co-Ts were selected based on their EVAAS scores. Their years of teaching experience ranged from 5-18 years. Although they were experienced teachers, they needed a boost in second grade-related content because they all had less than three years of experience teaching second grade when the 2018-2019 school year began.

Two of the three Co-Ts participated in the interview process to select an MCT (the third had not yet been assigned to teach second grade). Per the MCT, “I already had a relationship with them, which is why this has been really successful.” One of the Co-Ts reflected, “[When the principal approached me], it made a difference because we knew who the person was—we knew how much she loved [guided reading]...She was the IC and taught my guided reading lesson (last year) and I was like, ‘Wow!’”

Professional Development and Planning

Three days of Professional Development (PD) were offered to all MCTs and Co-Ts in June 2018, which included an overview of the roles and responsibilities of each position as well as co-planning and co-teaching strategies and approaches.

The Co-Ts felt that the PD received during the summer of 2017-2018 answered a lot of their questions and provided a good orientation to co-teaching. One said, “[Prior to the PD] we didn’t know our roles. We didn’t know what to expect. I think the PD was very informative because they told us—and I think they actually showed videos—of what it looks like.”

The PD was followed by 16 hours of paid, collaborative planning time prior to the start of the school year. This dedicated summer planning time was invaluable to the group. Per the MCT,

“At the beginning of the year, we had whole planning days in the summer, so we got really comfortable with planning two units in a whole day...That time was very valuable starting this process...It was really great for us for collaborating and talking through things.” One of the Co-Ts shared, “At the beginning of the year, we were spoiled because we were able to dig into the standards and have a lot of conversations...Having that uninterrupted stretch of time in the beginning...that was really helpful.”

Indeed, that devoted planning time paid dividends forward. The MCT commented, “We started a little bit ahead, so we are kind of always planning a couple of weeks ahead (of instruction). If we didn’t have that planning time, we might have been more crunched. But I think us getting that head start was really helpful because we were able to keep up with the reading plan.”

Beyond the initial 40 hours of summer PD and planning time, the group continued to plan future units and lesson plans every Tuesday or every other Tuesday from 3-4 or 3-4:30 after school, depending on potential conflicts. They began planning by reviewing last year’s lesson plan for the standard, which they tweaked or completely rewrote to fit the needs of this year’s students. Using the Learning-Focused model, they backward planned, starting with assessment. The process was collaborative and each person worked to her personal strengths. The MCT usually lead the steps but backed out if someone else wanted to lead.

Classroom Leadership

The MCT characterized her style as team teaching, but she varied it based on the other teacher and the needs of the lesson. At the beginning she used “one teach, one observe” or “one teach, one assist” most of the time, depending on the Co-T. She led instruction more frequently with the Co-T that was brand new to the grade level. Regardless of the particular configuration, she said, “We are both always actively doing something, whether it is assisting, or one person is doing the anchor chart while one person is reading the story.”

Respect was at the core of her approach to her Co-Ts. The text box below describes how the MCT approached—and honored—the teachers’ classrooms as she entered into partnership with them.

MCT’s approach to entering the classroom

The MCT had a unique approach to learning the ropes in her three new classrooms at the beginning of the school year. She knew that she would have to quickly adapt to the three different teaching styles of her Co-Ts. It was important to her that “they felt like it was still their classroom and I wasn’t going in there with my way.” In her words,

I made a big chart. I printed pictures of the classroom and wrote all of the kids’ names on them because I wanted to quickly know their names. Then I also wrote down the different procedures—how the teachers retained attention, just how they ran their classroom. I wrote that down so that before I went into the classroom I went over in my mind, ‘OK,’ this teacher says, ‘If you can hear me, clap once.’ This teacher claps and the kids repeat...I wanted to make sure that I did the same (procedure) as the teacher. I

wanted (my Co-Ts) to see me as *adding* to their classroom. I wanted them to still have ownership of their room because to me that was really important. I know from being an IC that if you go in and say, ‘This is *the* way.’ they will be more hesitant versus if you go in there and kind of make decisions based on real data.

Upon further reflection she added, “Making the chart—I am probably a little bit of a perfectionist myself and I did not want to go in and not know the kids’ names or the teacher’s procedures because I wanted them to see me as part of their classroom. In my mind, I know the quicker I could do that, the quicker we could start making progress.”

Instruction

The lesson that was observed by the researcher in April 2019 addressed RL 2.9 (and is described in the text box below). It was designed to illustrate the concepts of comparing and contrasting text using two versions of the same story. After the two versions were taught, students were given a writing assignment (two days later) based on the lesson that would become part of their portfolio for the standard.

Co-taught Lesson Observed in three third grade classrooms: RL 2.9 Comparing and Contrasting in Literature Standards

The observer attended the first of a three-part lesson that was co-taught in three classrooms. The lesson was focused on comparing and contrasting texts. The classic fairytale, “The Gingerbread Man”, was contrasted with a modern retelling entitled “The Ninjabread Man” by C. J. Leigh. While there were slight variations across the three classrooms, in each one, the whole group began by gathering in the front of the classroom on the carpet. The MCT and her Co-Ts briefly reviewed the previous lesson that focused on using *one* text to compare and contrast characters. To gauge students’ understanding of the concepts, the MCT asked them to verbally compare and contrast herself with the Co-T and/or a student. Students called out answers, such as “You are both wearing red.”. The teachers each confirmed the correct answers or clarified the wrong ones. Students were periodically instructed to briefly share their responses to questions posed by the teachers in small groups of two and three.

On Day 1 of the lesson the MCT read one version of the story aloud.¹ In all three classrooms, the students then discussed the text, with one of the teachers recording their correct answers on the left side of an anchor chart where she had drawn three Venn diagrams (one for characters, one for settings and one for events). At the end of the whole group lesson, students were given their own worksheet with three Venn diagrams, labeled characters, settings and events. Students were instructed to work independently to list characters, settings and events on the left side of the three diagrams. They were allowed to use the information listed on the anchor chart as a resource as needed.

¹ In two of the classrooms the teacher read “The Ninjabread Man”. In the third classroom, which is a shorter period of time, “The Gingerbread Man” was introduced by the Co-T, via an audiovisual presentation of the text, with the illustrations projected onto a screen in front of the room.

On Day 2 of the lesson the alternate text was taught (not observed) and the other side of the Venn diagram was completed. On Day 3 of the lesson, the students were to compare and contrast the two stories, fill in the overlapping part of the diagram, and then write about the stories. That piece of writing would become an artifact for their writing portfolio for the standard.

After the first 20 minutes, this whole group work was completed. The Co-Teacher/MCT then worked with small guided reading groups. The MCT and Co-Ts were observed collectively working across six reading levels (F, J, M, N, O and P) using 10 different texts. It was noted by the MCT that this was a typical day because the students in these classrooms were at a wide range of reading levels. All second grade students are supposed to attain Level L by the end of the school year.

The MCT explained, “We rotate through the groups while the students are doing their independent station work, and at the end we come back for a quick check-in—maybe five minutes to bring it all back together. ‘What did we learn? Did you check your standing on your independent work?’ And then they move on to a new subject and I go on to the next room and repeat the process.”

The MCT and Co-Ts all described several advantages to co-teaching—greater differentiation of instruction and more individualized student attention. Differentiation was principally provided through the use of guided reading groups. Some of these groups consisted of students on the same reading level, while others included students at different levels. In addition, the MCT and her Co-Ts periodically switched who worked with which group and changed group composition periodically as some students were able to move up to a higher reading level. One Co-T explained, “After they did their Middle of Year (MOY) testing, we sat down together and we said, ‘Hey, we need to move the groups.’ Some students did really well and some didn’t. There were some shocks and some surprises. Then I went on and did my expectations for the end of the year, ‘I want to aim for this.’ At the middle of the year is when my light bulb really came on because I could actually see what they could do and what some of them needed more help with.”

Another Co-T and the MCT described recently moving two students up to a higher reading group. While one student was successful in the higher group, the other was not. The Co-T said “Two weeks ago we switched [two students]. We started talking and we were like, ‘You know what? This one, he needs to move up.’” The MCT added, “He did and he is doing fine. But we tried to push [another student] up and we had to [bring her back to her previous level] because it was too much for her.” The group agreed that having the ability to flexibly group and regroup students for guided reading improved the degree to which the instruction could be tailored to the needs of each student.

Teachers also described the ways in which co-teaching allowed them to provide greater attention to students. According to them, having an extra set of eyes meant less time was taken

away from the whole group. Two Co-Ts provided illustrations of how this worked in their classroom.

One said, “While she is teaching if I see someone not listening or on task, I can move them in close to me right at my feet. And they will turn around and pay attention. That right there is a huge factor. While she is teaching, my eyes are on them—seeing who is listening and who is not listening. And I can fix it right then. Because when you are up there teaching it is hard to see all these bodies all around.” She added, “If you were alone, you would stop [to address the off-task student but in this] way, (the MCT) never has to stop. And I can address that issue.”

Another Co-T recounted, “One of the strategies we learned in the PD is when one of the teachers is teaching, the other is watching the kids and I can see their faces when they look confused. So then I will ask the MCT a question (on their behalf). Like yesterday, we were talking about events; some of them know it but (some don’t)...I said (to the MCT), “What is an event? Is it what happened in the story?” I was asking the questions for the kids. I think that is the positive of having two people. I can watch and that is the positive of having that differentiation. We have some kids who forgot what a setting is and forgot what a character is.”

Finally, the teachers felt that they were better able to identify students who needed additional support, specifically those who needed EC and ESL placements. The process of identifying students who need supplemental services can be challenging and time-consuming; however, having this level of attention and support allowed the teachers to hone in and identify the level of support that was needed for several students. The MCT said, “I think for two of the students...we have been trying to identify them for the last couple years. I think (when the principal put them in our class), he was trying to say, ‘We are going to give them everything, then we will make a decision [on whether or not to go to the next level of supports].”

Teacher Support

One of the reasons teachers leave the profession is that they feel alone in the classroom and unsupported; they experience burnout. All of the participants—including the MCT—felt an increased level of support by co-teaching. In addition, two of the Co-Ts said that the MCT came into their classrooms at a time of day when their energy lagged, or when they were beginning to lose their patience. They called the MCT “the good mama” and described her as a nurturer. This “backup assist” was greatly appreciated by the Co-Ts and seemed to make their day go more smoothly. It seemed to make them happier teachers. One Co-T voiced the sentiment aptly; “Even though my (co-taught class) is in the middle of the day, after having them by myself all morning, when she walks in it is like a new spark of energy has come in. And it is like, ‘OK, I can do this.’”

Coaching/Reflection

In terms of the nature of the coaching conversations, the MCT said, “We have a lot of those conversations right there in the moment. Sometimes we have a plan and are teaching, and we see something a little differently and we go with it if we have a teachable moment. We always do have a plan but we let the students drive (it). Or if they are really excelling in one area, we

might add an extra component—maybe we will add an additional writing component if they are grasping what we have.”

The MCT said that the Co-Ts accepted her feedback. “There are times when even if we have different expectations, we are always able to compromise and find a middle ground. I don’t feel like we really have had an issue. I feel like we are really close and they trust me. I value their feedback and their expertise. Everyone feels comfortable if we had to say something or share something that it wouldn’t be taken in a bad way.” Clearly trust was built among the four participating teachers.

Early Successes

--Impact on teachers and classrooms

All of the Co-Ts indicated that their teaching skills at the second grade level had increased. One Co-T said, “It has been a very positive experience. Coming from 4th grade just trying to get the feel of second graders—how to talk to them, what they can do as opposed to what 4th graders can do—having the MCT’s perspective on that [was beneficial. She can say], ‘They may not know how to do this. Give them time.’ It has been good.”

All three Co-Ts felt that their ability to conduct guided reading groups had improved as a result of the MCT and the co-teaching structure. One described her prior experience in this way, “Last year I feel like I stumbled through guided reading. I taught ELA in 4th grade but...it is totally different. I was like, ‘I don’t know what I am doing half the time.’ The MCT came to my room a few times last year and helped...but having her consistently in [my room this year], I can see what she is doing even though I am across the room...It has helped me grow as a reading teacher just having her in the room.”

Another shared this, “Coming from 4th grade, we didn’t really do guided reading the way it is done here. Coming in (I wondered), ‘What do I have to do? How do I have to do it?’ Making sure it gets done. Just trying to figure out how to do that guided reading piece. ‘What am I good at, what do I need to work on?’ The MCT is always there to help you.”

One of the Co-Ts described the broader effect of co-teaching on herself and her classroom. She said, “I was nervous at first but it has been a great experience. I love mostly when we are up there teaching together and [I can see] the different perspectives. She may say something and I feed off of it and the kids absolutely love it.” The MCT agreed, “Having two personalities makes it more exciting. Any of us are capable of delivering the lesson the way that we did but having two people increases the engagement. Kids just like it when there are two people.”

--Impact on students

While it is early to determine the impact of the MCT on student assessments, teachers were beginning to see growth in the students. The MCT said, “I just think we have seen so much growth in all of them.” A Co-T elaborated, “You can see their independence has grown. They know what to expect out of us. They know how much help I am going to give if they can’t do

this on their own. They've learned us." Another Co-T illustrated the impact of the MCT on one student in her class in the comment below.

He is a smart kid. And he has got a lot going on in (his head), but he has a hard time settling down. And the one thing that has helped him is that he loves the MCT so much that it makes him want to do better. He will sometimes interrupt her guided reading group because he wants her to see what he has done and he cannot wait until the end of class...She comes in here fresh and she shows more patience with him...For that child, she has made a big difference.

As mentioned earlier, another advantage of co-teaching is greater identification of students who need support, specifically EC and ESL. One Co-T said, "There were certain ...kids that have been able—with both of us collecting data—for them to get served with EC (services)...One advantage of us both being in here is that they are not pulled out. Last year there was a teacher who pulled out students to do a small reading group, but now they are in the same room together and they are not missing any instruction and it is just part of our like every day rhythm."

Future Considerations for the MCT Initiative

--Future Supports

In terms of the supports needed in years 2 and 3 of the initiative, the group was very clear. They have ample resources; they just needed more mid-year dedicated planning time. One Co-T said, "During the year if we could have a planning time—like one day. In the beginning we had planned so far ahead—but maybe when we get to that point, give us time to get ahead. "The MCT summed it up this way, "We do it at school when we are waiting for the kids to [enter the class] in the morning. We do it a lot but if we had more structured time where we could do a temperature check on where we are... I think that if we had a mid-year check or a half-day or a couple of hours during the day before everybody is tired where we could have done that on a work day..."

To add, two of the Co-Ts said that they would like to see the co-teaching model used in math classes as well. Put by one, "These kids are low in reading, they are also low in math and the MCT is only here for reading. You still see my students are not making as much progress in math as they have made in reading." Another Co-T added, "Just this morning, I have some that are still having trouble subtracting when they have to regroup. And I had this group that I was working on word problems with and I had this other group and they can't even regroup...I was feeling pulled in two different ways...So if there had been two of us in here, one of us could be working on that and one of us could be working on word problems....I was really feeling the pressure of it being by myself. I know what they need, and I just can't get it to them at this time and it is frustrating."

--Future Implementation Tweaks

As this school year wrapped up, the MCT was already looking towards the next two years of implementation. She said,

In my mind, I am already thinking about next year—we could do more work with the small groups, we would just need to make tweaks to the whole group lesson, because we already know how that is going to work. Maybe I could get the Co-Ts to do some kind of reflection, but I don't want it to get to be too much, like another task that they have to do but it could be like (during) the first five meetings... I feel like this year has been a lot about us learning how to work together and focusing more on the whole group.

Summary

The MCT initiative at this elementary school provides a good illustration of how co-teaching can transform classrooms. Respect among the teachers was a key to the group's success. Co-Ts' skill level increased and classroom environments were energized. Students' individual needs were being better identified and met, which improved instruction for all students. MCT/Co-Ts provided examples of student growth that they already witnessed in their classrooms. While more planning time is needed mid-year, they are off to a good start. EOY data will need to be analyzed, but interviews and observations showed great promise for the success of the MCT initiative at this school.

Appendix D

Multi-Classroom Teacher Evaluation Rubric

| Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning | | | |
|---|---|---|---|
| ND/NEP* | Emerging | Proficient | Exemplary |
| a) Utilizes support functions to solve problems, make decisions, manage conflict, and promote meaningful change with their co-teachers; | <ul style="list-style-type: none"> Primarily operates in one capacity (mentor, coach, facilitator) without moving seamlessly between roles Establishes norms, expectations, routines and organizational structures in working with the Co-T | <ul style="list-style-type: none"> Purposefully navigates support functions in order to support Co-Ts with the intention of mediating the Co-T's thinking Scaffolds support and effectively assesses readiness to support the Co-Ts in an effort to develop self-directedness | <ul style="list-style-type: none"> Fluently adapts support functions to meet the needs of Co-Ts and other stakeholders Builds self-directedness in Co-Ts to initiate and facilitate collaborative decision making to solve problems and promote meaningful change |
| b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning; | <ul style="list-style-type: none"> Effectively communicates with individuals and groups Identifies needs of Co-T with respect to student and professional goals Speaks more than listens | <ul style="list-style-type: none"> Facilitates effective dialogues and discussions with Co-Ts to build collaborative relationships that focus on shared goals and professional learning. Cultivates Co-T's use of effective listening and communication strategies. Consistently uses Cognitive CoachingSM tools and strategies to engage in planning, reflecting and problem-solving with Co-Ts. | <ul style="list-style-type: none"> Builds the capacity of Co-Ts to facilitate effective dialogues and discussions that focus on shared goals and professional learning with stakeholders beyond Co-Ts. Influences Co-Ts to utilize effective listening and communication strategies to use beyond the co-teaching team. Fluently uses Cognitive CoachingSM tools and strategies to engage in planning, reflecting and problem-solving with Co-Ts. |
| c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning; | <ul style="list-style-type: none"> Aware of tools to establish trust and rapport. | <ul style="list-style-type: none"> Effectively establishes trust and rapport with Co-Ts by deliberately creating a safe space. Respectfully and effectively conducts difficult conversations as needed with Co-Ts | <ul style="list-style-type: none"> Builds capacity in Co-Ts to facilitate an atmosphere of trust/collective ownership both in classroom and beyond. |
| d) Creates an inclusive culture where diverse perspectives are welcomed in addressing challenges and change | <ul style="list-style-type: none"> Acknowledges diverse perspectives in Co-Ts and self | <ul style="list-style-type: none"> Encourages and utilizes diverse perspectives by collaborating with Co-Ts to address challenges and change | <ul style="list-style-type: none"> Builds capacity in Co-Ts to create an inclusive culture where diverse perspectives are welcomed in addressing school-wide challenges and change |
| Overall Rating for Domain 1 | | | |
| Sample Artifacts Reflection Log Sample, PLC/planning minutes, 360° summary, Data analysis, Meta-Coaching data, Sit/Lead | Comments, Suggestions to support rating | | |

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not Proficient"

Updated 5/1/19

Multi-Classroom Teacher Evaluation Rubric

| Domain II: Co-Teaching (Co-Planning, Co-Instructing and Co-Assessing) | | | |
|--|---|--|--|
| | ND/NP | Emerging | Proficient |
| | | | Exemplary |
| a) Allocates sufficient preparation and time for co-planning and collectively plans instruction to support student learning and growth | | <ul style="list-style-type: none"> <input type="checkbox"/> Consults with Co-T to plan instruction for student learning and growth <input type="checkbox"/> Consistently implements the use of co-planning models. <input type="checkbox"/> Uses one or two methods of co-instructing <input type="checkbox"/> Consults with Co-T to strengthen teaching practice and improve student learning | <p>AND....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scaffolds their support to gradually shift their role with the Co-T from consultant to coach <input type="checkbox"/> Engages with Co-T to consistently use the co-planning models based on the co-instruction used to meet the student's needs |
| b) Harness the skills, expertise, and knowledge of self and Co-T to address student learning needs | | <ul style="list-style-type: none"> <input type="checkbox"/> Designs assessments for the purpose of assessing student learning <input type="checkbox"/> Models effective use of data to identify and respond to trends in student learning | <p>AND....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Empowers Co-Ts to self-monitor and self-modify to strengthen teaching practice and improve student learning <input type="checkbox"/> Empowers Co-T to differentiate methods of instruction to meet student learning needs <input type="checkbox"/> Empowers Co-Ts to self-monitor and self-modify to strengthen teaching practice and improve student learning |
| c) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student assessment to impact educational practice and student learning | | <ul style="list-style-type: none"> <input type="checkbox"/> Models the differentiation of instructional strategies, assignments and assessments to address issues of diversity and equity in the classroom | <p>AND....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates Co-T's independence in data analysis and problem solving to improve student learning |
| d) Promotes instructional strategies that address issues of diversity and equity in the classroom so the needs of students are the central focus of instruction | | <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with Co-Ts to plan instruction that addresses issues of diversity and equity in the classroom <input type="checkbox"/> Collaborates with Co-Ts to differentiate assignments and assessments that meet the individual student needs in the classroom | <p>AND....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds Co-T's ability to independently plan instruction that addresses issues of diversity and equity in the classroom <input type="checkbox"/> Builds Co-T's ability to independently differentiate assignments and assessments to meet the individual student needs in the classroom |
| Overall rating for Domain II | | | |
| Sample Artifacts Lesson plans, video of co-planning, co-teaching, co-assessing, Student artifacts | Comments, Suggestions to support rating | | |

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not Proficient"

Updated 5/1/19

Multi-Classroom Teacher Evaluation Rubric

| Domain III: Reflection | | | | |
|--|--|--|---|--|
| ND/NP | Emerging | Proficient | Exemplary | |
| a) Engages in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices | <input type="checkbox"/> Uses closed questions and/or directs the reflection | AND... <input type="checkbox"/> Models and leads authentic, reflective dialogue while co-teaching <input type="checkbox"/> Intentionally facilitates the capacity for Co-Ts to lead reflective dialogue to build connections between observations of instruction, student work samples, assessment data, and researched-based effective practices. | AND.... <input type="checkbox"/> Empowers Co-Ts to lead reflective dialogue on their own without the MCT present. | |
| b) Develops collective capacity for reflection in order to promote professional growth | <input type="checkbox"/> Models reflective process for Co-Ts | AND... <input type="checkbox"/> Purposefully navigates support functions in order to support Co-Ts as they reflect and grow professionally, with the intention of mediating the Co-T's thinking <input type="checkbox"/> Provides structure and regular practice for Co-Ts to reflect regularly on their own as a tool for professional growth | AND.... <input type="checkbox"/> Develops Co-T's capacity to independently reflect on a regular basis as a means for professional growth | |
| c) Develops capacity in self for reflection in order to promote professional growth | <input type="checkbox"/> Regularly engages in self reflection | AND... <input type="checkbox"/> Uses regular reflection as a tool to engage in professional growth | AND.... <input type="checkbox"/> Applies new learning from reflections in cultivating a growth mindset across professional practice | |
| Overall rating for Domain III Sample Artifacts Reflection log sample, Self-assessments, 360 Summary, Data reflection, Meta-Coaching script/reflections, PLC minutes, unit reflections | Comments. Suggestions to support rating | | | |

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not Proficient"

Updated 5/1/19

Multi-Classroom Teacher Evaluation Rubric

| Domain IV: Building Collective Efficacy and Professional Relationships | | | |
|---|--|--|---|
| ND/NP | Emerging | Proficient | Exemplary |
| <p>a) Models and teaches effective communication and collaboration skills with families, colleagues, and the community to positively impact all students</p> | <p><input type="checkbox"/> Models effective communication and collaboration skills with families, colleagues, and the community</p> | <p>AND...</p> <p><input type="checkbox"/> Collaborates with Co-Ts to develop a variety of strategies and structures to foster professional relationships and collaboration with families, colleagues, and the community</p> | <p>AND....</p> <p><input type="checkbox"/> Increases Co-T's capacity to independently develop a variety of strategies and structures for effective communication</p> |
| <p>b) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students</p> | <p><input type="checkbox"/> Is personally aware of how his/her own culture and background experiences impact interactions with and expectations of students in the classroom</p> <p><input type="checkbox"/> Models the use of culturally responsive strategies to enrich and accelerate student learning</p> <p><input type="checkbox"/> Models self-reflection regarding the influence of cultural factors on classroom expectations</p> | <p>AND...</p> <p><input type="checkbox"/> Conducts reflective conversations with Co-Ts that uncover and address issues of culture and diversity in order to develop culturally responsive strategies</p> <p><input type="checkbox"/> Collaborates with Co-Ts to develop culturally responsive strategies to enrich the educational experiences of students</p> | <p>AND....</p> <p><input type="checkbox"/> Builds Co-T's capacity to independently reflect on cultural factors and their influence on classroom expectations</p> <p><input type="checkbox"/> Builds Co-T's capacity for independently creating a culturally responsive environment that enriches and accelerate the educational experiences of students</p> |
| Overall rating for Domain IV | | | |
| <p>Sample Artifacts Community Activities, Collaboration w/other teams, Training implementation, evidence of differentiation, Parent communication logs, evidence of culturally responsive teaching, Website, Reflections</p> | <p><u>Comments, Suggestions to support rating</u></p> | | |

Adapted from the National Teacher Leader Model Standards

*During the year a checkmark here indicates "Not Demonstrated"; on the summative evaluation a checkmark here indicates "Not Proficient"

Updated 5/1/19



MI  **MEASUREMENT**
INCORPORATED