



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

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(a) Significance

Madison is excited to go back to school after Christmas vacation because she learns in the classroom of a creative, innovative, and engaging teacher. But her teacher Mr. Howard didn't start that way. Through on-going collaboration and co-teaching with a master teacher, he is on his way to becoming truly exceptional. But if history is any predictor of the future, Mr. Howard has only about a 50% chance of remaining in the classroom after five years, and his absence will create a void for students like Madison (Ingersoll, 2012; Provini, 2014; US Department of Education, n.d.).

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

Despite its role as the center of education, commerce, employment, and health care in eastern North Carolina, Pitt County posts an estimated poverty rate of 24% (U.S. Census, 2010-2014 American Community Survey 5-Year estimates). Pitt is among the 10 North Carolina counties classified by the US Department of Agriculture (USDA) Economic Research Service

(ERS) as “Persistent Poverty” counties and one of 28 NC counties with “Persistent Child Poverty,” maintaining poverty rates above 20% for the past four decennial censuses. Pitt is the only Persistent Poverty county and one of four Persistent Child Poverty counties in the state classified as “Metropolitan (metro);” of the 353 persistently poor counties in the U.S., the large majority (301 or 85.3%) are “Nonmetropolitan (nonmetro)”

<http://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/geography-of-poverty.aspx>).

The Pitt County Local Education Agency (LEA) operates 37 schools of varying grade ranges located throughout the county, in which an average of 59% of students qualified for free or reduced-price school meals in 2014-15. The racial/ethnic composition of the student population is currently 48.2% African American, 35.6% White, 11% Hispanic, and 5.2% Other. Thirty schools qualify as “High Need,” as defined by TIF guidelines, and this project will serve twenty-eight of these schools (see Appendix F for the list of High Need Schools in which the project will be implemented). In 2014-15, the North Carolina Department of Public Instruction (NCDPI) labeled eight of the 28 high-need schools “Low Performing,” based on an A-F rating scale implemented by the state in 2014-15. Among the remaining high-need schools in the LEA that were eligible to receive letter grades, none received a grade of A or B, and all others received a grade of C or D.

These data are consistent with research cited in the Teacher Incentive Fund (TIF) Notice Inviting Applications (NIA) that suggests a linkage between academic achievement and students’ race and family income, with low-income students and high-need schools often staffed by less qualified or lower-performing teachers. In response to this troubling revelation, the U.S. Department of Education (USED) mandated every State Education Agency (SEA) to draft a plan

that would ensure all students have equitable access to excellent educators. The final version of North Carolina's Equity Plan, approved by USED in November 2015, can be found at the following web link: <http://www.ncpublicschools.org/docs/program-monitoring/titleIA/equity-plan/equity-final.pdf>. While Pitt County is not among the 15 LEAs with the highest poverty rates in the state, it is one of 15 school districts in which more than 69% of enrolled students are from races and ethnicities other than White non-Hispanic. Table 1 compares data from high-minority schools in Pitt County with statewide data representing all schools and low-minority schools. In most cases, PCS matches or exceeds statewide percentages.

Table 1

Challenges and Disparities	High minority PCS Schools	High minority NC Schools	Low minority NC schools	All NC Schools
% of first-year teachers	9.0%	9.1%	4.5%	6.3%
% of teachers without standard certification	6.0%	2.8%	1.0%	2.0%
% of classes taught by teachers not highly qualified	3.8%	2.0%	0.9%	1.2%
% of teachers absent more than 10 days	29.1%	33.4%	25.8%	30.9%

These findings may seem surprising, as the East Carolina University College of Education (COE) in Greenville vies with Appalachian State University (ASU) as the leading producer of teachers in the state. According to the UNC Educator Quality Dashboard, the ECU COE enrolled 1,836 undergraduate teacher education majors in 2015, or 17.56% of all

undergraduate teacher education majors in the state, with a licensure exam pass rate close to 100% (<http://eqdashboard.northcarolina.edu/>). PCS hosted 113 student teachers in 2014-15 and 174 student teachers in 2015-16. The majority of teachers who graduate from ECU initially remain in eastern North Carolina, with ECU grads comprising half or more of the teaching force in some LEAs like Pitt County (<http://eqdashboard.northcarolina.edu/>).

In four of the last five years, however, the PCS turnover rate has exceeded the state average. Table 2 displays the teacher turnover rate for PCS between 2010 and 2015 (<http://www.dpi.state.nc.us/educatoreffectiveness/surveys/leaving/>). Research on teacher attrition nationwide has consistently demonstrated that, on average, just over 50% of teachers remain in the classroom after the five year mark (Ingersoll, 2012; Provini, 2014; U.S. DOE, n.d.). This turnover impacts not only student instruction and achievement, but also leadership development and growth among peer teachers.

Table 2

Annual Teacher Turnover Rate	Pitt County Schools	NC Average
2014-15	17.46%	14.84%
2013-14	16.49%	14.12%
2012-13	18.05%	14.33%
2011-12	8.06%	12.13%
2010-11	13.79%	11.17%

The 2014-15 teacher turnover report included a breakdown by LEA of the reasons teachers left their current positions in that academic year. Table 3 compares the five self-reported reason categories Pitt County teachers left the LEA with the reasons reported by teachers

statewide (<http://www.dpi.state.nc.us/docs/educatoreffectiveness/surveys/leaving/2014-15turnoverreport.pdf>).

Table 3

Reason for Turnover	PCS Turnover Reasons	NC Turnover Reasons
Left PCS but Remained in Education	39.51%	31%
Turnover Beyond Control	12.24%	15%
Turnover for Personal Reasons	39.16%	40%
Turnover for Other Reasons	2.80%	7%
Turnover Initiated by LEA	6.29%	7%

Because of its proximity to East Carolina University, Pitt County Schools has relied upon a steady supply of new teachers to employ every year but state and national trends over the past five years reveal decreases in the number of students enrolling in teacher preparation programs. The number of undergraduate education majors in North Carolina's public universities dropped by 30% between 2010 and 2015. During this same interval, enrollment in the ECU College of Education only fell by 5.7% but the trend is clearly downward.

As the number of available teachers declines, school districts must increasingly compete to retain both novice and veteran educators. A longitudinal examination of teacher turnover in Pitt County (Table 4) reveals that while the percentage of teachers leaving the LEA but remaining in education has more than doubled in the past five years, LEA-initiated turnover has dropped by 40%.

Table 4

Reason for Turnover	2014-15	2013-14	2012-13	2011-12	2010-11
Left PCS but Remained in Education	39.51%	41.26%	41.16%	27.08%	16.82%
Turnover Initiated by LEA	6.29%	8.92%	7.14%	16.67%	10.45%

A 2014 report by the Alliance for Excellent Education estimated the nationwide cost of teacher attrition in 2008-09 exceeded \$2 billion. The cost in North Carolina alone was estimated at \$63 million in 2008-09. High turnover rates disproportionately affect high-need schools, as illustrated in Table 1. (<http://all4ed.org/reports-factsheets/path-to-equity/>).

Acutely aware of these challenges, Pitt County Schools launched the *R3 Framework: Recruit-Retain-Reward* in 2013, an innovative, relevant, and cost-effective Human Capital Management System (HCMS) to reduce teacher turnover and promote equity among all schools in the district. This HCMS begins by *recruiting* the best candidates from across the state and nation to become classroom teachers in Pitt County, and *recruiting* teachers from within the district to become teacher leaders at the school and district level. Recruiting teachers, however, does not simply mean attending job fairs or offering the largest signing bonus. Like a championship college football program, successful recruitment requires the implementation and marketing of a fully developed HRMS so that potential new employees can easily understand how joining a high performing team would benefit them as well as the students and teachers they will impact. Through intensive professional learning and leadership opportunities (both formal and informal), PCS strives to *retain* the best teachers and grow them into leaders. Finally, PCS *rewards* excellent teachers through monetary and non-monetary incentives as they progress through different career pathways, addressing their needs for autonomy, mastery, and purpose

(Pink, 2011) by offering opportunities to choose responsibilities and positions that align with their strengths, interests, and school system needs.

Alignment to Absolute Priority

Pitt County Schools' vision is to be a system of excellence partnering with families and the community to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence. The mission of Pitt County Schools is to ensure that every student is provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st century. Realizing the vision and mission of Pitt County Schools requires the presence of a comprehensive Human Capital Management System. Retaining great teachers has a significant impact on student learning. A student of an effective teacher may achieve a gain of 1.5 grade level equivalents while an ineffective teacher will only gain 0.5 year during a single academic year, with minority and economically disadvantaged inner-city students being more vulnerable to that difference because they can't overcome the difference at home (Hanushek, 2014). The *R3* program is designed not only to retain effective, experienced teachers, but also works to mitigate the impact of the large number of inexperienced teachers hired because of turnover. So the program both aims to keep experienced teachers, and also decreases teacher turnover by supporting and retaining young teachers (Rivkin, Hanushek, & Kain. 2005).



Figure 1: The R3 Framework

There are four distinct elements within the *R3 Framework*: the Key BT Program, the Teacher Leadership Institute, the Career Pathways Model, and a Performance-Based Compensation System (see Figure 1). While separate, these are aligned with and support each other. The first three elements offer varying degrees of support, training, and leadership opportunities to teachers within the system. Underlying these three elements is a comprehensive Performance Based Compensation System that provides monetary and non-monetary rewards to teachers, principals, and other school leaders. Through these four elements of the *R3 Framework*, PCS will reduce teacher turnover, improve student learning, and increase equitable access to excellent educators at high-need schools in the LEA.

(b) Quality of the Project Design

1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students;

The *R3 Framework* is a comprehensive Human Capital Management System (HCMS), the elements of which provide differentiated compensation for teachers by establishing multiple pathways for professional growth and experience, rewarding successful educators for their efforts and achievements. The *Framework* is based on research involving best practices in both

the medical and teaching professions. Developed in consultation and collaboration with teachers, school administrators, district administrators, and representatives from East Carolina University, the University of North Carolina Hospitals, and community businesses, the *R3 Framework* both represents and illustrates the importance of collaboration.

Research consistently indicates that simply paying teachers more money based on student test scores generates mixed results, and increased pay based on additional responsibilities does not necessarily lead to increased student performance (Figlio & Kenny, 2007; Sawchuck, 2010). However, increased pay based on effectiveness with students *combined with* increased influence with adults improves both student learning and teacher morale (Reform Support Network, 2013). In other words, providing incentives *and* support leads to improved performance. As teachers are looking for both increased financial compensation *and* influence (Danielson, 2006; Feller, Jr., 2013), the Pitt County Schools seeks to reward high-performing teachers who also serve as teacher leaders within and across the system.

Unlike states in which unions or local school districts negotiate teacher salaries and benefits, the North Carolina General Assembly is responsible for establishing a statewide salary scale and allocating state revenue to fund the majority of public school salaries in the state. The State took over funding of the public schools during the Great Depression in 1931 when the General Assembly realized that county governments were unable to rescue their failing school systems. In addition to that scale, individual LEAs are able to offer salary supplements or bonuses.

To promote equity among its 37 schools, PCS piloted the Teacher Leadership Cohort (TLC) from 2011-14. The LEA deployed the *R3 Human Capital Management System* in 2013 and is internally funding the Key BT Program and Teacher Leadership Institute (TLI), which are

essentially the first two differentiated opportunities on the Career Pathways Model. All elements of the *R3 Framework* provide some form of monetary or non-monetary performance-based compensation to teachers participating in specific activities associated with these elements. The narrative below describes the history of these efforts, their current status, and plans to use TIF funds to enhance and expand specifically the Career Pathways Model and Performance-Based Compensation System.

Teacher Leadership Cohort (TLC), 2011-2014

Through its North Carolina Race to the Top sub-grant grant, Pitt County Schools engaged in the Teacher Leadership Cohort (TLC) strategic staffing initiative from August of 2011 through June of 2014, providing monetary incentives to encourage high-performing teachers to transfer to low-performing schools. That program was discontinued after the 2013-14 school year because longitudinal data did not support its effectiveness (Maser et al., 2014; Stallings, Parker, Argueta, Maser, & Halstead, 2014). Lessons learned from that program (Feller, Jr., 2013), however, have been used in the development of the *R3 Framework*.

One key finding of the original program was that while teachers did desire increased financial compensation, they also desired increased influence. Danielson (2006) concluded that, in general, teacher leaders are “not interested in becoming administrators, [but] they are looking to extend their influence” (p. 15).

A second lesson from the TLC model was that teacher leaders - even though they were highly effective with students - needed training in order to be effective with adults. According to Suescun, Romer, and MacDonald (2012), “Simply placing an effective teacher in a role of leadership does not automatically make him or her a leader” (p. 32). The current *R3 Career*

Pathways Model places teachers in leadership roles and compensates them accordingly, while also providing professional learning so they can be successful in their new roles.

A final lesson learned from the TLC model was that when high-performing teachers were assigned to low-performing schools by PCS leadership, they struggled to gain respect and build rapport with other teachers in the building. There was distrust from the current staff and an unwillingness to work with them. Involving School Improvement Teams in the teacher-leader selection process would minimize this problem.

R3: Key BT Program, 2013-present

North Carolina requires every LEA to develop a Beginning Teacher Support Plan to induct Beginning Teachers (BTs) during their first three years. This plan is approved by the Board of Education and implemented by a Beginning Teacher Coordinator. It outlines the basic level of support and training each LEA is required to provide to BTs. In an effort to differentiate support for highly effective BTs beyond the mandated BT Support Plan, the **Key BT** program was created (see Figure 2).

Now in its third year, the Key BT element is a one-year program supporting creative, effective, and innovative BTs to become collaborative leaders among other BTs. These teachers serve as the keystone to the three year arch of supporting BTs by training approximately 50 teachers every year. Key BT participants are selected at the end of either their first, second, or third year of teaching and the training occurs the following year.

The Key BT Program focuses on four main areas of support: Orientation, Training, Resources, and Advocacy. Orientation focuses on making connections and providing support for first year teachers during the New Teacher Orientation program each summer. During the school year, Key BT participants share resources that made them successful in an online format and

help facilitate monthly face-to-face training focused on providing proactive support for BTs. Advocacy is the capstone experience for the Key BT program when participants travel as a group to meet BTs from another county to plan priorities to share directly with state legislators. The program coordinator facilitates this dialogue, offering teachers an opportunity to interact with legislators who make decisions at the state level which impact them, while offering state legislative leaders the opportunity to hear from and be informed by those who are “on the ground,” so to speak, doing the day-to-day work in classrooms.

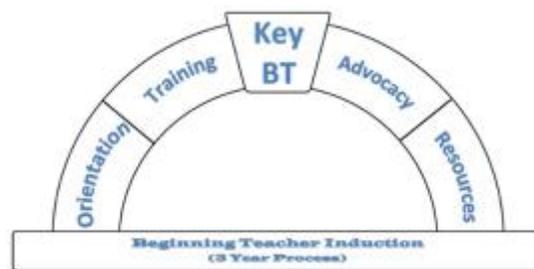


Figure 2: The Key BT Program

R3: Teacher Leadership Institute, 2015-present

The **Teacher Leadership Institute (TLI)** is a four-year program designed to offer differentiated pay to teachers and build their leadership capacity in the school and district. The district uses a research-based strategy that occurs within the context of a cohort of educators, with results best attained through a multi-year effort to ensure incremental improvements are both sustainable and driven by district goals (DuFour, 2004). Each year a new class of 25 teachers is accepted into the Institute, who begin a two-year intensive professional learning experience focused on understanding the mental dispositions of leaders; building the skills needed to collaborate with their colleagues; and influencing student success by applying best-practices in the classroom. Training is also focused on five educational tenets of effective teacher leadership during the four-year program cycle: Context, Curriculum, Instruction, Assessment,

and Learning. During the second year of the TLI, teachers complete a Capstone Project aligned with one of three strands: Instructional Leadership, Association Leadership, or Policy Leadership. Upon completion of the Capstone Project, participants are eligible to receive a \$4,800 supplement awarded incrementally during years three and four. TLI teachers are also provided with financial and mentoring support during years three and four to pursue certification by the National Board for Professional Teaching Standards.

Expanding the Career Pathways Model and Performance-Based Compensation, 2016-21

The Career Pathways Model is the third element of the *R3 Framework*. Pitt County Schools developed the Career Pathways Model to ensure its most effective teachers remain in the classroom working with students, as the ultimate goal of the *R3 HRMS* is for all PCS students to be taught and influenced by highly effective teachers. Teachers who participate in differentiated Career Pathways receive increased compensation, exhibit exponential influence, and engage in transformative collaboration all leading to improving student outcomes. The Career Pathways Model is founded on the idea that incentives with support will improve results. And while individual incentives are important, competition cannot, by itself, improve the learning of all students. Individual, highly-effective teachers can influence the learning of the students in their classroom, but when these teachers collaborate with others they can influence the learning of an entire school (Marzano, 2001). The Career Pathways Model has been designed to enable and reward both individual performance and collaboration and is based on the following ideals:

- Reward the most effective teachers with a differentiated pay scale;
- Create multiple pathways for teachers to remain in the classroom, working with students;

- Empower teachers to collaborate, recognizing the synergetic capabilities of individual teachers working together.

Through the Career Pathway Model, teachers currently have the option to pursue a limited number of leadership positions within schools that increase both their influence and their compensation, while at the same time keeping them in the classroom working with students. The first two Pathways, Beginning Teacher and Professional Teacher, align with the state teacher licensure and compensation model. Four additional Pathways, however, will be unique to Pitt County Schools, offering differentiated pay and responsibilities to teachers within the system, in addition to LEA-level Performance-Based Compensation System. These four Pathways are: Facilitating Teachers, Multi-Classroom Teachers, Collaborating Teachers, and Co-Teachers. Facilitating Teachers and Multi-Classroom Teachers represent new and proven roles highly effective teachers may choose to pursue and still remain in the classroom and receive increased pay and influence (Bacharah, Heck, & Dalhberg, 2010; Public Impact, 2012). Collaborating Teachers receive differentiated pay to work with Facilitating Teachers, while both Collaborating and Co-Teachers are able to improve instructional practice through the collaboration.

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

The six paths of the teacher Career Pathways Model (see Figure 4) provide options for teachers in their career journey, leading to increased compensation and exponential influence over time. Educators can choose, as professionals, to move towards increased effectiveness at a

pace and on the Pathway with which they are most comfortable. This proposal seeks to answer the question, “How can schools keep their most effective teachers in the classroom, working *with students?*” Leading hospitals experienced a similar crisis when they realized the need for their best nurses to remain bedside. Their answer was to develop a nursing career ladder offering increased pay and influence. Similarly, the Career Pathways Model provides increased compensation and exponential influence - two things teachers are looking for. The six Pathways are described below.

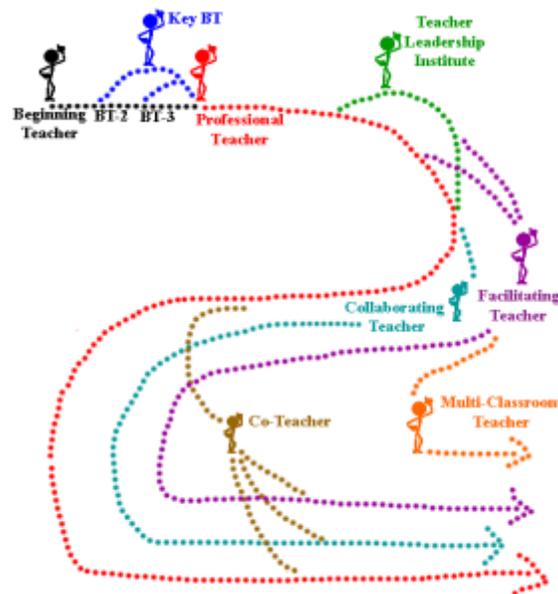


Figure 4: Pitt County’s six Career Pathways

1. Beginning Teacher (BT) – Every new teacher begins at the same location. Encompassing the first three years of employment, this Pathway is already in place across the district as the Beginning Teacher Support Program and follows the current state salary schedule. This Pathway is augmented by the **Key BT** program, which provides additional training and support for those BTs who are critical to the success of other BTs. Teachers become eligible for the Key BT

Program at the end of their first through third year in the teaching profession, and participation in the program requires being nominated by both peers and school administration.

2. Professional Teacher - Teachers continue their journey automatically upon successful completion of the Beginning Teacher Program. This path represents the current model for teachers across the state and follows the state salary schedule with a local supplement of 5% paid by the LEA. Teachers at this level have the opportunity, if they desire, to assume additional leadership and academic responsibilities (School Improvement Team Chair, department chair, club sponsor, mentor, etc.) and receive the local supplements (when available) associated with those responsibilities. Professional Teachers also have the option of applying for the **Teacher Leadership Institute (TLI)**, which will help equip them for future leadership roles in the district.

3. Facilitating Teacher (FT) - This option on the Career Pathway represents the first new Pathway and the best of what research says leads to teacher improvement through collaborative communities. According to Childs-Bowen, Moller, and Scrivner (quoted in National Comprehensive Center for Teacher Quality, 2007, p. 6), “Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” Facilitating Teachers would be expert teachers who have demonstrated a history of being highly effective with students and being highly effective collaborators with other staff members. (Figure 5)



Figure 5: *The FT facilitates the collaborative teaching community*

They will serve by leading a **Collaborative Teaching Community** where they work side-by-side with a team of two to four other less-experienced teachers. This Collaborative Teaching Community will co-plan together, allowing the Facilitating Teacher to indirectly influence the learning in multiple classrooms. By working with less-experienced teachers, they can model planning and assessment strategies, serve as an advisor and mentor, and help develop either Beginning or Professional teachers. A key responsibility of the Collaborative Teaching Community will be the completion of an annual **Collaborative Action Research Project** focused on solving a classroom or school-level concern for learning. By becoming an expert in this area, Facilitating Teachers will then have the ability to share the results of their Collaborative Action Research with teachers across the district, building both individual and organizational capacity. Specialized professional learning and coaching will be provided to the Facilitating Teacher, as the leader of the team, with the expectation that the Facilitating Teacher implement these practices and protocols to help guide the entire team through the Collaborative Action Research Project. In order to apply for the Facilitating Teacher position, teachers must hold an advanced credential, either National Board Certification, a master's degree in the area in

which they are teaching, or an internal certification as identified by the district. FTs must also have an EVAAS rating in excess of “+1”, which signifies the teacher is in the top approximately 25% of teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a positive impact on student performance. EVAAS is a state system measuring the impact of teachers on student growth and comparing that growth with the growth of other teachers around the state. EVAAS is further described on page 22 of this application. As a reward for this increased responsibility, Facilitating Teachers would receive a 15% supplement above and beyond the professional teacher pay.

In year two, every high-need school in the district will have access to between one and three Facilitating Teachers, and in year three of the project, an additional 19 Facilitating Teachers will be hired so schools can request an additional position based on their need.

4. The Multi-Classroom Teacher (MCT) is the fourth Pathway and second new option which represents the pinnacle of influence for a classroom teacher. These master teachers, as demonstrated by both classroom observation and student performance data, will co-teach across multiple classrooms with other teachers and apprentice them in the art and science of what highly effective instruction looks like (see Figure 6). By focusing on two to four teachers and working in depth with them on a daily basis through modeling, co-teaching, and reflection, these teachers will directly impact students in multiple classrooms. Multi-Classroom Teachers will have demonstrated high effectiveness with students and adults and will have multiple educational credentials (such as National Board Certification and an additional certification such as an advanced degree in the relevant area or an internal certification through the district). MCTs must also be rated as “Exceeds Expected Growth” in EVAAS, indicating they are in the top 15% of

teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a significant positive impact on student performance.

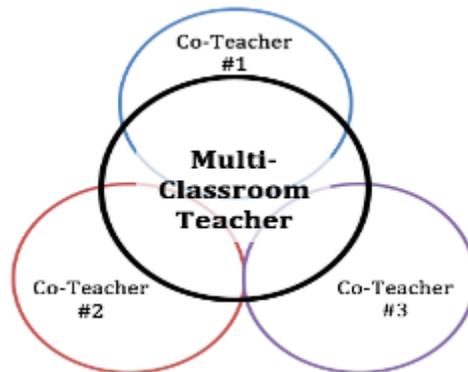


Figure 6: *The Multi-Classroom Teacher teachers with multiple Co-Teachers*

In the third year of the program, 12 Multi-Classroom Teachers will be placed at schools that have a specific academic focus identified by the School Improvement Team and Principal, with approval by the district office. Teachers assigned to work with the Multi-Classroom Teacher will be involved in the interview process, thereby creating agreement and communicating a willingness to work side-by-side with this master teacher in an effort to improve their own instructional skill and influence the academic achievement of students in their respective classrooms. The district may retain two of the MCTs for district-level MCT positions, who will co-teach with teachers from different schools rather than within the same school. Multi-Classroom Teachers, in recognition of their work, will receive a 15% supplement above the level of the Facilitating Teacher.

5. Collaborating Teacher (CT) is a sub-set of the Facilitating Teacher pathway, as these teachers work with a Facilitating Teacher to form a Collaborative Teaching Community. Collaborating Teachers participate in the Collaborative Action Research Project and receive additional compensation for their efforts. These teachers will not receive additional training from the district, as this is the responsibility of the Facilitating Teacher. Collaborating Teachers

will receive an annual supplement of \$1,200 for every year they work with a Facilitating Teacher. Collaborating Teachers can remain on this pathway, return to the Professional Teacher pathway, or apply for the Facilitating Teacher pathway.

6. Co-Teacher is the sixth Pathway, consisting of those teachers who apprentice themselves to a Multi-Classroom Teacher. While these teachers will not receive a supplement as other teachers do, they will receive specialized training in the co-teaching methodology; will engage in co-planning, co-teaching, and co-reflecting with the Multi-Classroom Teacher; and upon demonstration of success in the classroom with the Multi-Classroom Teacher, will have the option to complete an internal certification making them eligible to apply for the Facilitating Teacher pathway. All six pathways of the Teacher Career Pathways Model are summarized in Table 5.

Because there are only 12 MCTs across the district, the placement for these positions will be prioritized based on schools with the highest need for their expertise, particularly those with high percentages of low-income and minority students. The increased pay for these positions is designed to both reward teachers for their high performance and provide an incentive for them to transfer to high-needs schools. The presence of these highly-effective, master teachers will expand the equitable access of low-income and minority students to highly effective teachers. The fact that they will teach with Co-Teachers at these schools ensures their influence extends beyond the walls of one single classroom. Students benefit directly by having two teachers in the classroom rather than one to allow for more individualized instruction, thereby aligning to the district's vision and mission. It also expands the reach of these teachers so that they can influence more students than if they remained in their own classroom.

Table 5

Role	Description	Rewards
BT	<ul style="list-style-type: none"> ● Learn to effectively teach in a classroom ● Apply theory to practice 	<ul style="list-style-type: none"> ● State Salary Schedule & PCS Supplement
PT	<ul style="list-style-type: none"> ● Teach effectively in a classroom ● Other duties as assigned and/or desired 	<ul style="list-style-type: none"> ● State Salary Schedule & PCS Supplement
FT	<ul style="list-style-type: none"> ● Lead a Collaborative Teaching Community with a Collaborative Action Research Project ● Requires one level of additional certification 	<ul style="list-style-type: none"> ● PT+ 15%
MCT	<ul style="list-style-type: none"> ● Co-Teach in Multiple Classrooms ● Effectiveness measured across multiple classrooms ● Requires two levels of additional certification 	<ul style="list-style-type: none"> ● Lead Teacher + 15%
CT	<ul style="list-style-type: none"> ● Works with the Facilitating Teacher to complete the Collaborative Action Research Project 	<ul style="list-style-type: none"> ● PT + \$1,200
Co-T	<ul style="list-style-type: none"> ● Apprentices under a Multi-Classroom Teacher for part of each day 	<ul style="list-style-type: none"> ● Training & an optional internal certification

It is important to note that all teachers in the proposal will teach full-time in the classroom. Pitt County Schools has a fully functioning Instructional Coach (IC) program that has been in place for 5 years, and the Teacher Career Pathways Program is designed to

complement, not compete against or replace, the IC program. Beginning, Professional, Facilitating, Multi-Classroom, Collaborating, and Co-Teachers will be full-time classroom teachers, working directly with students in classroom instruction for a minimum of 70% of the day. In contrast, PCS instructional coaches spend 100% of their time working directly with and supporting adults.

Performance-Based Compensation

Not every teacher will be eligible for the alternate pathways in the Teacher Pathways program, but every teacher will be able to earn increased compensation as a result of measurable increases in student achievement. The State of North Carolina uses a state-wide value-added system to measure teacher impact and effectiveness named EVAAS (Education Value-Added Assessment System), with teachers receiving one of three ratings: Exceeds Expected Growth, Meets Expected Growth, or Does Not Meet Expected Growth. For the 2014-2015 school year, roughly 13% of teachers across the state were identified as “Exceeds Expected Growth” while approximately 75% of teachers were rated as “Meets Expected Growth”. These numbers were similar to those of Pitt County Schools, where 15% of teachers were in the “Exceeds Expected Growth” category and another 74% were in the “Meets Expected Growth” category.

Annual bonuses for student performance will be awarded to teachers based on their state rating through EVAAS. All teachers rated as “Exceeds Expected Growth” (placing them in the top 15% of teachers across the state) will receive an annual bonus of \$2,500.

Additionally, because Pitt County Schools values collaboration and teachers working together to improve performance for all students, teachers in the “Exceeds Expected Growth” will be eligible to receive an additional \$500 for each teacher they mentor who did not receive any bonus that year, with a maximum of \$1,000 (2 teachers). These Growth Teachers will enter

into a formal mentor relationship with other teachers who are working to improve their practice and measure outcomes based on student test scores, meaning they could receive a maximum of \$3,500 for performance-based compensation (\$2,500 based on test scores and \$1,000 based on mentoring other teachers to help them improve their performance).

While the majority of teachers in the district do receive ratings in EVAAS, there are some teachers who do not receive EVAAS ratings. These include instructional coaches, guidance counselors, music teachers, physical education teachers, foreign language teachers, art teachers, and the like. During the initial two years of the grant a committee will be formed with representatives from these various departments, administrators, and central office personnel to develop a rating system for these teachers so they are eligible to receive performance-based bonuses as well.

In addition to EVAAS ratings applied to individual teachers, EVAAS ratings are also applied to schools by the State of North Carolina, using the same categories. As such, school administrators (both principals and assistant principals) will be eligible for performance-based bonuses if their school receives a rating of "Exceeds Expected Growth." Principals will receive a \$5,000 bonus and Assistant Principals will receive a \$3,500 bonus.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The R3 project was developed in collaboration with several partners. The Pitt County Schools Educational Foundation is a non-profit organization of community and business leaders charged with supporting educational efforts. The Educational Foundation funds the Key BT and the TLI programs and is a strong supporter of the vision of those programs. East Carolina University (ECU) is located in Pitt County and is one of the largest Teacher Education

Institutions in North Carolina. There is a current partnership with ECU to train pre-service teachers using a co-teaching model and they will provide the co-teaching training for R3.

State and local foundations have also partnered with Pitt County Schools to support the early implementation of the R3 program. Funding for the Teacher Leadership Institute is supported by grants from the Z. Smith Reynolds and the Wells Fargo Foundation. There is also a pending grant request for the TLI to the Eddie and JoAllison Smith Family Foundation, a local charity connected to Grady-White Boats.

3) The extent to which the proposed project is supported by a strong theory.

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

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

self-directed has the highest chance of impacting classroom changes (Joyce & Showers, 2002; Knight, 2007).

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

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

Autonomy or self-directedness is another core structure to the R3 program. Morris Cogan and other supervisors in Harvard's Masters of Arts in Teaching program developed a theory of supporting teachers as they become professionally responsible for their own performance, accepting of help from others, and being self-directed in 1973 (Cogan, 1972, 1976; Costa, Garmston, Hayes, & Ellison, 2016; Garmston, Linder, & Whitaker, 1993). Carl Rogers summarized his central philosophy that each individual has the resources within himself to be self-directed and self-understanding (Kirschenbaum, 1991), which guides the R3 program to have the faith in individual teachers to be autonomous learners in a framework of scaffolded support.

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

One of paradigm shifts in Pink's (2011) motivational theory is that once individuals earn enough money to not worry about basic needs, having a noble purpose is more important than extra money. If an individual understands why a change is needed or why a strategy will help students learn, then she is more likely to adopt and be motivated to rally behind that noble

purpose (Yost, 2016; Sinek, 2009). Teaching teachers is a very different skill set from teaching students and often the teachers who are among the best in impacting student achievement gains feel inadequate in leading other teachers towards a common purpose. In defining a clear purpose, it is important that teachers are able to clarify a group's identity while changing practices to align to that purpose (Garmston & Wellman, 2013).

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

(4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

Beginning in 2012, North Carolina's political leadership has passed a series of laws to shift state employees away from traditional, fixed pay scales toward Performance-Based Compensation Systems. Section 25.2D of North Carolina Session Law 2012-142, House Bill 950, states that "It is the intention of the General Assembly to create and implement a modernized, fair, and fully functional Performance-Based Compensation System for employees of State agencies." In the same Section of S.L. 2012-142, legislators struck language to evaluate payment of salary supplements to teachers based "on account or master's degrees, attainment of

other advanced degrees, and national board certification, including the relationship to student performance, if any. This evaluation should also include recommendations as to whether these salary supplements should be continued or modified based upon the effect on student performance, if any, and human resource best practices.”

In 2014 the North Carolina General Assembly ratified Senate Bill 744, Session Law 2014-100, which included Section 8.41, entitled “Differentiated Pay for Highly Effective Teachers. Stating its intent “to provide local boards of education additional State funds for local programs to provide differentiated pay for highly effective classroom teachers,” the law mandated local boards of education to submit proposals to establish a local program to provide differentiated pay for highly effective classroom teachers to the Senate Appropriations/Base Budget Committee, the House Committee on Appropriations, and the Joint Legislative Education Oversight Committee by January 15, 2015. The proposal submitted by Pitt County Schools in response to this mandate constitutes the foundation on which the Teacher Incentive Fund (TIF) application is based.

Section 8.7(a) of North Carolina House Bill 1030, ratified on July 1, 2016, appropriated \$9.8 million to establish a “three year pilot program (pilot) to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases in selected local school administrative units.” Up to 10 LEAs of varying sizes will be awarded grants to implement performance-based compensation programs between 2017 and 2020.

Beginning in 2016-17, all teachers in North Carolina will also be eligible to receive performance-based bonuses if their students perform at specified levels in third grade reading;

earn industry certifications and credentials; or achieve passing scores on Advanced Placement (AP) or International Baccalaureate (IB) examinations.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified through the Evaluation Process (15 Points)

Professional Development in Pitt County Schools falls under the Division of Educator Effectiveness and Leadership (DEEL). DEEL is unique in the school system in that it provides a bridge between the Department of Human Resources and the Department of Educational Programs and Services. Figure 7 provides a graphical overview of the DEEL.

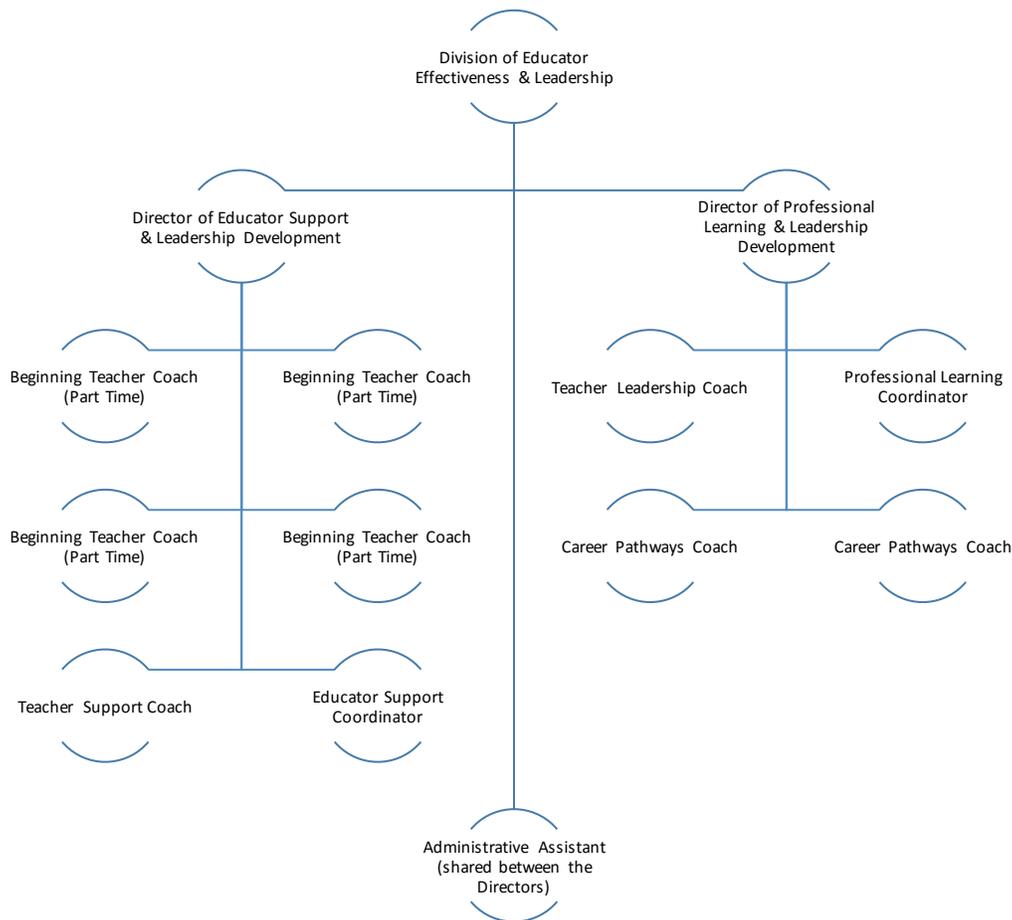


Figure 7: The Division of Educator Effectiveness & Leadership

The State of North Carolina uses a state-wide evaluation system for all teachers and administrators, called the North Carolina Educator Evaluation System (NCEES). Through NCEES, all teachers participate in a standardized evaluation process which includes annual classroom observations, conferences with their administrator, the development of individual professional learning goals, and a review of student performance and growth data. The electronic system housing all evaluation information is capable of combining all evaluation ratings and markings, which is then used by schools and the district to design and deliver professional learning. All teachers, regardless of their location on the Career Pathways model, are evaluated using this standard rubric. Similarly, all principals and assistant principals use a school-leader specific rubric. The evaluation process for administrators includes a minimum of three conferences between the administrator and their central-services evaluator, a review of student growth and achievement data, and the development of an individualized, personalized professional learning plan.

For those teachers who are on a differentiated Career Pathway (e.g., Facilitating Teacher, Multi-Classroom Teacher, Teacher Leadership Institute, etc.), a customized rubric will additionally be used to measure and evaluate performance regarding those positions and identify and develop professional learning for the teachers. For example, all teachers who participate in the Teacher Leadership Institute use the Teacher Leader Competencies, a rubric developed by the National Board for Professional Teaching Standards, the National Education Association, and the Center for Teacher Quality. The use of a customized rubric for individuals at different locations on the Pathways allows for professional learning, goal setting, and feedback to be targeted based on the unique needs of the individual and aligned to the goals of the position.

Professional development in the district is evaluated using a multi-pronged approach that looks beyond the initial responses of participants to the training and rather examines the level of impact on teacher practice and student learning (Breidenstein, Glickman, Fahey, & Hensley, 2012; Drago-Severson, 2012; Guskey, 2000; Killion, 2008; Zepeda, 2012). Impact of professional learning is measured through classroom walkthroughs, examination of student performance data, and even a review of teacher evaluation ratings. Combined with a district-wide annual PD needs assessment, these data are used to design and deliver professional learning across the district. The district does not grant continuing education units (CEUs) for any trainings of less than 10 hours or that happen in less than two days, with programs like the Key BT and the Teacher Leadership Institute requiring multi-day trainings over the course of months or years. These requirements for professional learning respond to research indicating that effective professional learning which leads to changes in teacher practice requires a minimum of 80-100 hours of adult learning over an extended time (Carr, Herman, & Harris, 2005; Guskey & Yoon, 2009; Harwell, 2003; Joyce & Showers, 2002). The district also employs Instructional Coaches at every school, with the job of providing on-going, job-embedded, timely feedback and coaching to teachers as they apply new skills they are learning (Costa, Garmston, & Zimmerman, 2013; Costa & Garmston, 2016; Joyce & Showers, 2002; Killion, 2008).

As specifically relates to the professional learning of teachers in the various paths of the Career Pathway model, both Facilitating and Multi-Classroom teachers will receive intensive, specialized training aligned to best practices in developing and facilitating groups, analyzing data, conducting collaborative action research, and working with adults. The transformative collaboration will require on-going professional learning, support, and coaching, necessitating the addition of certified coaches to support the teachers beyond what Instructional Coaches can

provide. Grant funds will be used to hire Career Pathway Coaches, a Teacher Leadership Coach, and a Teacher Support Coach. Training for these positions is vital, and they will become in-house trainers so that the cost of continued training for new participants will be funded completely in-house. Certified coaches will augment the support provided in formal training sessions by conducting regular, on-going coaching sessions with each teacher. Finally, as both the FT and MCT positions will place teachers into leadership positions within the school, 360-degree leadership surveys with intense follow-up coaching will be administered every 12-18 months for all Facilitating and Multi-Classroom teachers. Program directors and coaches will be certified to administer all required surveys as well as receive a minimum of 90 hours of coaching training prior to working with the teachers. Over the past three years Pitt County Schools has invested over \$100,000 to have two certified coaching trainers on staff, and these trainers will provide additional training and support for the coaches who support teachers. The project Co-Directors will be responsible to oversee and develop the Career Pathway, Teacher Leadership, and Teacher Support Coaches, which will include video reflections and feedback sessions on their coaching and professional learning delivery.

(d) Quality of the Management Plan

Pitt County Schools is the applicant and fiscal agent responsible for execution and oversight of this project. Pitt County Schools has been the prior recipient of multiple federal grants and has the capacity and experience to oversee the proposed project. The PCS Finance Department ensures, supports, and monitors the financial resources of the school system and individual schools, assuring that Generally Accepted Accounting Procedures (GAAPs) are followed as required by state and federal law. The district engages in a comprehensive annual financial report that encompasses all the funds and account groups of the school system. The

audit is performed as soon as possible after the close of each fiscal year by a certified public accountant or by an accountant certified by the Local Government Commission as qualified to audit local government accounts.

The full *R3 Framework*, including the expanded Career Pathways project and the performance based compensation system, will be overseen by the PCS Division of Educator Effectiveness and Leadership (DEEL). The project will be co-directed by DEEL administrators Thomas Feller and Seth Brown. Mr. Feller has been employed by PCS for 13 years and currently serves as the Professional Learning Coordinator, and will serve as the Director for Professional Learning and Leadership Development. Mr. Brown has been employed by PCS for 19 years and is the Teacher Support Coordinator, and will serve as the Director for Educator Support and Leadership Development. Both Mr. Feller and Mr. Brown are certified by Thinking Collaborative as Agency Trainers for the *Cognitive Coaching*SM Model and the *Adaptive Schools* Model, each of which required a two-year commitment and hundreds of training hours to obtain. They have experience as teachers, school-based administrators, and district-level administrators and have been involved in implementing new programs for leadership development and training at both the district and state level. Resumes for both co-directors are attached in Appendix D.

Mr. Feller was the district's Race to the Top (RttT) Grant Coordinator from 2010-2015, responsible for the management of a \$4 million RttT subgrant from the North Carolina Department of Public Instruction. Mr. Brown has served as a teacher and building-level principal at high-need schools. As principal of a Title I school, he was responsible for managing and reporting use of federal funds. The district received a \$9 million School Improvement Grant (SIG) in 2009 to turn around three low-performing schools. Between 2009 and 2014, PCS collaborated with East Carolina University on an \$8 million Teacher Quality Partnership (TQP)

grant. The school district has also received numerous other grants from public, private, and governmental sources.

In addition to the Directors, grant funds will be used to hire four full-time coach/trainers who will provide on-going support and training for teachers involved in the various elements of the *R3 Framework* (see Figure 7). Upon full implementation, all components of the framework will involve working directly with over 200 teachers across the district annually (approximately 40-50 for the Key BT program, 50 in the Teacher Leadership Institute, 75 Facilitating Teachers, 12 Multi-Classroom Teachers, and 24-36 Co-Teachers). These coaches will invest their time meeting with, mentoring, and coaching the teachers. Upon hire, the coaches will receive nearly 150 hours of training in coaching, leadership coaching, and 360° surveys administration during the first year. They will also become certified to deliver any required trainings teacher participants may need.

Upon approval of the Department of Education in October 2016, Pitt County Schools will begin advertising for key leadership and implementation positions associated with the project. Between October and December 2016, training will be provided for those responsible for program implementation. The program will be phased in over five years to allow for adequate training for teachers in these new roles. During the 2016-2017 school year the district will provide training and planning with the school principal, school improvement team, and staff to prepare for the implementation of the new teaching roles at the participating schools. The district will hire the first cohort of Facilitating Teachers, totaling 56 teachers, providing 1-3 facilitating teachers for each of the participating schools to begin working during the 2017-2018 school year; in 2018-2019 the district will hire an additional 19 teachers, to be allotted at participating schools that need and request an additional position. The 2018-2019 school year will also begin the

Multi-Classroom Teacher component of the program, with 12 MCTs hired and placed at schools who receive approval to have them. Finally, during the 2018-2019 school year the district will allot funds for the first round of performance-based bonuses.

Table 6 recaps the timeline of major project activities throughout the grant cycle.

Evaluation

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

With the guidance of the consultant, PCS will conduct formative and summative evaluations of the project, and the consultant will handle production of the Annual Performance Report submitted to the U.S. Department of Education. The process evaluation will focus on how the project is being implemented, how the project is operating, the services it delivers, and the functions it performs, documenting the decisions made in carrying out the project. The formative evaluation will address whether the project is being implemented as originally designed and is providing services as intended. This will be an ongoing activity, occurring through the period of project operations, and will be a vehicle for periodically organizing and providing feedback information to key personnel, school administrators, and the R3 management team—information that will be useful in introducing refinements and improvements in the project.

Table 6: Project Timeline

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Fall	Spr	Sum												
Hire leadership & classified support	X														
Certification training for co-directors		X	X												
Hire & certification training: coaches		X	X												
Open invitations for schools for FT & MCT positions		X			X			X							
Hire PD Coordinator & Educator Support Coordinator		X													
School-Based training for school leadership teams to prepare for and support FT and MCT positions		X	X	X	X	X	X	X	X	X	X	X			
Hire FTs (56 for Year 1 & 19 in Year 2; replace as needed)		X			X			X			X			X	
Train FTs				X	X		X	X		X	X		X	X	
	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		

<i>(continued)</i>	Fall	Spr	Sum												
Hire MCTs (12 for year 2; replace as needed)					X			X			X			X	
Training for MCTs & Co-Teachers						X			X			X			X
Teacher bonuses paid							X			X			X		
Training of MCTs							X	X		X	X		X	X	
Administrator bonuses paid							X			X			X		
Identify & Select TLI & Key BT Participants		X			X			X			X			X	
Coaching of FTs				X	X		X	X		X	X		X	X	
Coaching of MCTs							X	X	X	X	X	X	X	X	X

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

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

Evaluation methods will include collecting both qualitative and quantitative data from teachers and principals. The number of teachers completing Capstone and Collaborative Action research projects, teacher effectiveness ratings, and student achievement and academic growth will be documented. Teacher recruitment and retention data will be recorded. Teacher and principal surveys, interviews, and observations, and feedback on professional development will also be recorded. Data will also be collected regarding support for the R3 project.

(e) Adequacy of Resources

(1) The extent to which the applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant.

The *R3 Framework* was developed with input from multiple stakeholders including teachers, principals, instructional coaches, central office personnel, university partners, business

partners, and the Pitt County Board of Education between August 2014 and January 2015 in response to NC Session Law 2014-100, Section 8.41, entitled “Differentiated Pay for Highly Effective Teachers.” With the 2013 launch of the *R3 Framework*, PCS was already invested in the creation of a Human Capital Management System with differentiated pay elements when the state’s General Assembly called for proposals. The PCS “Teacher Career Ladder” plan submitted to the State in January 2015 requested funds to enable implementation of *R3 Framework* components that were funding-dependent, although Senate Bill 744/S.L. 2014-100 did not include funds to implement the proposals. The project described in this application is an expanded version of the concept approved by PCS stakeholders in 2014-15 and submitted to the State Legislature. The timeline of this process is listed below:

- Senate Bill 744 - Signed by Governor Pat McCrory on August 7, 2014
- August 2014 – PCS Central Office personnel begin research & collaboration with UNC Hospitals regarding nursing career ladder; 1st Cohort of Key BT Program begins
- October 2014- Brainstorming and collaboration with East Carolina University.
- November 2014 - Teacher and Principal Advisory Committees provide feedback
- December 2014/January 2015 - Proposal adopted by the Pitt County Board of Education & additional presentation to principals and business and university partners
- January 2015 - Submission of the proposal to the NC General Assembly
- August 2015 – 2nd Cohort of Key BT Program begins
- October 2015– Initial funding secured for the Teacher Leadership Institute
- January 2016 – First class of Teacher Leadership Institute begins
- June 2016 – Second class of Teacher Leadership Institute begins
- June 2016 – *R3 Framework* further refined and presented to a group of teachers leaders

- July 2016 – *R3 Framework* submitted to US Department of Education

(2) The extent to which the applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

The receipt of the TIF grant will allow Pitt County Schools to dramatically accelerate the plans already in place at both the local and state level to implement the elements identified throughout the application. By investing in leadership and building capacity across the district, Pitt County Schools is committed to sustaining the project long-term. Additionally, as demonstrated in the budget narratives, significant expenditures are gradually shifted from TIF funds to non-TIF funds in years 4 and 5 of the grant. The entire program budget for the *R3 Framework* is approximately \$20 million, with an estimated 25% contributed directly by Pitt County Schools over the five years of the grant through internal appropriations and business/community support. By gradually shifting funding for the program during the project, PCS will build the capacity to sustain the project in the long-term.

Another aspect of sustainability is that two of the four elements of the *R3 Framework* have already been implemented and funded by the district: the Key BT program and the Teacher Leadership Institute. In addition, the first two pathways of the Career Pathway model are also fully funded. Finally, with the ratification of North Carolina House Bill 1030, the State of North Carolina has demonstrated both an interest in and commitment to developing Performance-Based Compensation plans, including career pathways. Of particular note is the fact the State will begin offering significant performance-based bonuses to third grade reading teachers and high school teachers of Advanced Placement, International Baccalaureate, and Career and Technical Education courses beginning in the 2016-2017 school year.

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