

APPENDIX C

Proposal Cover Page

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

Project Title: Whiteville City Schools Teacher Compensation and Advanced Teaching Roles

Section 1. Applicant Information

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Section 2. Project Information

Project Director Name and Position (if different from contact): Beverly R. Turner

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Total Project Budget: \$98,326.92 Requested Grant Amount: \$98,326.92

Estimated Number of Schools Served: 5 Estimated Number of Students Served: 2300

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

- Checkboxes for certification: The information provided in this proposal is correct and complete. The applicant understands that this proposal and all attachments submitted are public records. The applicant understands that if awarded a grant, it will be required to: Participate in all evaluation activities... Submit required financial and performance reports to NCDPI. Comply with the North Carolina General Statutes... Begin serving participants before or by July 1, 2019.

Signature and date: (in blue ink) [Handwritten Signature] Title: Superintendent Phone: 910-642-4116

Whiteville City Schools Teacher-WIN Program

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NARRATIVE

Many times, district administrators drive professional development decisions for the district. What is more important but much harder to do is to give teachers the opportunity, guidance, and voice to identify what practices would best build professional development to promote student achievement.

Whiteville City Schools, located in Columbus County, NC, contains five schools with approximately 2300 students K-12. The district is funded at the 6th lowest rate in the state as compared to other public school districts in North Carolina (Source: 2018 North Carolina Public Schools Local Finance Study). As a Tier I county, the system qualifies for low wealth funding. The number of families living below the poverty level in Columbus County is 24% higher than the state average. Many students in poverty have unmet needs and struggle with academic skills to become successful. The most common race living below the poverty level is Black or African American. The county ranks higher than the state average in regards to child poverty, children on food stamps, children qualified for free lunches, children in public subsidized child care, children enrolled in Medicaid, infant mortality and low birth weight babies. The median household income is \$34,000.00, \$12,000 less than the state average. Approximately 50% of our students live in non-traditional homes. Foster enrollments, including Intensive Foster Care placements, have sharply increased in our area.

According to North Carolina Public Schools reporting of accountability results from the 2017-2018 school year, Whiteville High School and Central Middle School has been designated as Targeted Support and Improvement Schools for the subgroup “students with disabilities”.

Due to the geographic proximity to urban areas such as Wilmington and Myrtle Beach, South Carolina, teacher recruitment and retention is problematic in many subject areas and grade

levels. While the district provides a 5% supplement for certified teachers, approved annually by the Whiteville City Schools Board of Education, it does not meet the standards set by larger, more affluent districts in the region. Approximately 12.5% of certified teachers employed by the system are participants in the Beginning Teacher Support Program.

A goal of the North Carolina State Board of Education is that every student, everyday has excellent educators. Another goal by the Board is to ensure every student has a personalized education. The Whiteville City Schools mission statement reads “Everyone Committed to the Success of All Students.” We believe in a continuous improvement model whereby we analyze our performance and make adjustments when necessary to improve outcomes. We believe in obtaining input from all stakeholders when making decisions that affect our students. Each year the district conducts a district wide needs assessment to gather necessary information to develop a District Strategic Plan. District level directors are instrumental in the development of this plan, which serves as a catalyst for continuous improvement for the district. Principals at every school utilize the District Strategic Plan to develop their respective School Improvement Plans. The school improvement team, which includes several teachers, support staff, and parents assist the principal in developing their School Improvement Plan. The District Strategic Plan serves as a guide for the district level administration and the School Improvement Plan serves as a guide for schools.

Whiteville City Schools commitment to students is strongly supported by our commitment to teachers in providing personalized learning opportunities to meet the individualized needs of our teachers. Our proposal, “Teacher What I Need” (Teacher-WIN), is based upon meeting the individualized needs of all teachers. Will (2017) states, “While teachers largely agree that school leaders think professional learning is important, just over half of teachers surveyed said they

have "some say" in their professional learning decisions, and nearly 20 percent said they have no input at all. Teachers largely said principals and district leaders made the decisions regarding professional learning for teachers in the school.” It is our goal to lead a school wide effort to implement data-driven instructional models that includes blended learning environments, utilizes digital learning, and focuses on methods of improvement for school-wide performance issues. Based upon the recommendation by the National Education Association (NEA), school districts should 1) Provide opportunities for continuous, job-embedded professional learning, 2) use multiple sources of data to plan and assess professional development, and 3) include teachers in decision making about professional learning.

According to the 2018 North Carolina Teacher Working Conditions Survey, both beginning and veteran teachers expressed the following professional development needs across the district:

% NEED PD in the following areas	% Beginning Teachers	% Veteran Teachers
Closing the Achievement Gap	52.9	41.7
Classroom Management Techniques	41.2	30.3
North Carolina Standard Course of Study	29.4	21.1
Content Area	35.3	32.3
Differentiating Instruction	58.8	46.6
Special Education (Student with Disabilities)	82.4	59.7
English Language Learners	64.7	48.5
Special Education (Gifted and Talented)	76.5	48.9
Integrating Technology into Instruction	58.8	43.9
Methods of Teaching	47.1	23.1
Literacy Strategies	58.8	36.6
Student Assessment	52.9	25.6

Workforce Development	35.3	16.0
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FORMATION OF “TEACHER WHAT I NEED” (TEACHER-WIN) COMMITTEE

A Teacher-WIN committee was formed by the Whiteville City Schools Superintendent, in late October 2018 that consisted of Whiteville City Schools (WCS) Superintendent, WCS directors and a parent. Members are: Kenneth Garland, Superintendent, Dr. Phyllis Dunham, Director of Exceptional Children, Carmen Garland, Director of Curriculum and Instruction, Beverly Turner, Director of Federal Programs, Jes Sealey, Director of Operations, Beth McQueen, Director of Technology, Julie Graves, Exceptional Children’s Compliance Specialist, and Dana Leviner, parent of Whiteville City Schools student. Members met and provided input as to the design of the program and assisted in the development of the Request for Proposal (RFP). The RFP was finalized in mid-November.

SELECTION OF PROFESSIONAL DEVELOPMENT COORDINATOR

In the spring of 2019, the Superintendent of Whiteville City Schools shall select a professional development coordinator with a focus of leading the Advanced Lead Teacher initiative. The coordinator’s employment shall consist of fifty-percent (50%) of the workday as the person shall assume other central office administrative duties. The coordinator will work with beginning teachers, train lead teachers, and oversee the professional developments led by teacher leaders to ensure trainings are high quality and align with the needs of the instructional staff. The coordinator will develop a schedule to deliver the professional development at each of the four schools and evaluate the effectiveness of the professional development led by teacher leaders.

SELECTION OF TWELVE (12) LEAD TEACHERS

Also, during the spring of 2019, the Whiteville City Schools Administrative Team comprised of the Superintendent, who also serves as the human resources director for the district, and

professional development coordinator, who also serves as the beginning teacher support coordinator for the district, will develop a list of potential educators to lead the professional development opportunities. The WCS Interview team will utilize the “Rubric for Identification of Advanced Teaching Roles” based on the criteria stated above to select teachers that are most qualified. The candidates for leading the professional development must meet at least three of the following criteria:

1. Obtained a rating of at least “Accomplished” on all standards of the North Carolina Educational Evaluation System (NCEES) during each of the previous three (3) years.
2. Achieved at least a school growth index score of greater than or equal to 2.0 each year during the previous three (3) years as defined by Educational Value Added Assessment System (EVAAS).
3. Served as a mentor to a beginning teacher during at least one of the past three years.
4. Led a high-quality professional development during the past three years with preference to the areas identified by the North Carolina Teacher Working Conditions Survey.
5. Possess a Master’s Degree or National Board Professional Teaching Standards (NBPTS) Certification.

Each of the candidates will receive a letter stating eligibility to serve as a teacher leader in the district. Letters will be distributed by no later than May 1, 2019. Candidates will have until May 15, 2019 to respond if they are interested in serving as a district teacher leader. Twelve (12) candidates will be selected to serve as a teacher leader for the district. If there are more than 12 candidates interested in participating, then an interview process within the district will serve as a tiebreaker for selection. Priority will be given to employees that have led high quality

professional development with preference to the areas identified by the North Carolina Teacher Working Conditions Survey.

TRAINING FOR LEAD TEACHERS

Candidates will be expected to attend a summer training conference in July 2019 to lay the foundation for leadership skills needed to provide professional development in our district. Candidates will also participate in district wide planning session to be held August 6-8 2019. At this time, candidates will work collaboratively with school and district administrators to review student test data and results from the 2019 Teacher Working Conditions Survey. The review of district data will allow the group to formulate the Whiteville City Schools Professional Development Plan for the 2019-2020 school year. Each of the 12 candidates will receive a \$450 stipend for their participation in this summer district wide planning session. In subsequent years, two days of Professional Development will be allotted for data analysis and review of professional development topics in order to provide continuous improvement in meeting the needs of the teachers in the district. The rate of pay for the subsequent years will be a stipend of \$300 per participant.

Lead teachers will also attend “In House” Teacher Leader training during the summer of 2019 that will include two book studies “Developing Teacher Leaders” by Frank Crowther and “Discover Your Strengths” by Marcus Buckingham. Starting in November, teacher leaders will meet quarterly with the district Administrative Team to analyze data from teacher surveys and classroom walkthroughs to determine the next steps for professional development.

GOAL SETTING FOR TEACHER LEADERS

Hitch & Coley (2010) stated a key for school executives is to bring the facts to bear on the issue of school improvement. In order to do this, one must bring the right data to the right people at the right time to make the right decisions. On August 6, 2019, the 12 candidates will review the

data from the 2018 North Carolina Teacher Working Conditions Survey and select one (1) professional development area as their primary focus for delivering high quality professional development for the instructional staff. The goal is to create high quality professional development school level specific for continuous improvement. In Whiteville City Schools, professional development design will be in categories of K-2, 3-5, 6-8, and 9-12. A more specific focus will be developed from reviewing district wide student data. Data points will include but not limited to the following; K-2 TRC Results, 3-8 EOG Results, 9-12 EOC Results, WorkKeys, ACT/SAT, EVAAS, Teacher Working Conditions Survey.

JOB RESPONSIBILITIES FOR LEAD TEACHERS

1. Professional Development Delivery

Candidates will be required to deliver four (4) sessions annually of professional development. The sessions will occur at each of our school campuses with alternative school teachers attending either at Central Middle School (6-8) or Whiteville High School (9-12). These sessions will begin in October each school year and run through April of the same school year. The professional development will consist of one-hour after school sessions delivered on the 1st and 3rd Wednesday during the months of October, January, February and March. Sessions will occur on the first Wednesday during the months of November, December, April and May. This will provide a grand total of forty-eight (48) one-hour professional development opportunities during the academic year for the twelve (12) items listed in the North Carolina Teacher Working Conditions Survey Professional Development Objectives.

2. Mentoring

Participation in the project will require each of the candidates to serve as an official mentor to beginning teachers. They will be expected to participate in monthly meetings along with

beginning teachers. The purpose of this type of collaboration is for the beginning teachers to receive one-to-one and small group guidance on topics of their request. The mentors will keep a log of meetings with their assigned teacher.

3. Observations and Feedback

Participants will be granted two days, one in fall semester and one in spring semester, to evaluate teachers utilizing the Whiteville City Schools Classroom Walkthrough. The participants will be expected to complete a minimum of twenty (20) total Classroom Walkthrough observations at neighboring schools in the district. The participants will provide feedback to each teacher observed in the walkthrough. The data obtained from the 240 snapshots will become a valuable data source to be included in future planning for professional development.

PROGRAM STRUCTURE/TIMELINE

Selection Process/Training/Roles	Timeline	Purchases/Expenses
1. Create a team Whiteville City Schools administrative staff members and parents to gain input and design the “Teacher What I Need” grant proposal.	November 2018	
2. Selection of professional development coordinator.	March 2019	
3. Develop list of potential educators	April 2019	
4. Inform public, including WCS Board of Education of plan’s provisions	April 2019	
5. Letters sent to candidates	May 1, 2019	
6. Candidates respond	May 15, 2019	
7. 12 candidates selected	June 1, 2019	
8. Attend Summer Training Conference.	Summer 2019	<ul style="list-style-type: none"> • Registration, lodging, meals for summer training for 12 teachers
9. Attend District Planning Session/Data Analysis	August 6 - 8, 2019	<ul style="list-style-type: none"> • Advanced teacher role stipends for District Planning session.
10. Attend “In House” Teacher Leader Trainings/Data Collection/Analysis of prior	September	<ul style="list-style-type: none"> • 15 books each of

professional developments.	2019-May 2020	<p>“Developing Teacher Leaders” and “Consider Your Strengths”</p> <ul style="list-style-type: none"> Advanced teacher role stipends for conducting PD sessions. Instructional materials for professional development trainings conducted by advanced teachers.
11. Conduct 4 one hour PD sessions annually	Oct 2019 - April 2020	
12. Attend quarterly meetings with WCS Administrative staff to collect and analyze PD surveys and classroom walkthrough data.	November 2019 - June 2020	
13. Serve as mentor to a beginning teacher.	August 2019- June 2020	
14. Observe 20 teachers using WCS Classroom Walkthrough Instrument annually and provide feedback.	November 2019-June 2020	
15. Whiteville City Schools Administrative Team will evaluate the effectiveness of teacher leader professional developments using 2019-2020 K-2 TRC results, 3 - 8 EOG results, 9 - 12 EOC results, ACT, and WorkKeys results, EVAAS data, and 2019 Teacher Working Conditions Survey results.	July 2020	

INFORMING EMPLOYEES AND PUBLIC ON CRITERIA AND SELECTION

The Whiteville City Schools (WCS) Administrative team will utilize classroom walkthrough data gathered by the WCS administrative team and lead teachers and current student assessment data such as EOG and EOC test scores, TRC data, ACT scores, Teacher Working Conditions Survey and WorkKeys scores to assess the professional development needs of the district. Upon determining the professional development needs of the district, the team will identify current employees who qualify for the lead teacher roles based on the following criteria. 1) Obtained a rating of “accomplished” on all standards of the North Carolina Educational Evaluation System

(NCEES) during each of the previous three years. 2) Achieved at least a growth index score of greater than or equal to 2.0 each year during the previous three (3) years as defined by Educational Value Added Assessment System (EVAAS). 3) Served as a mentor to a beginning teacher during at least one of the past three years. 4) Led a high-quality professional development during the past three years with preference to the areas identified by the North Carolina Teacher Working Conditions Survey and 5) Possess a Master's Degree or National Board Professional Teaching Standards (NBPTS) Certification.

Qualifying teachers will receive a letter stating eligibility to serve as a teacher leader in the district. The WCS Interview team will utilize the Rubric for Identification of Advanced/Lead Teaching Roles based on the criteria stated above to select teachers that are most qualified. Applicants must meet three of the five criteria to be selected for an Advanced/Lead Teacher Role. The public will be informed of the criteria and selection of appointed positions via a formal presentation to the Whiteville City Schools Board of Education, the Whiteville City Schools district website, the local newspaper, and a Whiteville City Schools email to all employees. The WCS board presentation, newspaper article, WCS website write-up and school email will be comprised of the criteria and selection for the advanced/lead teacher roles, the continued eligibility requirements for the advanced lead teacher roles and how the individuals selected will be evaluated. A FAQ with information regarding the "Teacher What I Need" program will be created by the Professional Development Coordinator and housed on the Whiteville City Schools district website. A variety of methods will be used to evaluate the effectiveness of the advanced lead teaching role positions. Surveys will be administered after each professional development opportunity to assess the quality of the planning, delivery and instruction of each session. Teacher leaders along with administration will conduct classroom

walkthroughs to monitor and assess the transfer of knowledge from trainings to the classroom. Data collected from classroom walkthroughs will be analyzed during the quarterly planning meeting involving all teacher leaders and district administration. Moreover, assessment data, i.e. EOG, EOC, ACT, WorkKeys will be analyzed and compared to the previous year to calculate cohort growth.

INFORMING EMPLOYEES AND PUBLIC ON CRITERIA FOR MOVEMENT ON

PROPOSED MODEL

In order to better inform the public and WCS employees of our initiative, the Superintendent and Professional Development Coordinator will communicate the program structure, goals, objectives and methods of evaluation through various media outlets including but not limited to the following: Local Newspaper, District Website, Board of Education Presentation, Inside Whiteville City Schools (Local Cable TV Program), District email, Parent Teacher Organization Meetings. An initial meeting for the selected lead teachers will be held to provide more intentional, focused information regarding the program's structure, goals, objectives, and evaluative measures.

VOLUNTARY RELINQUISHMENT

Employees who voluntarily relinquish their advanced teaching roles must do so in writing to the Whiteville City Schools Superintendent. Voluntary relinquishment of the advanced teaching role shall not be considered a demotion under Part 3 of Article 22 of Chapter 115C of the General Statutes.

SALARY STIPENDS

The salary stipend for the advanced teaching roles will be a supplement of \$1,500.00 annually. Salary stipends will be paid as a supplement to the classroom teacher's regular salary

and will not be included in the average salary calculation used for budgeting state allotments. A classroom teacher in an advanced teaching role that fails to maintain the minimum criteria established for the position or is not successfully performing the additional duties associated with the advanced teaching role, or voluntarily relinquishes the advanced teaching role, shall only be paid the salary applicable to that individual on the North Carolina State Teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher compensation. Stipends for each of the participants will be paid in June of each fiscal year.

IMPLEMENTATION PLAN

Twelve (12) advanced/lead teacher roles will be implemented in Whiteville City Schools with 3 positions at each of the following schools: Whiteville Primary School, Edgewood Elementary School, Central Middle School, and Whiteville High School. A coordinator position at the district level will be employed fifty percent (50%) of the day to assist with the design, implementation and monitoring of the initiative. The coordinator will monitor student performance data and provide analysis as compared to the previous year's results to the Whiteville City Schools Board of Education on an annual basis. The coordinator will also gather data from our current teaching staff in regards to professional development needs. This will be done by providing the faculty and staff of WCS an opportunity to complete interest surveys for professional development. The coordinator will also gather data from professional development delivered by the participants of the program and report findings and analysis to the Superintendent annually in June.

FINANCIAL SUSTAINABILITY

Whiteville City Schools is committed to sustaining the proposal through a combination of Federal and Local funding. Whiteville City School board members have affirmed their intention

to continue this program when current funding sources are no longer available. Professional development opportunities for participants will be funded via Title I and Title II funding while stipends will be funded via local current expense allotments.

PROJECT OBJECTIVES

Objective	Time Frame	Expected Outcome	Benefits
1. To increase leadership skills and pedagogical knowledge of lead teachers by providing training to teacher leaders through summer conference, in house training sessions and district administrative planning session.	July 2019 - September 2019	<ul style="list-style-type: none"> • Trained teacher leaders, prepared to effectively conduct professional development 	Developing teachers into teacher leaders will increase knowledge of all teachers in the district and enhance teaching and learning across the district.
2. To increase quality of instruction to improve teaching and learning by providing training (by lead teachers) for all teachers on areas identified in the 2018 Teacher Working Conditions Survey.	August 2019 - July 2020	<ul style="list-style-type: none"> • 5% increase in skills applied that align with training provided by teacher leaders based on classroom walkthrough data. • 2% increase in Level 3s and 4s on Math/Reading EOGs/EOCs. • .2 SD difference in NC Teacher Working Conditions Survey 	Increased teacher knowledge and application of instructional strategies and activities will increase rigor in instruction affording more opportunities for students to participate in higher order thinking and problem solving activities, which will improve students critical thinking skills.
3. To provide evaluative feedback to classroom teachers by lead teachers based on the classroom walkthrough data	August 2019 – July 2020	5% increase in Level 3s on Math/Reading EOGs/EOCs of students identified with special needs.	Increased teacher knowledge and application of instructional strategies will enhance classroom instruction and increase

conducted by lead teachers.			student success.
4. To increase support for beginning teachers by providing mentorship in the identified areas of need according to the 2017-2018 N.C. Teacher Working Conditions Survey	August 2019 – July 2020	.2 SD difference in BT response in NC Teacher Working Conditions Survey	Increased knowledge of beginning teachers, high quality instruction and improved student learning
5. To evaluate the effectiveness of the program through Teacher PD Surveys, Classroom Walkthrough Data and 2019 TRC results, EOG results, EOC results, ACT and WorkKeys results and 2019 Teacher Working Condition Survey and 2019-2020 EVAAS data.	August 2019 – July 2020	2% increase in Level 3s on Math/Reading 2019-2020 EOGs/EOCs 2% increase in proficiency levels of TRC assessments, .5 point increase in ACT Composite Score and a 2 percent increase in the number of students taking the WorkKeys exam (completers)	

COMMUNITY INVOLVEMENT

Research indicates that “meaningful involvement of parents in children’s schooling can enhance the educational process as parents can contribute insights and knowledge that complement the professional skills of schools”. (J.P. Comer, Parent Involvement in Schools). To maximize the potential of this program, it is imperative to involve the community in the planning and decision making process. During the grant writing phase, a Whiteville City School parent was included in order to gain a parental perspective of the various facts of the grant. Additionally, a parent and community member representative will be invited to attend the quarterly data analysis sessions in an effort to gain parental and community insight as decisions are made regarding ongoing

professional development provided by lead teachers. The district will seek an active partnership with the Columbus County Jobs Foundation and work collaboratively with the Whiteville City Schools Business Advisory Council in identifying current trends in workforce development, one of the twelve (12) areas of targeted professional development identified by the 2018 North Carolina Teachers Working Conditions Survey. The district will coordinate for the lead teachers to visit local business and industry to familiarize themselves with workforce development opportunities in the region.

SHARING OF PROJECT INFORMATION

The Whiteville City Schools will present an overview of the program with data analysis at each of the following events annually: Whiteville City Schools Board of Education Meeting, North Carolina Association of School Administrators Summer Leadership Conference, and North Carolina School Boards Association Annual Conference.

LOCAL EVALUATION PROCEDURES

A variety of evaluative measures, both qualitative and quantitative, will be utilized to track the program's effectiveness in order to make adjustments and ensure expected outcomes are realized. Training surveys will be completed by each professional development participant to gain feedback, make adjustments for future professional developments. Classroom walkthroughs will be conducted by lead teachers and administrative staff to gather information regarding the transferability of strategies and concepts in classroom instruction. This data will be used to plan subsequent professional developments. For summative evaluation of program, at the end of each year, TRC results in grades K-2, EOG results in grades 3 - 8, EOC results in grades 9 - 12, ACT and WorkKeys results, EVAAS data, and 2019 Teacher Working Conditions Teacher PD

surveys will be used to determine the effectiveness of the Whiteville City Schools “Teacher What I Need” program, and identify opportunities for improvement.

Attachment A: Budget

ANNUAL BUDGET

<p>Substitute Teachers for 12 Lead Teachers</p> <ul style="list-style-type: none"> • Conduct 4 days of PD (1 per 9 weeks) • Attend ½ day of data analysis meeting (1 per 9 weeks) • Visit 1 day to local businesses, workforce development 	<p>\$6,720.00</p>	<p>(12 X 4 X \$80) + 12 X 4 X \$40) + (12 X \$80)</p> <p>Substitute teachers will be hired to provide one day of planning time for each professional development conducted by lead teachers. This will provide adequate time for lead teachers to develop and prepare professional development trainings. Substitute teachers will also be hired for a half day in order for each lead teacher to attend a quarterly district level meeting to review data collected from Classroom Walkthrough Instrument and Teacher PD surveys.</p>
<p>FICA for substitute teachers</p>	<p>\$514.08</p>	<p>((\$6,720.00 X .0765)</p> <p>Social Security for Substitute Teachers for Lead Teachers quarterly half day and full day.</p>
<p>Stipends: 12 teachers at \$1,500.00 annually</p>	<p>\$18,000.00</p>	<p>(\$1500 X 12)</p> <p>Lead teachers will be responsible for attending a summer conference, participating in three summer administrative days and “in house” training, providing four professional developments annually, serving as a mentor for a beginning teacher, and observing 20 teachers annually and provide feedback.</p>
<p>FICA for teacher stipends</p>	<p>\$1,377.00</p>	<p>(\$18,000 X .0765)</p> <p>Social Security for Lead Teachers</p>
<p>Coordinator</p>	<p>\$40,000</p>	<p>Responsible for training teacher leaders and overseeing the professional development programs led by teacher leaders to ensure high quality training that aligns with the needs of the instructional staff. The coordinator will schedule training sessions, develop registration procedures and ensure that the facility is set up. The coordinator will also consult with and advise superintendent regarding the design of professional developments, and evaluate the effectiveness of the professional development led by teacher leaders.</p>

FICA (Coordinator)	\$3,060.00	(\$40,000 X .0765) Social Security for Professional Development Coordinator
Retirement (Coordinator)	\$7,544.00	(\$40,000 X .1886) Retirement for Professional Development Coordinator
Hospitalization (Coordinator)	\$3,111.84	Hospitalization for Professional Development Coordinator
Workshop Expense	\$15,000.00	Participants will be approved to attend one (1) workshop in the area they will lead in-house professional development.
Supplies & Materials	\$3,000.00	Lead teachers will purchase items necessary to conduct high quality professional development trainings. Trainings will also provide light refreshments for participants.
Total	\$98,326,92	

Rubric for Identification of Lead Teacher Role (Teacher WIN)

Teacher: _____

Grade Level: _____

School _____

Subject(s) Taught: _____

Criteria for Lead Teacher	Yes = 1 point No = 0 points
1. Obtained a rating of “Accomplished” on all standards of the North Carolina Education Evaluation System (NCEES) during each of the previous three (3) years.	
2. Achieved at least a school growth index score of greater than or equal to 2.0 each year during the previous three (3) years as defined by Educational Value Added Assessment System (EVAAS).	
3. Served as a mentor to a beginning teacher during at least once in the past three years.	
4. Led a high-quality professional development during the past three years with preference to the areas identified by the North Carolina Working Conditions Survey.	
5. Possesses a Master’s Degree or National Board Professional Teaching Standards (NBTPS) Certification.	
Proficiency score: 3 or higher	
Total points	

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