

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND  
PROGRAM**

**CFDA # 84.385A**

**PR/Award # S385A100114**

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
N/A	N/A

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Winston-Salem/Forsyth County Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
---	---------------------------

	
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**d. Address:**

* Street1:	
Street2:	
* City:	
County:	
State:	
Province:	
* Country:	
* Zip / Postal Code:	

**e. Organizational Unit:**

Department Name:	Division Name:
Instructional Services	School Improvement

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	Dr.	* First Name:	Wayne
Middle Name:	A		

\* Last Name: Foster

Suffix:

Title: Program Manager for Student Intervention Support

Organizational Affiliation:

Winston-Salem/Forsyth County Schools

\* Telephone  
Number:

██████████

Fax Number:

██████████

\* Email:

████████████████████

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052110-002

Title:

Teacher Incentive Fund

**13. Competition Identification Number:**

N/A

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Winston-Salem, Forsyth County North Carolina

**\* 15. Descriptive Title of Applicant's Project:**

Project Star3 (School Transformation by Actively Recruiting, Retaining and Rewarding)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 5th and 12th

\* b. Program/Project: NC-005, NC-012

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$	████████
b. Applicant	\$	
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	████████

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: Donald  
Middle Name: L  
\* Last Name: Martin  
Suffix: Jr.

Title: Superintendent

\* Telephone Number: [REDACTED] Fax Number: [REDACTED]

\* Email: [REDACTED]

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424** Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Winston-Salem/Forsyth County Sch...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	\$ 0	\$ 23,150	\$ 0	\$ 0	\$ 0	\$ 23,150
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	█	█	█	█	█	█
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	\$ █	\$ █	\$ █	\$ █	\$ █	\$ █
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): NC Department of Instruction The Indirect Cost Rate is

1.44%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Winston-Salem/Forsyth County Sch...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Donald L. Martin, Jr.

**Title:** Superintendent

**Date Submitted:** 06/30/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Winston-Salem/Forsyth County Schools Address: P.O. Box 2513 City: Winston-Salem State: NC Zip Code + 4: 27102-2513  <b>Congressional District, if known: 05</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> U.S. Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385A	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Donald L. Martin, Jr. Title: Superintendent Applicant: Winston-Salem/Forsyth County Schools Date: 06/09/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>APPLICANT'S ORGANIZATION</b>
---------------------------------

Winston-Salem/Forsyth County Schools
--------------------------------------

<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix: Dr.	First Name: Donald	Middle Name: L
Last Name: Martin	Suffix: Jr.	
Title: Superintendent		

Signature: _____	Date: 06/09/2010
------------------	------------------

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA-Equitable Access STAR TIF Grant

File : S:\StaffShare\SADFS Documents\TIF Grant\Final Douments\GEPA - Equitable Access STAR TIF Grant.pdf

## 427 GEPA

Project STAR is directed to twelve high-need schools in the Winston-Salem/Forsyth County Schools (WS/FCS) district. Teacher placement is particularly difficult in the following areas: mathematics, sciences, English as a second language, and exceptional student populations. This project focuses on obtaining high quality teachers and staffs and reducing traditionally high turnover rates. GEPA issues will be addressed in the following areas: Recruitment, Retention, and Reward. For recruitment, the Project Director will work with the Director of Human Resources to participate in recruitment fairs focusing on obtaining more diversified teaching/staff populations. Teachers/staff will be recruited without regard to race, religion, color, sex, national origin, handicapping condition or financial disadvantage. In a system as diverse as WS/FCS, it is necessary that a diverse educator population be available to reach the district's most at-risk student populations. Particular attention will be given to recruitment in our geographical area's predominantly minority institutions which include Winston-Salem State University, North Carolina Agricultural and Technical University, and Bennet College. Consideration will also be given to gender inequities. For example, males with appropriate certification will be encouraged to apply for positions in elementary schools. With regards to retention, Project STAR's intent is to create individualized professional development plans based on the needs of the teaching staff. Attention will be focused on tailoring professional development based on data gathered on teacher strengths and weaknesses and offering specific rather than generic training. When training is offered, every effort will be made to ensure the content can easily be adapted to reach teachers and staff who have exceptionalities, for example, mobility issues, hearing or sight impairments. Examples of such adaptations might

**PROJECT STAR<sup>3</sup>/WSFCS**

include considerations for locations of training sites, amplification devices, tape recorders, enlarged visual text, etc. Having recruited teachers and staff with diversity in mind, the project will focus on reducing turnover rates and keeping the most qualified staff. GEPA efforts focused on reward will include provisions for every employee to be eligible for differentiated compensation. This incentive pay plan will be substantial enough to recruit qualified teachers/staff from a variety of backgrounds and compensate them to effectively improve the quality of the educational experience for all students.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Dr. Wayne A Foster

Address:

\* Street1: [REDACTED]  
 Street2:  
 \* City: [REDACTED]  
 County:  
 \* State: [REDACTED]

\* Phone Number (give area code) Fax Number (give area code)  
 [REDACTED] [REDACTED]

Email Address:

[REDACTED]

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: B1, B2

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Project Star3 Human Subject Exemption, WSFCS  
 File : S:\StaffShare\SADFS Documents\TIF Grant\Final Douments\Project Star3 Human



## **Supplemental Information Required for Department of Education Grants**

### **Teacher Incentive Fund CFDA 84.385, Project STAR<sup>3</sup>, WS/FCS**

Project Star<sup>3</sup> is exempt from Human Subjects Regulations under Exemptions B1 and B2. Much of the data will be collected in commonly accepted educational settings involving normal educational practices (Exemption B1). The settings are classrooms or meetings of teachers in professional learning teams in schools. The practices include instruction, professional teaming, and observations for evaluative purposes. Data to be collected in this category includes teacher observations, artifacts such as minutes from professional learning teams, and record-keeping of student progress pertaining to the modified Response to Intervention. The other data to be collected will be de-identified for purposes of the evaluation; that is the identity of students and staff will not be revealed to the researchers. Databases of student achievement test scores tied to individual teachers, grade-level teams, and schools will be provided without identifying information. Survey, interview, and focus group data will likewise not be identified by individual.

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Project Abstract - Project STAR WSFCS TIF Grant** Pages: **0** Uploaded File: **S:\StaffShare\SADFS Documents\TIF Grant\Final Documents\Project Abstract - Project STAR WSFCS TIF Grant.pdf**

**Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding)**

**Applying for: TIF Evaluation Competition**

The Winston-Salem/Forsyth County Schools, North Carolina seeks to fully develop and implement an educational model to improve student achievement in its high-need schools through improved teacher recruitment, retention, and reward. Project STAR<sup>3</sup> will address the problem of high teacher turnover rate in hard-to-staff areas. In addition, the proposed project will directly address the need for staffs at high-need schools to focus on high-quality, sustained professional development for the individual. Finally, Project STAR<sup>3</sup> will address student achievement in a deliberate, data-driven, value-added approach to ensure informed decisions about instruction.

Project STAR<sup>3</sup> will **recruit** teachers in hard-to-staff areas by providing an attractive signing bonus to established, effective teachers. The project will **retain** teachers and administrators through pervasive professional development that is aligned with the North Carolina Teacher Evaluation Process and the North Carolina Principal Evaluation Process. Project STAR<sup>3</sup> will **reward** effective teachers, principals, and other personnel through a differentiated incentive pay plan that is substantial enough to result in behavioral, systemic change.

In order to fully implement the project, instructional coaches will be utilized to ensure the saturation of the educational model at the school level. The project seeks to support twelve schools to maximize the impact on high-need students at high-need schools. Through the recruitment, retention, and rewarding of effective teachers, student achievement will improve at high-need schools through the implementation of Project STAR<sup>3</sup>.

**Winston-Salem/Forsyth County Schools**

# Project Narrative

## Application Narrative

### Attachment 1:

Title: **Project Narrative STAR3, WSFCS Pages: 0** Uploaded File: **S:\StaffShare\SADFS Documents\TIF Grant\Final Documents\Project Narrative STAR3, WSFCS.pdf**

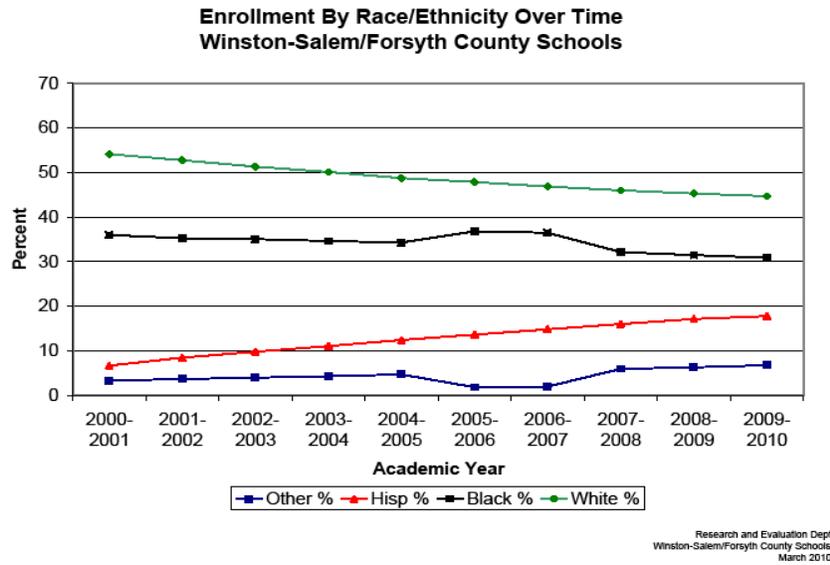
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**A. Need for the Project (10 points)**

Winston-Salem/Forsyth County Schools (WS/FCS) is an urban district in North Carolina that serves approximately 52,000 students with 81 schools and is the 5<sup>th</sup> largest school system in the state and the 83<sup>rd</sup> largest in the nation. The system has 42 elementary schools, 15 middle schools, 14 high schools, and 10 non-traditional schools in the 446 square-mile county.

The WS/FCS district has 45% white, 31% black, 18% Hispanic, 2% Asian, 4% multiracial, and less than 1% American Indian students. Fifty-two percent of students receive free-and-reduced lunch with some schools in the district having higher percentages as well as minority isolation. Within the WS/FCS district, the student population is changing. Over the past decade, the white student population has decreased from 54% to 45%. Over this same decade, the minority population has increased; however, the makeup has shifted. The African-American population has been decreasing, from 36% to 31%, and the Hispanic and “other” (multi-racial, Asian, and American Indian) populations have been increasing: Hispanic from 7% to 18% and “other” from 3% to 7%.



North Carolina is recognized as a national leader in the development of state curriculum standards, high quality assessments, and innovative accountability. Statewide standards-based assessment began in the mid-1980s, and a student growth component was part of the state’s accountability program beginning in 1997. Although not part of the accountability program, the SAS Educational Value-Added Assessment System (EVAAS) software package has been provided by the North Carolina Department of Public Instruction (NCDPI) to local education agencies (LEA), free of charge, since 2007. Evidence of the state’s progress in student achievement is provided by results on the National Assessment of Educational Progress and on the SAT. Once scoring well below other states on these measures, North Carolina has out-paced the nation and now consistently scores near or above national averages. A major overhaul of the state’s curriculum, assessment, and accountability systems is currently underway. Called the Framework for Change, the initiatives are led by the department’s Accountability and Curriculum Reform Effort. Goals include a more balanced assessment system, with increased

focus on formative and benchmark testing, as well as more sophisticated, value-added measures of student growth. North Carolina was one of the first states to adopt the Common Core State Standards, again demonstrating its commitment to rigorous standards and accountability.

WS/FCS has embraced and supported state efforts to develop rigorous standards and measures of student growth. Superintendent Dr. Don Martin has held his position since 1984, making him one of the longest tenured superintendents of a large school district in the nation. In 1997, he put in place a bonus pay plan for teachers, where teachers receive extra pay for working in our highest needs schools. WS/FCS has a standing committee on teacher compensation, comprised of teachers and led by the Director of Human Resources. Dr. Martin served on the state's Blue Ribbon Commission, which developed the blueprint for the Framework for Change reform effort. He is strongly in favor of differentiated teacher pay, especially for those serving in high-need schools. He has followed the national movement toward differentiated pay with great interest. We are currently participating in the Teacher Transfer Initiative, where teachers judged to be effective in promoting student growth receive incentives to stay in or transfer to high-need schools. Early results from an internal study appear promising. For example, one of our elementary teachers achieved 40% higher proficiency as compared to other teachers in that school. Several other teachers are showing similar results.

### **Core Elements of the PBCS and a Potential Planning Period**

**(a) The PBCS will have a plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large components of its PBCS.**

Winston-Salem/Forsyth County Schools will develop a communication plan for Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) to ensure that all stakeholders have a clear understanding and provide needed input for the successful

implementation of the project. The Superintendent is vested in this project and has the support of his Senior Staff (Assistant Superintendents in all areas) to ensure that all schools and personnel are well informed. The local teachers association, North Carolina Association of Educators (Forsyth County Branch), will provide input during the roll out of the project. The union will aid the district in providing adequate communication to all teachers and personnel in the district as well as the community. The developed public communication will be in place by December 2010 upon receipt of the grant and will begin January 1, 2011.

Upon receiving this federal grant award, the Superintendent will communicate with his Senior Staff, Leadership Team, Data Team, Parent Advisory Committee, Teacher Advisory Committee, Student Advisory Committee, Classified Employees, as well as the principals involved. Each staff will be well informed of the goals of the project, and school-based teams will be developed for input and understanding. The Superintendent along with the project director will develop a TIF Implementation Team for Project STAR<sup>3</sup>. This team will begin a public relations initiative to effectively market the need to recruit, retain, and reward strong teachers for the schools involved in January.

**(b) The PBCS will have the involvement and support of teachers, administrators, and other personnel (including input from them) and the involvement and support of unions in participating LEAs.**

Dialogue has taken place with the Superintendent, Senior Staff, administrators in the schools, and NCAE representatives during the writing of the TIF proposal. Upon receiving the grant, the district plans to work extensively to get input and involvement with all stakeholders including principals and teachers as well as other personnel so that Project STAR<sup>3</sup> will be implemented effectively within the context of each school. The TIF Implementation Team will

meet weekly to ensure that all of the core elements including the communication plan are in place by December 30, 2010. The TIF Implementation Team will solicit school-based teams (School STAR teams) to provide input for the process and will consist of administrators, grade-level representatives, and classified personnel. These representatives will communicate with the groups they represent in the building. The 5-Year Implementation Plan will be developed through the TIF Implementation Team facilitating the School STAR Teams. Ongoing conversations and input from NCAE will be a critical component of the process as they represent the voice of the teachers and other support personnel in the district. The district team will meet with NCAE each month the first year to ensure effective input from the union and continue throughout the rest of the project duration. The school-based teams will meet once a week during the planning period and once a month thereafter.

What?	Who?	When?
TIF Implementation Team	Senior Staff Representative, Project Director, Personnel Representatives, Data Representatives, Evaluation Representatives, Instructional Representatives	Meet weekly during the planning period and monthly thereafter

What?	Who?	When?
School-Based STAR Team	Administration, Teacher representatives from each grade level, Teacher representatives from each content area, Teacher Assistants, Classified Employees, Parent	Meet weekly during the planning period and monthly thereafter
North Carolina Association of Educators (Forsyth County)	NCAE Representatives, Project Director, Representatives from the TIF Implementation Team, Representatives from the School-Based STAR Team	Meet monthly during the planning period and quarterly thereafter

**(c) The PBCS will provide rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations conducted at least twice during the school year.**

Project STAR<sup>3</sup> will strive to be completely transparent and fair about determining the effectiveness of the teachers and administrators at the high-need schools involved. Through clear and open communication, teachers will be aware from the very beginning about the methods

being used to determine effectiveness. By using tools that are already in place, Project STAR<sup>3</sup> personnel will be utilizing rigorous measures as defined by the North Carolina Department of Public Instruction.

Although EVAAS is not part of the state accountability program, WS/FCS has fully embraced EVAAS since it was first introduced in North Carolina. We immediately embarked on a comprehensive training program for district and school administrators and school staffs. As teacher reporting was developed within the state, WS/FCS was among the first LEAs to provide the necessary student-teacher linkage data so that we could receive teacher reports. EVAAS reports are central to our own evaluation of school and staff performance. We enjoy a close working relationship with SAS. They have supported our training efforts and have provided us with EVAAS measures that are not provided through the state contract, such as a single effectiveness composite for each school. SAS has provided us with spreadsheets of EVAAS data to enable us to create our own reports. SAS has accommodated our request to develop predictions from assessments available locally, so that more grade levels can be included in our EVAAS reports. It is with full confidence that we propose to use SAS EVAAS as our value-added measure of student academic growth.

North Carolina has a long history of developing high-quality professional teaching and leadership standards and evaluation systems. The North Carolina Professional Teaching Standards Commission has defined what teachers need to know and do to teach students in the 21<sup>st</sup> century. The NCDPI partnered with McREL to develop evaluation instruments for educators based on its Framework for 21st Century Learning and North Carolina state standards. The evaluation instruments McREL developed have been field-tested and analyzed for validity and

reliability ([www.McRel.org](http://www.McRel.org)). The evaluation instruments include the development of a portfolio, which includes artifacts to provide evidence to support the ratings.

We will adapt these observation tools for teachers and principals for this project and train teams to conduct teacher observations twice per year. Inter-rater reliability will be brought to high levels (e.g., 0.85) during the development of the rubrics and checked periodically throughout. If necessary, re-training of the observer teams will be provided. Professional development for teachers will be custom-designed for individuals, based on the needs brought out during the observations, in order to meet their particular needs and strengthen their instructional effectiveness.

**(d) The PBCS will provide a data-management system that can link student achievement data to teacher and principal payroll and human resource systems.**

In cooperation with our Human Resources and Financial Services Departments, we have developed a plan to merge necessary information about personnel at the target schools with the necessary EVAAS information, so that we can provide flat dollar amounts to Financial Services to pay out incentive bonuses. The plan involves a multi-tiered Excel spreadsheet connected to an ACCESS database in order to track the sophisticated data necessary for the differentiated incentive pay and other data collection necessary for Project STAR<sup>3</sup>. The Financial Services Department is experienced with annual performance bonuses because of the state's accountability program. In addition, our district has a standing Data Steering Committee which functions to find workable solutions to any challenges involving data.

**(e) The PBCS will provide a plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS and receive**

**professional development that enables them to use data generated by these measures to improve their practice.**

The WS/FCS Director of Research and Evaluation has been involved with North Carolina state testing and accountability systems since 1986 at the state level and at several school districts. She has served as the lead EVAAS trainer and is recognized across the state and by SAS as an effective EVAAS trainer. She serves on the NCDPI Technical Advisory Council and on the state's External Stakeholder Committee for the Accountability and Curriculum Reform Effort.

Given our interest, experience, and expertise with bonus pay plans and student growth measures, WS/FCS is well poised to carry out the proposed project. Our proposal is entirely in keeping with the change efforts of the State of North Carolina, within both the accountability system and teacher and principal evaluations. We propose a planning period of three months to put in place a structure for effective communication about our performance-based compensation system; continue the involvement of teachers, administrators, and other school staff in the development of the pay plan; develop rubrics for determining teacher effectiveness in non-tested grades and subjects; develop the necessary observation protocols and rubrics and establish high inter-rater reliability; develop the professional development timeline including training on the new observation instrument and EVAAS; select and/or administer assessments in grades K, 1 and 2; and build the standalone component of the data management system.

**Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals**

The PBCS for Project STAR<sup>3</sup> provides three differentiated levels of incentive compensation for effective teachers and two tiers of compensation for effective principals. Each level is directly connected to student growth of a targeted group of students and is proportional to

the size of the group involved. An eligible teacher who receives all three levels of incentive pay will increase his or her annual earnings by an average of 10%, and a principal who receives both levels of incentive pay will increase his or her annual earnings by an average of 5%. This amount is substantial enough, when combined with sustained professional development, to result in behavioral changes that will positively impact student achievement over time.

**Priority 2: Fiscal Sustainability of the PBCS**

The WS/FCS sees Project STAR<sup>3</sup> as a pilot for providing meaningful compensation to all of its high-need schools. If the incentive pay project is successful in improving student achievement, the WS/FCS will adopt a similar plan in the remaining high-need schools. Therefore, the fiscal sustainability is crucial to the overall implementation of Project STAR<sup>3</sup>. During the duration of the project, the WS/FCS will assume greater fiscal responsibility by utilizing other federal, state, and locally provided funds in increasing percentages to wean reliability from the grant-provided funds.

**Priority 3: Comprehensive Approaches to the PBCS**

The WS/FCS is implementing its educational model in the identified high-need schools with the addition of differentiated incentive pay. If the incentive pay successfully and significantly increases student achievement, then the WS/FCS will adopt the strategy for implementation in more of its high-need schools. This strategy has the potential for changing the way the entire district perceives the working conditions in hard-to-staff working environments. Through the use of EVAAS data and the North Carolina Teacher Evaluation Process, the WS/FCS will strive to measure teacher effectiveness in order to inform decisions about teacher retention and tenure both during and after the duration of the project.

**Priority 4: Use of Value-Added Measures of Student Achievement**

EVAAS (Educational Value-Added Assessment System) is, by its very definition, a value-added measure of student achievement. EVAAS is the tool that the WS/FCS uses to determine student growth over time and is the assessment system by which Project STAR<sup>3</sup> will determine teacher effectiveness. Through our close relationship with SAS, the originating company for EVAAS, we will be able to collect and track sophisticated data. Our teachers are familiar with EVAAS and have a working knowledge of its intricacies, so ongoing professional development will make communication of this component feasible and manageable.

**Priority 5: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools**

At the time of this application, 57% of middle school vacant positions are in the hard-to-staff areas of mathematics, science, English language acquisition, and special education. Our district embraces the opportunity to reach out to recruit high-quality individuals to fill these positions. Through the incentive of a [REDACTED] sign-on bonus to effective individuals, we hope to improve the quality of teachers being recruited to our high-need schools identified for Project STAR<sup>3</sup>. Through the pervasive, sustained professional development and incentive pay strategies, we expect to retain high-quality teachers to reduce the high teacher turnover rate at the identified schools. Our public relations plan outlines the methodology for clear, transparent communication to all stakeholders about the opportunities available through Project STAR<sup>3</sup>.

**Priority 6: New Applicants to the Teacher Incentive Fund**

The Winston-Salem Forsyth County Schools is a new eligible entity that has not previously been awarded a grant under the TIF program.

**1. The high-need schools whose educators would be part of the PBCS have difficulty--**

**i. Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects, such as mathematics, science, English language acquisition, and special education.**

**ii. Retaining highly qualified or effective teachers and principals.**

The WS/FCS district desires additional support to build a quality teacher workforce to address the changing needs in its schools. The district needs to recruit and retain highly qualified staff in all areas and especially those areas that are hard to staff: mathematics, science, English language acquisition (ESOL), and Exceptional Children (EC). High poverty schools experience fewer applicants in these subjects. In partnership with the University of North Carolina at Greensboro, we have identified these subject areas as hard to staff and will work closely with their teacher preparation program. The students recruited from this university will be more likely to come to the district's high-need schools if incentive pay and support is provided. Studies have shown that if given a choice many teachers would not teach in poor communities because hard-to-staff schools serve children with more needs and teachers are not necessarily compensated to reflect the extra work (Ferguson, R. (Summer 1991) Paying for public education: new evidence on how and why money matters. *Harvard Journal of Legislation*, 28, 465-98). Often there are several openings in math, science, ESOL, and EC positions with very few applicants from whom to choose. A principal at one of our high-need schools stated that he had "two science openings and two applicants," indicating that often schools of poverty must fill classrooms with who is available instead of who is capable. Currently in middle schools, our vacancies in math, science, ESOL, and EC account for 57% of all middle school vacancies. It is difficult to find quality staff that is able to be effective with high-need populations. These

students who have the greatest need for the most capable professionals are the students least likely to get them.

The district needs quality staff who will commit to stay and teach in high-need schools. Currently, teacher turnover is a substantial problem in the district. The turnover rate for first year teachers is 10%, second year teachers is 16.4%, and third year teachers is 16.1%. Exit interviews indicate that teachers are dissatisfied with teaching because of a lack of support. Professional learning teams and professional development would help alleviate their reasons for leaving.

Schools with high rates of poverty often have high teacher turnover. For example, Mineral Springs Middle School with 93% of its students eligible for free-and-reduced meals has a teacher turnover rate of 23%. This rate is 8% higher than the state rate for middle school teacher turnover. Easton Elementary School has 98% free-and-reduced lunch students with a teacher turnover rate of 17%. The state rate for teacher turnover at the elementary level is 11%. The proposed PBCS would help WS/FCS retain teachers in high-need schools.

The principal has turned over at least once at 11 of the 12 schools we are proposing since 2006. Two of the schools have turned over twice since then. High poverty schools often have high principal turnover as well as high teacher turnover, and we hope to retain effective leaders to make a real difference in these schools through incentive pay, support, and professional development.

**2. Student achievement in each of the identified schools is lower than in comparable schools in the LEA, or another LEA in the state in terms of size, grade levels, and poverty levels.**

The schools we have proposed are high-need schools in the Winston-Salem/Forsyth County Schools. Each school has over 50% free-and-reduced lunch, is minority isolated, and is

involved in Title I school improvement. Eight of the twelve schools are in “Corrective Action” or “Restructuring” under the Adequate Yearly Progress sanctions. These schools are comparable in North Carolina’s Performance Composite with the lowest composite in 2009 at 37.8 and the highest at 62.1. The details below outline the high need of these schools and how they compare to each other as well as across the district:

School	Jan/Feb 2010 F/R Lunch	2008-09 Teacher Turnover	2009 EVAAS	AYP Status/Sanctions
Ashley Elementary	89%	9%	-1.27	Year 2 Reading Year 1 Math
North Hills Elementary	63%	5%	-1.89	Year 1 Math
Kimberley Park Elementary	99%	19%	.36	
Middle Fork Elementary	84%	10%	.73	Year 3 Reading Year 2 Math Corrective action
Easton Elementary	98%	17%	-2.36	Year 3 Reading Year 2 Math Corrective action
Griffith Elementary	84%	12%	-2.67	Year 3 Reading Year 2 Math Corrective action

School	Jan/Feb 2010 F/R Lunch	2008-09 Teacher Turnover	2009 EVAAS	AYP Status/Sanctions
Hall Woodward Elementary	97%	9%	-.76	Year 3 Reading Corrective action
Old Town Elementary	95%	12%	.00	Year 3 Reading Corrective action
Hill Middle	96%	10%	1.05	Year 6 Reading Restructuring
Philo Middle	94%	14%	-2.10	Year 5 Reading Year 2 Restructuring
Mineral Springs Middle	93%	23%	.12	Year 3 Reading Year 2 Math Corrective action
Wiley Middle	73%	16%	-.21	Year 3 Reading Year 2 Math Corrective action

Comparison School in the District	Jan/Feb 2010 F/R Lunch	2008-09 Teacher Turnover	2009 EVAAS	AYP Status/Sanctions
Speas Elementary	90%	8%	.37	
Ibrahim Elementary	93%	11%	2.31	
Latham Elementary	99%	6%	2.20	Restructuring
Mineral Springs Elementary	95%	18%	1.12	
Northwest Middle	63%	19%	1.68	

The above tables show the schools in our district with similar free-and-reduced lunch percentages have higher student growth. The schools in Project STAR<sup>3</sup> are struggling to reach the same level of student achievement. The project will allow these schools to provide professional development that will scaffold teachers to improve their quality and ensure higher student growth.

The identified schools are high need as evidenced by the percentage of free-and-reduced lunch at each school. The teacher turnover and struggles with student achievement are pervasive and must be addressed. WS/FCS is committed to addressing these concerns of recruiting and retaining teachers in hard-to-staff areas as well as hard-to-staff schools. WS/FCS will develop and sustain a coherent and integrated process for strengthening the educator workforce.

In 2006, the North Carolina State Board of Education adopted a guiding mission that states: “*Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*” This ambitious mission led to the creation of the following goals:

- NC public schools will produce globally competitive students.
- *NC public schools will be led by 21<sup>st</sup> century professionals.*
- NC public school students will be healthy and responsible.
- *Leadership will guide innovation in NC public schools.*
- NC public schools will be governed and supported by 21st century systems.
- Additionally, the State Board detailed that every student should be: a critical thinker, a problem solver, an innovator, an effective communicator, an effective collaborator, a self-directed learner, globally aware, civically engaged, financially and economically literate, and information and media literate.

North Carolina is one of the nine states that is a member of the Partnership for 21st Century Skills, a leading advocacy organization composed of leaders in industry who are focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education that ensures every child’s success as a citizens and worker in the 21st century. The

Partnership encourages schools, districts, and states to advocate for the infusion of 21st century skills into education and provides tools and resources to help facilitate and drive change.

The new State Board of Education goals led to new teaching and administration standards and to a requirement that all teacher and principal preparation programs in North Carolina be “re-visioned” or “re-imagined” so they will be able to prepare teachers and school leaders to educate students for the 21<sup>st</sup> century. Initial licensure program drafts were submitted to the North Carolina Department of Public Instruction in July 1, 2009; programs were ready to implement their revisions by fall 2010.

These new standards, when realized, will promote professionalism, continuous self-improvement and learning, and they will demand that teachers and school leaders possess skills that have not been part of their preparation historically. When applied, these standards will help secure our students’ success in the global society. This context underscores the importance of partnerships between universities and school districts for the purpose of identifying appropriate teaching skills, creating relevant curricula, evaluating these new programs, and establishing new approaches to continuous improvement and learning.

We know that teachers are the key to students’ success (Darling-Hammond, 1999, Ingersoll, 2003; Pugach, 2006; Sanders & Rivers, 1998), that high-need schools are often the schools that have the least experienced teachers (Moore-Johnson, 2004), and that low performing schools are often lacking in strong leadership (Barth, 1991; Hargreaves & Fink, 2006; Smith & Fenstermacher, 1999). Project STAR<sup>3</sup> will address these concerns by recruiting and retaining the most qualified teachers to serve in the neediest schools. This project will empower these teachers to be supported through incentive pay, support, and professional development, as the

school district works to empower teacher leadership and provide a stable workforce prepared for the 21<sup>st</sup> century classroom. WS/FCS has developed a coherent and integrated strategy for strengthening the educator workforce. Project STAR<sup>3</sup> will continue our efforts in this area and will allow our schools to recruit and retain the best teachers.

**3. A definition of what is “comparable” for the purposes of paragraph (2) is established.**

For our purposes “comparable” means similar size, grade levels, percentage of free-and-reduced lunch, minority makeup, and student growth composite as detailed below.

Potential Schools For  
TIF Grant

Pair	School	2009-10 Enrollment	Jan/Feb 2010 F/R Lunch	2008-2010 Minority Makeup % Black % Hispanic		2008-09 Teacher Turnover	2008-09 Student Mobility	Single School Culture	2009 EVAAS Composite	2009 ABC Performance Composite	AYP Status Reading	AYP Status Math	AYP Sanctions	Equity+
#1	Ashley Elem	488	89.23%	70.7%	21.2%	9%	19%	No	-1.27	51.1	Year 2	Year 1		Yes
	North Hills Elem	389	98.11%	62.9%	29.0%	5%	34%	No	-1.89	47.4	Exited	Year 1		Yes
Comp	Speas Elem	378	89.68%	58.1%	30.7%	8%	37%	No	0.37	61.7	Exited	Year 1		Yes
#2	Middle Fork Elem	451	84.38%	50.1%	33.9%	10%	27%	Yes	0.73	43.8	Year 3	Year 2	Corrective Action	Yes
	Kimberly Park Elem	218	98.66%	74.3%	24.8%	19%	30%	Yes	0.36	47.2	Exited	Exited		Yes
Comp	Ibrahim Elem	421	92.74%	56.8%	20.9%	11%	26%	No	2.31	63.5	Year 2	--		Yes
#3	Easton Elem	576	97.72%	29.2%	65.3%	17%	30%	Yes	-2.36	46.4	Year 3	Year 2	Corrective Action	Yes
	Griffith Elem	592	84.33%	29.2%	48.8%	12%	26%	No	-2.67	60.4	--	Year 3	Corrective Action	Yes
Comp	Latham Elem	286	99.12%	30.5%	62.6%	6%	25%	No	2.20	55	Year 5	Exited	Restructuring	Yes
#4	Hall Woodward Elem	778	96.64%	28.4%	62.7%	9%	26%	Yes	-0.76	58.1	Year 3	Exited	Corrective Action	Yes
	Old Town Elem	603	95.39%	27.0%	66.0%	12%	25%	No	0.00	62.1	Year 3	Exited	Corrective Action	Yes
Comp	Mineral Springs Elem	719	95.21%	53.3%	36.7%	18%	23%	No	1.12	66.9	Exited	Year 1		Yes
#5	Hill Middle	291	96.04%	39.5%	53.7%	10%	40%	Yes	1.05	48.8	Year 6	Exited	Restructuring	Yes
	Philo Middle	358	93.44%	35.2%	50.6%	14%	36%	Yes	-2.10	37.8	Year 5	Year 2	Restructuring	Yes
#6	Mineral Springs Middle	518	92.53%	51.7%	33.6%	23%	20%	Yes	0.12	56.8	Year 3	Year 2	Corrective Action	Yes
	Wiley Middle	566	72.92%	39.0%	28.8%	16%	28%	Yes	-0.21	59.5				Yes
Comp	Northwest Middle	904	82.67%	39.4%	18.7%	19%	14%	Yes	1.69	74.7				Yes

For each pair of proposed elementary schools, we present a comparable school that exceeds the criteria of a high-need school. For the two pairs of middle schools, we offer a comparable school that surpasses the high-need school definition. The schools are comparable based on the percentage of free-and-reduced lunch recipients. However, the comparable schools outperformed

the high-need schools on the 2009 EVAAS composite. Most of the high-need schools have significantly higher teacher turnover rate as well as lower Performance Composite.

**B. Project Design (60 points)**

**1. The proposed PBCS is part of a proposed LEA strategy for improving the process by which each participating LEA rewards teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth.**

The proposed PBCS will reward effective educators in high-need schools serving high-need students, based upon student growth (campus-wide, grade-level, and classroom) as well as structured observations conducted twice each year. The use of EVAAS data is part of an LEA strategy dedicated to analyzing student growth as a measure of potential and actual achievement. In addition, the professional development domains and observation rubric are aligned with the North Carolina Teacher Evaluation Process (NCTEP), which is a state-mandated process. Therefore, the proposed PBCS is directly aligned to current local and state practices connected to teacher effectiveness. Upon successful completion of this project, the district will use the strategy of rewarding effective teachers, principals, and other personnel in all of its high-need schools. Consequently, the sustainability of this project has far reaching intentions.

**i. The methodology the LEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel includes valid and reliable measures of student growth.**

WS/FCS was one of the first North Carolina school districts to be provided with the SAS EVAAS software on a pilot basis. The WS/FCS district embraced both the EVAAS measures of

student growth for individuals and groups and the powerful reporting capabilities of the SAS software. EVAAS is based on the statistical methodology of Dr. William Sanders to measure the influence of teachers, schools, and school districts on year-to-year student growth. The SAS software, combined with Sanders' Value-Added methodology, provides schools with powerful tools to examine prior performance, reflect upon causes, and plan placements and interventions.

**ii. The participating LEA would use the proposed PBCS to provide performance awards that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school.**

The proposed PBCS will affect the overall sense of community at the high-need schools. The desired outcome is to provide encouragement for all stakeholders to cooperate in order to raise student achievement in all classrooms, across all grade levels, for the benefit of all children. Our hope is that the incentive pay will breed the retention of effective educators who are excited about where they work and who are successful at what they do. To accomplish that goal, the PBCS is set up according to a multi-tier system of incentive compensation.

In order to recruit effective teachers to the target high-need schools, we will provide [REDACTED] sign-on bonuses for teachers to serve in hard-to-staff positions, who commit to teach at the school for the upcoming year, complete required professional development, and complete the required change assessment prior to the start of the school year. The following charts illustrate the foundation of our proposed bonus pay plan. Note that for the first two years, incentive payments will be for growth that is one standard error or more above the state average. For the second two years, this increases to one-and-one-half a standard error.

**Winston-Salem/Forsyth County Schools  
 Incentive Pay Plan for Project STAR<sup>3</sup>: Annual Bonuses for Elementary Schools  
 (Note: All part-time staff will receive pro-rated amounts based on their work hours.)**

Step	Administrators		Instructional Staff				Teacher/ Student Support Staff <sup>e</sup>	Admin & Operation s Support Staff <sup>f</sup>
	Principal	Assistant Principal	Core Teacher <sup>a</sup>	Core TA <sup>b</sup>	Non-Core Teacher <sup>c</sup>	Non-Core TA <sup>d</sup>		
<b>Step 1 – Whole School Performance</b> Campus composite using EVAAS (Grades K-5)								
<b>Step2 – Grade-Level Performance</b> Grade-level composite using EVAAS (Grades K-5)								
<b>Step 3 – Teacher-Level Performance</b> Teacher composite using EVAAS (Grades K-5) plus teacher observations								
<b>Step 4 – Leadership Roles</b> Effective teachers in roles of mentors, master teachers, or tutors								
<b>Total Potential Payout Per Employee</b>								

<sup>a</sup>Core Teacher includes Elementary grade level teachers (K-5), and ESL or EC teachers in self-contained classrooms teaching core subjects or in co-teaching classrooms. <sup>b</sup>Core TA includes all Teacher Assistants in Core classrooms (as defined above).  
<sup>c</sup>Non-Core Teacher includes all non-core teachers, primary reading teachers, and media coordinators.  
<sup>d</sup>Non-Core TA includes all non-core teaching assistants.  
<sup>e</sup>Teacher/Student Support staff includes curriculum coordinators, school-based instructional coaches, guidance counselors, social workers, nurses, speech therapists, home-school coordinators, psychologists, pre-K teachers, pre-K assistants, media assistants, and technology coordinators.  
<sup>f</sup>Administrative & Operations Support Staff includes administrative assistants, secretaries, NCWISE managers, custodial staff, cafeteria managers, and cafeteria workers

**Winston-Salem/Forsyth County Schools  
 Incentive Pay Plan for Project STAR<sup>3</sup>: Annual Bonuses for Middle Schools  
 (Note: All part-time staff will receive pro-rated amounts based on their work hours.)**

Step	Administrators		Instructional Staff			Teacher/ Student Support Staff <sup>d</sup>	Admin & Operat ions Support Staff <sup>e</sup>
	Principal	Assistant Principal	Core Teacher <sup>a</sup>	Non-Core Teachers <sup>b</sup>	TA <sup>c</sup>		
<b>Step 1 – Whole School Performance</b> Campus composite using EVAAS (Grades K-5)							
<b>Step2 – Grade-Level Performance</b> Grade-level composite using EVAAS (Grades K-5)							
<b>Step 3 – Teacher-Level Performance</b> Teacher composite using EVAAS (Grades K-5) plus teacher observations							
<b>Step 4 – Leadership Roles</b> Effective teachers in roles of mentors, master teachers, or tutors							
<b>Total Potential Payout Per Employee</b>							

<sup>a</sup>Core Teacher include Middle School Math, Science, and Language Arts teachers, and ESL or EC teachers in self-contained classrooms teaching core subjects or in co-teaching classrooms.  
<sup>b</sup>Non-Core Teacher includes all non-core teachers and media coordinators.  
<sup>c</sup>TA includes all teacher assistants.  
<sup>d</sup>Teacher/Student Support staff includes curriculum coordinators, school-based instructional coaches, guidance counselors, social workers, nurses, speech therapists, home-school coordinators, psychologists, media assistants, and technology coordinators.  
<sup>e</sup>Administrative & Operations Support Staff includes administrative assistants, secretaries, NCWISE managers, custodial staff, cafeteria managers, and cafeteria workers.

The maximum payout for principals and assistant principals is approximately five percent of the average salary. The maximum payout for teachers and assistant teachers is around 10 percent of the average salary. Core teachers in tested grades receive bigger bonuses than those in non-tested grades. The top payouts are more than three times the lowest possible payout. Our conversations with school administrators affirm these awards are of sufficient size to be meaningful. The potential payout is considerably larger than the across the board Equity Plus bonuses that we have in place. Equity Plus schools are elementary schools with at least 75% of students eligible for free- or reduced-price lunch, and 50% for middle schools.

SAS EVAAS provides value-added measures for Project STAR<sup>3</sup>. These measures have been in use for many years, including within the WSFCS. These measures are perceived as valid, with useful reports to plan for improved, targeted instruction. We propose a gradient differentiated incentive scale. We propose to provide incentive pay for all staff in schools that demonstrate student growth, additional incentive pay for administrators and instructional staff for demonstrated grade level growth, and additional incentive pay for effective teachers and assistants in classrooms with demonstrated student growth.

Effective teachers will have the opportunity to take on leadership roles, which also will carry incentive pay. These leadership roles are to support other teachers to become effective teachers and to tutor high needs students. The plan is identical for elementary schools and middle schools in concept. The difference is that elementary schools serve six grades (grades K through 5), while middle schools serve only three (grades 6 through 8). The doubling of the “per grade” payment for middle school administrators is to equalize the potential maximum payout for middle school principals as compared to elementary.

The variety of opportunities for incentive pay for our proposed PBCS is significant. Educators can earn incentive pay in one or all of the categories, depending upon their performance and the performance of their students. Therefore, the motivation to improve student achievement, be proficient in the professional development activities, and contribute to the school community should be self-motivating, given the level of support to be provided.

**iii. The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.**

For the purposes of Project STAR<sup>3</sup>, effective teachers are (a) those who achieve at least “proficient” ratings on all domains of the Classroom Observation rubric, and (b) those whose aggregated student growth is at least one standard error above the average growth (teacher effect) for the state. First, teachers will be evaluated two times each year by a team of trained observers who utilize the Classroom Observation rubric as the assessment tool. Individuals must receive a rating of “proficient” in all criteria of the rubric in order to be deemed “effective” in this area. Second, a teacher’s EVAAS data will be analyzed for effectiveness by utilizing the aggregated student growth. The growth must be at least one standard error above the average growth for the state. Principals and other personnel will be compensated based on teacher effectiveness at the classroom, grade level, and schoolwide level.

**2. The proposed PBCS has the involvement, support, and input of teachers, principals, and other personnel.**

Project STAR<sup>3</sup> will have a communication plan to ensure that all stakeholders have a clear understanding of its purpose, mission, and implementation process. The Superintendent and

Senior Staff are committed to ensuring that all involved school personnel are well informed. The NCAE has engaged in early dialogue and will continue to provide input as well as communication support during the course of the project. The developed public relations plan will be in place by December 2010 and will begin January 1, 2011.

The Superintendent will lead the early communication efforts by presenting an overview of Project STAR<sup>3</sup> to the following groups of stakeholders: Senior Staff, Leadership Team, Data Team, Parent Advisory Committee, Teacher Advisory Committee, Student Advisory Committee, Classified Employees, and involved principals. The project director will chair a TIF Implementation Team to guide the planning and district-level implementation. In addition, the project director will work with the principals to inform each school's staff of the goals of the project and to develop teams for input and understanding.

The district will seek the input of stakeholders including teachers and administrators so that Project STAR<sup>3</sup> will be implemented effectively within the context of each school. The TIF Implementation Team will meet weekly to ensure that the core elements are in place by December 30, 2010, including the communication plan. The school-based teams (STAR Teams) will provide input for the process at the school level and will include grade-level representatives, classified personnel, and administrators. Each member of the STAR team will report back to its respective constituency. The 5-year Implementation Plan will be developed through the TIF Implementation Team facilitating the STAR Teams with ongoing input from NCAE. The district team will meet with NCAE each month the first year to ensure effective input from the union and ongoing throughout the rest of the project's duration. The STAR teams will meet once a week during the planning period and once a month thereafter.

**3. The proposed PBCS includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year.**

The evaluation system for Project STAR<sup>3</sup> will be cloaked in transparency and fairness. Educators will receive full disclosure about the definition and methodology for determining effectiveness from the beginning of the project's implementation. The proposed PBCS is rigorous due to the increasing level of expectation necessary for meeting the effectiveness bar as the project progresses.

### **Student Growth**

WS/FCS firmly believes that all school district staff impact student outcomes, including student achievement. North Carolina schools and districts have found with the state's pay plan that morale is clearly affected by which staff members are included and excluded in the reward plan. It is for this reason that our incentive pay plan includes rewards for all staff in schools that achieve an EVAAS campus composite that is at least one standard error above the state average (see the chart on pages 22 and 23). The next tier of reward is for grade level growth. All instructional staff members that serve a grade level achieving grade level growth that is at least one standard error above the state average will receive bonuses differentiated by position and percent of time spent serving that grade. Teachers and assistants that achieve classroom level growth that is at least one standard error above the state average will receive bonuses differentiated by position and percent of time spent serving that classroom. In order to be eligible for the pay for classroom growth, the teacher must also be at least at the proficient level on all

strands of the Classroom Observation rubric. The standard for student growth will increase to one-and-a-half standard error above the state average for years 4 and 5 of Project STAR<sup>3</sup>.

### **Classroom Observations**

North Carolina has a long history of developing high-quality professional teaching and leadership standards and evaluation systems. The North Carolina Professional Teaching Standards Commission has defined what teachers need to know and do to teach students in the 21<sup>st</sup> century. The NCDPI partnered with McREL to develop evaluation instruments for educators based on its Framework for 21st Century Learning and North Carolina state standards. The evaluation instruments McREL developed have been field-tested and analyzed for validity and reliability ([www.McRel.org](http://www.McRel.org)) and are the foundation for the NCTEP. The Standards for teachers are as follows:

- I. Teachers Demonstrate Leadership
- II. Teachers Establish a Respectful Environment for a Diverse Population of Students
- III. Teachers Know the Content they teach
- IV. Teachers Facilitate Learning for Their Students.
- V. Teachers Reflect on Their Practice

The Standards for principals, as outlined in the NCPEP, are as follows:

- I. Strategic Leadership
- II. Instructional Leadership
- III. Cultural Leadership
- IV. Human Resource Leadership
- V. Managerial Leadership
- VI. External Development Leadership

VII. Micro-political Leadership

The North Carolina evaluation system for teachers is designed to be used once per year for new teachers and once every three years for experienced teachers. WS/FCS will develop an observation system for teachers based on the NCTEP. By the end of the planning period, we will develop a shorter Classroom Observation rubric for use for all teachers two times per year. The observations will be conducted by our trained evaluation team, freeing the principals to conduct their observations and evaluations as usual. The inter-rater reliability of the shortened observation rating system will be brought to high levels (e.g., 0.85) during the planning period.

Because the principal evaluation process involves an annual multi-step process conducted by the Superintendent or his/her designee, the Principal Evaluation is adequate for purposes of this project. Both the Teacher and Principal Evaluation Handbooks are provided.

**4. The proposed PBCS includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement data to teacher and principal payroll and human resources systems.**

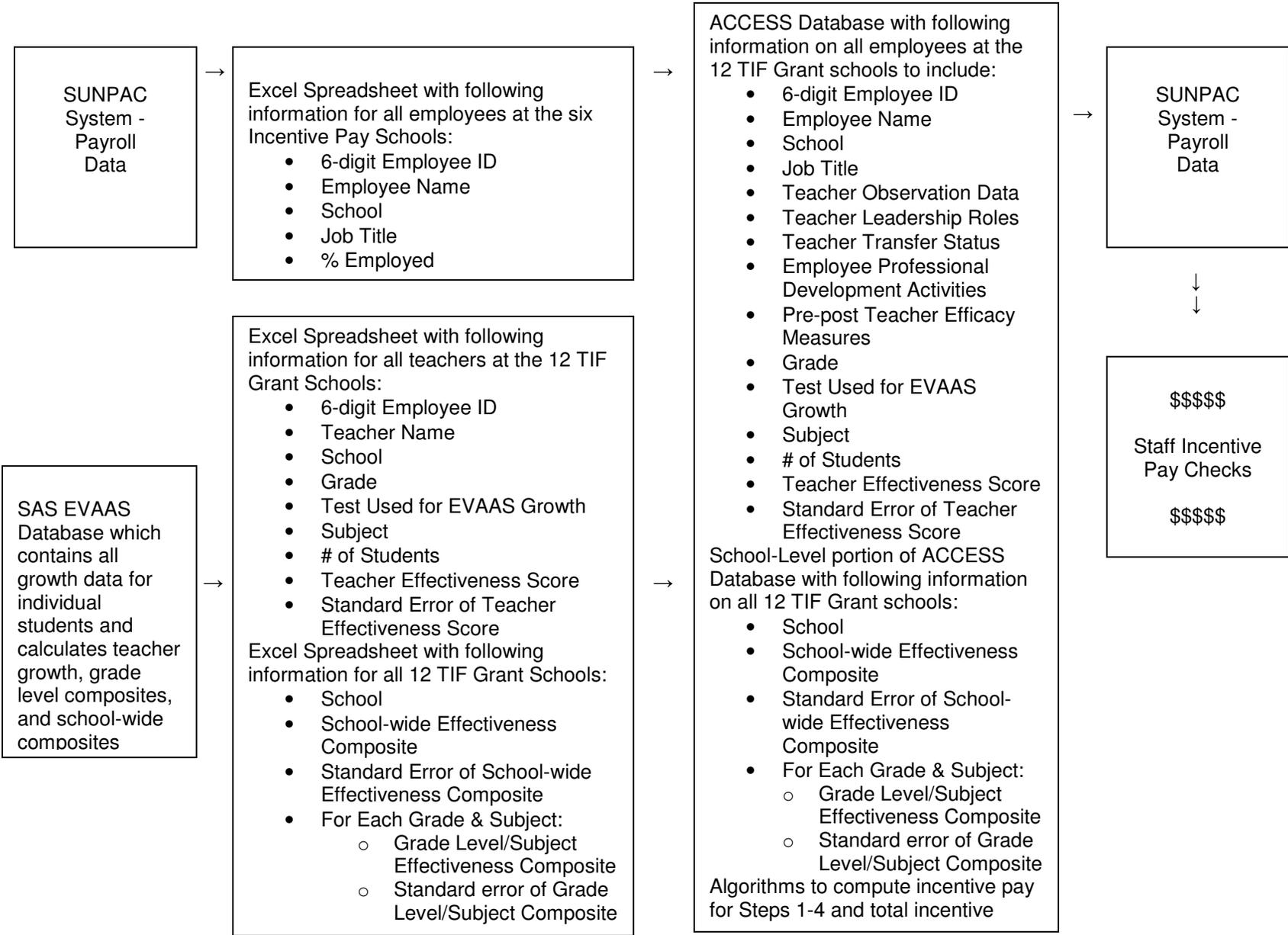
Currently, WS/FCS employee payroll information is stored in and processed using SUNPAC software. This system will be used to output an Excel spreadsheet containing employee ID, name, school, job title, and percent of time employed for all employees in the selected schools in the district.

Individual teacher effectiveness data by subject for Grades 4-8 and schoolwide growth composites are currently provided to the district through SAS EVAAS. SAS Institute has agreed to provide additional data for this project, such as individual teacher effectiveness data for K-3 and grade-level effectiveness for K-8. SAS will provide the district with an Excel spreadsheet

containing the individual teacher effectiveness data and a second spreadsheet providing grade-level and schoolwide composite effectiveness data.

During the planning period of Project STAR<sup>3</sup>, the project director will work with the Department of Human Resources to develop an ACCESS database. This database will contain multiple linked tables. The original table will be input from the Excel spreadsheet created by SUNPAC. A second table will link each teacher assistant to a specific grade level and teacher. A third table will identify the amount of time spent working with each grade level for each non-core instructional staff member. Additional tables will capture teacher observation data, teacher leadership roles, transfer status of teachers, pre-post teacher efficacy measures, and professional development activities attended or completed by all staff. Finally, the database will import the Excel spreadsheet from SAS which contains teacher-level, grade-level, and schoolwide effectiveness data along with algorithms for computing incentive pay for all employees.

At the end of the school year, after all student achievement data has been scanned, cleaned, uploaded to NCDPI, and processed through SAS EVAAS, SAS will provide the district with the effectiveness data. Once this data is imported into the WS/FCS Project STAR<sup>3</sup> database, incentive pay will be calculated for each employee at the 6 differentiated incentive pay schools. An Excel spreadsheet will be output from the Project STAR<sup>3</sup> database which contains employee name, ID, incentive payout amounts for each step in the Incentive Pay Schedule, and total incentive payout. This information will be input into the SUNPAC payroll system and incentive checks produced.



**5. The proposed PBCS incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.**

**(1) The professional development plan is based on needs assessed at the high-need schools participating in the applicant’s proposed PBCS or LEA-wide.**

Section A3 of the needs assessment in this narrative explains how the identified schools are assessed as high-need schools. These classifications are based on similar size, grade levels, percentage of free-and-reduced lunch, minority makeup and student growth composite. The professional development outlined in this section will highlight how the professional development is catered to high-need schools.

### **Overview of Professional Development**

High-quality professional development is central to Project STAR<sup>3</sup>. Increasing the capacity of teachers and principals in order to raise student achievement can only occur through extensive development of instructional capacity as well as educators’ internal capacity. By aligning the professional development with state-mandated structures, the comprehensive professional development plan is ensured to assist educators in increasing their ability to serve in high-need schools and achieve the goals of the PBCS. Building individual capacity also increases school-level capacity. Administrators, working in conjunction with the individual teachers, will work together to create professional development plans that will meet the needs not only of the teachers and but also the capacity within the school. More specifically, the educational paradigm described in this proposal includes processes and systems that may be very new for individual

schools. The goal of professional development is to enhance the probability that individuals have the capacity to actively and positively participate in the implementation. In order to appreciate the necessity for a comprehensive professional development plan, the structural and process changes relative to the PBCS must be understood.

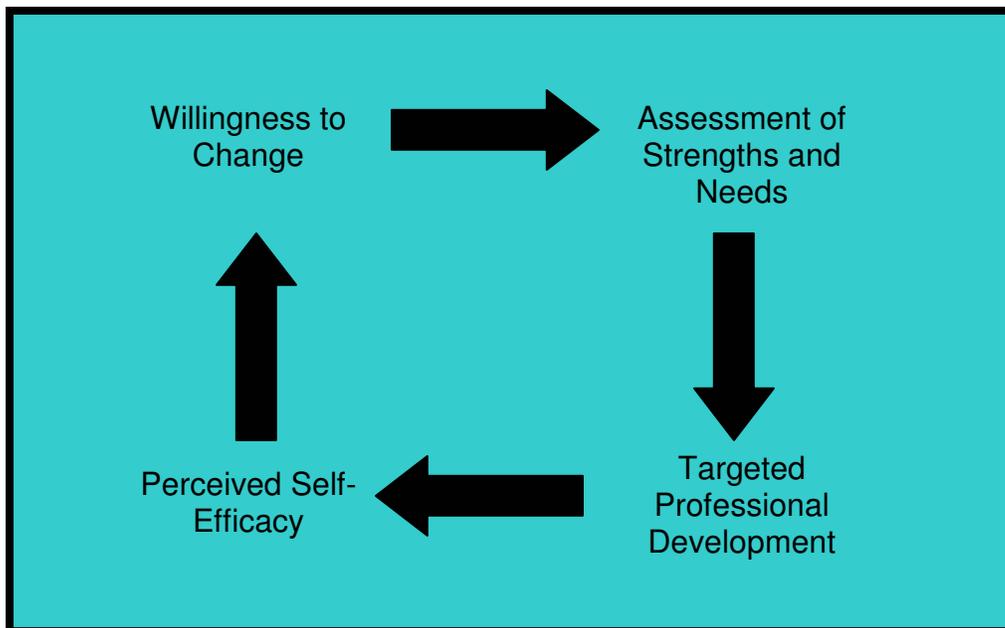
**The Professional Learning Team (PLT)** will be the venue for addressing core instruction. The educators within the school must thoroughly understand the rationale and workings of the PLT. With the PLT, teachers will unpack the standards of the grade/subject level curriculum. They will create common assessments and use formal procedures for determining whether they have been successful in the core instructional objectives. Teachers must, therefore, have strong content knowledge and equally strong and curricularly-appropriate techniques for delivering instruction. All of these are fostered with the PLT process.

**The Learning Focused model** is the standard for delivering instruction and has been adopted by the WS/FCS at the secondary level. From a combination of meta-analysis research by Robert Marzano and the Department of Education, over 30 strategies were found to influence learning. The five strategies that consistently show the strongest correlation between use and student achievement were Extending Thinking (through comparing/contrasting, cause/effect, inductive/deductive reasoning, etc.), Summarizing, Vocabulary-In-Context, Advance Organizers, and Non-Verbal Representations (Graphic Organizers). The Learning-Focused Strategies Model provides a framework that guides teachers in incorporating these methods most effectively in their instruction. Teachers will receive professional development on the utilization of the model and will be closely monitored on its implementation.

**Differentiated Instruction (Response to Intervention).** Some students may have challenges that are not met through the delivery of the core instruction. These students may

require differentiated instructional strategies built into core instruction or highly individualized, strategic instructional strategies delivered in addition to core instruction. Each school will be utilizing a “modified Response to Instruction” (mRtI) process that addresses these developmental needs of individual students and monitors their progress. Educators will utilize specialized response to intervention software that tracks student progress towards goals and uses normed- or criterion-based data to identify when a student has closed the achievement gap in a given skill.

The three-tiered mRtI process must be thoroughly understood and utilized in addition to the delivery of strong, core instruction. This curricularly- and developmentally-appropriate educational model will use many sources of data to drive decisions at the school, grade, classroom, and individual student levels. Implementation of mRtI necessitates a willingness to change, a thorough understanding of all components (e.g., PLTs, use of data, instructional strategies, progress monitoring), and strong teacher self-efficacy (belief in their individual capacity to positively contribute to this change). The professional development plan must be very deliberate in creating an individual’s wherewithal to contribute.



Successful implementation of this educational paradigm is expected to be the major underlying variable related to higher educational (academic and behavioral) outcomes. In addition, fidelity will be positively related to increasingly higher levels of student and teacher self-efficacy. Data literacy, the ability to utilize multiple sources of data to drive curricularly- and developmentally-appropriate decisions to improve educational outcomes, will also increase. Further, Project STAR<sup>3</sup> will provide intrinsic levels of motivation for students to achieve and teachers to participate in their own development.

**(2) The professional development plan is targeted to individual teachers' and principals' needs as identified in the evaluation process.**

### **Teacher Targeted Professional Development**

One major objective for professional development is to have a comprehensive system that assesses and then systematically addresses individual educator strengths and needs. Five domains have been identified for the professional development program. These domains are derived from and are consistent with the standards used in the North Carolina Teacher Evaluation Process (NCTEP), a modified form of which serves as the evaluation process for Project STAR<sup>3</sup>. Thus, the professional development plan is aligned with the formal evaluation process developed by the North Carolina Department of Public Instruction.

The NCTEP asks administrators to rate teachers using a four-point scale ranging from 'developing' to 'distinguished' for each of the five standards. The Project STAR<sup>3</sup> professional development process assists teachers and administrators in creating individual plans that focus first on developing proficiency in each of the domains and then helps teachers to work systematically and logically towards a more advanced level. The following table shows the five

domains and the major skill sets and knowledge associated with them; however, it is not all-inclusive due to the highly individualized nature of the professional development process.

NCTEP Standard	Proficient	Advanced
<b>Standard I: Leadership</b>	Institutional knowledge: <ul style="list-style-type: none"> <li>• School committees</li> <li>• Schoolwide processes</li> <li>• Learning teams/PLC</li> <li>• Data sources</li> </ul> Team training	Data <ul style="list-style-type: none"> <li>• Reporting</li> <li>• Mining</li> <li>• Progress monitoring</li> </ul> Leadership training
<b>Standard II: Diversity</b>	Understanding diversity Classroom management Understanding special needs students Facilitating family involvement	Differentiated instruction and student instructional interventions
<b>Standard III: Content Knowledge</b>	Grade or subject level curriculum SCOS Standards Utilizing Learning Focused model	Unpacking standards Developing common and rigorous assessments and assignments Standards in Practice

NCTEP Standard	Proficient	Advanced
<b>Standard IV: Student Learning</b>	Child development perspectives  Instructional differentiation (see also Standard II)  Using technology in the classroom  Assessment	Creating and monitoring student instructional interventions  Using data to identify interventions
<b>Standard V: Teacher Reflection</b>	Assessing personal strengths and needs  Participating in the formal change process  Developing the PD plan	Leadership training  Reflecting on growth

**Principal (and other Administrator) Targeted Professional Development**

The principal professional development plan is aligned with the North Carolina Principal Evaluation Process (NCPEP) and is organized similar to the teachers’ plan. High-quality professional development that is in alignment with state-mandated processes will provide support for administrators in a truly sustaining way. The following table provides some of the more prominent training features that will facilitate individual growth and promote implementation of the educational process of Project STAR<sup>3</sup>.

NCPEP Standard	Proficient	Advanced
<p><b>Standard I: Strategic Leadership</b></p>	<p>Developing a vision</p> <p>Institutional knowledge:</p> <ul style="list-style-type: none"> <li>• School committees</li> <li>• Schoolwide processes</li> <li>• Learning teams/PLC</li> <li>• Awareness of Learning Focused model</li> <li>• Data sources</li> </ul> <p>Team training</p>	<p>Using data:</p> <ul style="list-style-type: none"> <li>• Identifying teachers strengths and needs (EVAAS)</li> <li>• Identifying changes necessary to advance achievement outcomes</li> </ul>
<p><b>Standard II: Instructional Leadership</b></p>	<p>SCOS, Standards and student assessment</p> <p>Scheduling</p> <p>Developing School Improvement Plans</p> <p>Using data:</p> <ul style="list-style-type: none"> <li>• Generating reports and using data to access teacher effectiveness</li> <li>• Evaluating instructional practices and interventions</li> </ul>	<p>In-depth knowledge of the PLT process</p>

NCPEP Standard	Proficient	Advanced
<b>Standard III: Cultural Leadership</b>	Facilitation of schoolwide collaboration Implementation of a schoolwide behavior plan Understanding diversity	Developing teacher efficacy
<b>Standard IV: Human Resource Management</b>	Creating an effective school improvement plan (SIP) Utilizing the N.C. Teacher Working Conditions Survey	Implementing a process by which schoolwide data is systematically provided to the staff
<b>Standard V: Managerial Leadership</b>	Budgeting Conflict management Fostering effective and consistent communication systems within the school	Linking and integrating the budgeting process to program development (tying Title I, state/local funds into the SIP.
<b>Standard VI: External Development of Leadership</b>	Understanding and following federal, state, and local mandates Facilitating parent Involvement	Creating a Parent Advisory Group and facilitating two-way communication
<b>Standard VII: Micro-Political Leadership</b>	Creating effective teams Single School Culture training	Instructional coach training

**(3) The professional development plan will provide**

**(a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement; and**

**(b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement; and (2) successfully assume additional responsibilities and leadership roles.**

**Individual Assessment**

A key component in the development of an individual's professional development plan is a comprehensive, objective and systematic assessment of strengths and needs. An assessment tool and the analysis of the information obtained from the tool have been created by an educational consultant firm. The reliability and validity measures for this tool and the analysis process are high, i.e. greater than 0.85 for each tool.

The 360°© process requires multiple raters to complete a survey regarding the teacher or principal. The surveys will then be subjected to a formal analysis to identify strengths, needs, and other characteristics such as "proficient" and "advanced." The benchmark information from 360°© process along with other data (e.g., continuing education transcripts) will be used to create a professional development plan that first targets proficiency in all the domains and then assists the individual to work toward a more advanced level.

## **Addressing Strengths and Needs**

Implementation of the educational vision necessitates that all teachers and administrators have proficiency in all the standards of the NCTEP or NCPEP. An equally important rationale for utilizing the 360°© process is to systematically and consistently provide the resources necessary to enhance an individual's self-efficacy on multiple levels including (a) providing instruction, (b) actively participating in the PLT, or (c) using data to inform instruction and the application of interventions. The process in each high-need school will include a formal assessment of an individual's mindset relative to change and link training to facilitate not only a willingness to change but also the capacity to actively and positively participate in that change.

Each teacher and administrator will be administered a survey tool to assess their willingness and perceived ability to positively participate in the change that will be taking place within the school. This tool has been developed by a consultant firm that specializes in institutional change. It has been determined that this tool will be administered only after the individual teacher/administrator has had the opportunity to attend all the trainings tied to understanding the educational vision at the school. The goals are to (a) measure the individual's willingness and capacity to change and then (b) build training into the personal professional development plan to enhance the capacity to participate in the educational evolution.

The timing of when the various teacher assessment tools are administered is important. The project director will work with the principals and outside consultants to ensure that this process is adhered to thoughtfully and appropriately. Follow-up surveys on change will be administered at or near the review period for the professional development plan (yearly).

**Professional Development Implementation Model**

A variety of state and district trainings are currently available for each of the domains. Teachers and administrators will take advantage of these opportunities whenever possible and appropriate to build proficiency. Stressing the necessity for all educators to have, at minimum, proficiency in each of the domains, the plan for each individual will include a timeline for which the proficiency-building components in each domain will take precedent.

Some aspects of the educational process for the school are likely to be new to many (if not most) of the staff. Therefore, schoolwide training for these areas (e.g., PLT process and protocols, the mRtI process) will take place immediately. Other professional development opportunities will be offered at the school level during teachers’ planning periods or after school. Some offerings may be held during the summer. Some workshops will be created online, offering teachers maximum flexibility for completing the requirements.

The professional development opportunities shown in the table below will be ongoing and some will provided at multiple levels, e.g., basic (leading to proficiency) and advanced.

<b>Training: Provided by the District/State or Custom for the Grant</b>	<b>Teacher Standard(s) from the NCTEP</b>	<b>Administrator Standard(s) from the NCPEP</b>
Institutional Vision, School Structures and Processes	I	I
Modified Response to Instruction (mRtI)	I	I, II
DIBELS	I, II	I
EVAAS	I, II	I

Teaming and Effective Communication in a School	I, III, VI	I
Understanding Diversity in a School	III	II
Instructional Differentiation		II
Instructional Interventions		II
Reading/Math Foundations		II
Professional Learning Teams	II, VII	III
Learning Focused		III
Technology in the Classroom		IV
Child Development Perspectives		IV
360° Assessment	I	V
Effective Professional Development Planning	I, III, VI	V
Positive Behavior Support	III	II
School Improvement Plans	IV	
The N.C. Teacher Working Conditions Survey	IV	
School Budgeting	V	
Conflict Management	V	I
Positive Parent Involvement	VI	I

**Mechanisms for Improvement**

Teacher evaluations as well as student growth calculations will be used to determine overall teacher effectiveness. Educators who have not received differentiated compensation will require additional support, and a carefully laid out plan will be put into action to ensure that these individuals receive the necessary attention. When an educator receives the first sub-par

evaluation, the individual will be asked to meet with his or her immediate supervisor, the instructional coach, and the program director to discuss progress along achievement of the professional development plan. Potential adjustments to the professional development plan will be determined at that time. In addition, the instructional coach may offer strategies for how the teacher may improve in specific areas of weakness. These strategies will be added to the individual's professional development plan. If the educator receives a second sub-par evaluation, a second review of the professional development plan will occur. Additional professional development will be required that addresses the specific areas of weakness. At this time, a mentor teacher will be assigned as additional support to the individual. The mentor will be a teacher who has been deemed "effective" and is prepared to assume leadership responsibilities. The mentor and mentee will engage in regular, ongoing conversation about potential strategies for improvement and peer observations.

For those teachers who are deemed effective according to the standards of student growth and observation evaluations, additional professional development opportunities will be offered. First of all, these teachers may seek to attend workshops that will allow them to achieve at the advanced level on the domains of the NCTEP. Second of all, leadership opportunities will be available for these effective teachers to expand their knowledge of the school's operations. For example, teachers may serve as mentors to individuals who are not achieving "effective" status. They may also serve as tutors to high-need students.

### **Leadership and Team Building**

Successful implementation of the PLT and mRTI processes requires that individuals function professionally and efficiently in teams. Each staff member in the school will participate in a variety of teams. An outside consultant agency will be working with the project director and

administrators to implement schoolwide training on how to function in teams and to foster individual's ability (and willingness) to develop leadership skills. While not all individuals desire to become leaders even in areas for which they are highly competent, it is our intention to provide leadership opportunities to all professionals within the school. This practice will not only elevate their competencies to a more advanced level but it will also provide individuals with additional ways to gain ownership in the educational vision. Consequently, leadership training will be incorporated in each professional development plan.

**(4) The professional development plan will support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement.**

Embedded in the professional development plan is training on the tools used to determine effectiveness as defined by the PBCS. First of all, all educators will be expected to achieve a proficient understanding in the use of EVAAS, the tool by which student growth is calculated. The training is designed specifically to explain to teachers how EVAAS data informs their practice in order to enhance student achievement. Second of all, the NCTEP and NCPEP are state-mandated practices that all teachers and administrators must follow. The alignment of the professional development plan to the domains of these processes makes them deeply embedded in the overall big picture of practice and student achievement.

**(5) The professional development plan will include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement and making modifications necessary to improve its effectiveness.**

Regular and ongoing reflection is a crucial component of a professional development plan. Project STAR<sup>3</sup> will incorporate several practices to measure the effectiveness of the professional development process to ensure the maximum impact on student achievement. First, individual evaluations from workshops will be reviewed by the project director on a regular basis to determine if participants feel the objectives of the workshops are being met. Second, input will be solicited from focus groups during an annual review process. By collecting qualitative data during these focus groups, the project director will be able to determine if the professional development is having any long-lasting impact on teachers and administrators. Finally, the project director will engage the administrators in dialogue about the professional development offerings during administrator PLC meetings to gather an overall sense of the success rate of the professional development. Because the instructional coaches provide the majority of the professional development, those adjustments can be implemented into the calendar immediately based on the needs of the teachers. Through regular and ongoing feedback assessment from both teachers and administrators, the professional development plan can continuously meet the needs of the educators it is designed to serve.

**C. Adequacy of Support for the Proposed Project (25 points)**

**1. The management plan is likely to achieve the objectives of the proposed project on time and within budget and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks.**

The management plan provides an outline of the chief steps toward implementation, including the responsible party and the start and/or completion date(s). Careful planning and

adherence to the management plan will allow the project director and support personnel to implement Project STAR<sup>3</sup> in the allotted time and within the budgetary constraints.

Activity	Responsible	Planning Period	Year One	Year Two	Year Three	Year Four	Year Five
Develop Specific Professional Development Timeline	Project Director	October	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Establish Budget process	Project Director, Finance Department	October	N/A	N/A	N/A	N/A	N/A
Establish a District Project Team	Project Director	October	N/A	N/A	N/A	N/A	N/A
Establish School- Based Teams	Project Director, Principals	January	January	January	January	January	January
Select Tests for K-2	Project Director, Accountability	October	N/A	N/A	N/A	N/A	N/A

Activity	Responsible	Planning Period	Year One	Year Two	Year Three	Year Four	Year Five
Administer Tests for K-2	District Team	October, May	October, May	October, May	October, May	October, May	October, May
Develop missing core elements	Project Director, TIF Team, Data Department	October-December	N/A	N/A	N/A	N/A	N/A
Develop Observation Protocols and Rubrics	Project Director, Walkthrough Team	October-December	N/A	N/A	N/A	N/A	N/A
Communicate w/ Stakeholders and Community	Superintendent, Project Director, Principals	January, Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Initial Presentation to the School Board and follow up	Project Director	October, Year End	August	August	August	August	August

<b>Activity</b>	<b>Responsible</b>	<b>Planning Period</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Hire Instructional Coaches, Evaluation Data Analyst	Project Director	January-August	N/A	N/A	N/A	N/A	N/A
Orient District Staff and School Staff to Project Objectives and Activities	Project Director, Principals	January, Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Provide Training and Technical Assistance for Principals and Instructional Coaches	Consultants, Project Director, Coaches	January-May	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

Activity	Responsible	Planning Period	Year One	Year Two	Year Three	Year Four	Year Five
Implement Professional Development Plan	Consultants, Project Director, Coaches	January, Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Collect Data	Project Director, Evaluation Data Analyst, Observation Team	January, Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Conduct Site Visits (Observations)	Project Director, Evaluation Data Analyst, Observation Team	N/A	October-May	October-May	October-May	October-May	October-May
Prepare Annual and Final Reports	Project Director	July	July	July	July	July	July

Activity	Responsible	Planning Period	Year One	Year Two	Year Three	Year Four	Year Five
Final Presentation to Board of Education	Project Director	N/A	N/A	N/A	N/A	N/A	June

**2. The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively.**

**Project Director**

**Dr. Wayne Foster** will serve as the project director for Project STAR<sup>3</sup>. Dr. Foster earned his doctorate degree from the University of North Carolina at Greensboro in 2001 and has degrees from the University of South Carolina. He currently serves the WS/FCS as the Program Manager for Student Intervention Support. Dr. Foster was the Exceptional Children’s Program Director for 13 years in the Alamance-Burlington School System. In addition, he acted as a speech pathologist/audiologist for several institutions from 1979 to 1993.

Dr. Foster is capable of developing and implementing new initiatives from the beginning and seeing them to fruition. In Alamance County, Dr. Foster was responsible for the initiation of the audiology department from its inception. He developed the policies and protocols for the processes for student screening and treatment. Also, Dr. Foster developed a response to intervention procedure for students in Alamance County prior to federal regulations. His

innovative and visionary approach to education makes him a perfect candidate for the management of Project STAR<sup>3</sup>.

### **Superintendent**

Since 1994, **Dr. Donald L. Martin, Jr.** has served as superintendent of the Winston-Salem/Forsyth County School District. In his capacity as Superintendent, Dr. Martin administers a total budget of [REDACTED] and oversees the work of nearly 8,000 employees. In 1999, the Piedmont Triad Education Consortium recognized Dr. Martin as Piedmont Triad Superintendent of the Year.

In addition, Dr. Martin presided over the design and implementation of new, rigorous graduation standards implemented with the Class of 2000. Since becoming superintendent, Dr. Martin is proud of the fact that the WS/FCS system has narrowed the majority/minority achievement gap in school performance by more than 25%.

### **Chief Finance Officer**

**Mr. Kerry Crutchfield** has served as the Chief Finance Officer for the WS/FCS since November 1982. He is a graduate of the University of North Carolina at Chapel Hill, and he became a Certified Public Accountant in 1979. During his tenure with the WS/FCS, he has led the development of many innovations, including one of the first automated individual school accounting systems in 1985. Mr. Crutchfield has written and taught courses through several financial academies and institutions, including the University of North Carolina at Greensboro. Additionally, he served on the Governor's Education First Task Force and on the State Board of Education Charter Schools Committee.

### **Director of Human Resources**

**Mr. David Fairall** has served as the Director of Human Resources for the WS/FCS since 1997 and has led the hiring process for over 100 principalships during his tenure. He is a graduate of the University of Texas at Austin and is nationally certified by the Society for Human Resource Management (SHRM) as a Senior Professional in Human Resources. After spending nine and a half years on active duty as a telecommunications officer in the US Army, he began his second career in human resource management as a regional director of human resources with Jockey International. In this role, he provided human resource management support to all of Jockey's manufacturing facilities in North Carolina, South Carolina, and Georgia. Mr. Fairall has served on various state level committees, including NCDPI's NCLB Licensure Advisory Committee, the State Board of Education's Teacher Quality Committee, and the HRMS Steering Committee, which he has chaired since 2000.

### **Principals**

The **principals** at each high-need school are highly qualified for their positions and have expressed their support for this application. They are innovative, creative individuals who are primed to lead their schools through the gauntlet of institutional change. These twelve professional educators have many years of experience and are strong leaders among their district colleagues.

### **Instructional Coaches**

The **instructional coaches** will be high-quality educators with a minimum of ten years of experience. These individuals will have strong content knowledge in a core area and a large cache of instructional strategies from which to assist teachers. The coaches will be strong

communicators, well-organized, and team players. The instructional coaches may be called upon to serve as Learning Team Facilitators.

### **Evaluation Data Analyst**

The **evaluation data analyst** will take responsibility for planning and overseeing data collection and reporting for Project STAR<sup>3</sup>. This position will work closely with the project director, the Director of Research and Evaluation, and other departments such as Accountability Services. The successful candidate will have demonstrated facility with PC environments, including data management and statistical analysis packages, and considerable expertise in statistics, research design, and program evaluation methodology. The minimum educational background is a Masters Degree in Statistics or Educational Research and Measurement or a related field, with 5 years' relevant experience in an educational environment required.

**3. The applicant will support the proposed project with funds provided under other Federal or State programs and other financial or in-kind resources.**

The federal funds received will be used to begin the PBCS in Winston-Salem/Forsyth County Schools. The funds allocated will allow the district to provide key personnel, resources, professional development, and support to Project STAR<sup>3</sup>. As the project gains momentum, the district will gradually use in-kind resources to provide direction and professional development to sustain the teacher improvement initiative. The district will use the train-the-trainer model to embed the professional development plan outlined in section B5 into the culture of the ongoing continuous improvement model at the district level. This will ensure that continuous improvement occurs in high-need schools throughout the district in a sustained way.

As can be seen in the budget, fewer professional development funds will be used as the project moves into the later years and the costs of assessment will be maintained by the district after the project is complete. The percentage of incentive pay will also be taken over with district allocated funds directed to high need schools. The district will use the federal funds of Title I authorized by Congress. Title I provides supplemental funds to school districts to assist eligible public and private schools with the highest student concentration of poverty to meet school educational goals.

Title II money is another federal fund that the district can reallocate to this project as it is implemented. Title II, Part A, Teacher and Principal Training and Recruiting Fund, increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. This federal money can be used to help sustain the project goals of Project STAR<sup>3</sup>.

The district also has a locally funded across-the-board supplement for high need schools. This money can be reallocated to sustain the Project STAR<sup>3</sup> objectives. This reallocation could effectively replace an across the board supplement to a supplement tied to growth.

The district will use the planning year and Year 2 allocations from the federal government to begin this initiative, provide the necessary structure, ensure the assessment capability and professional development are secure, rigorous, and effective. As the grant moves into Year 3, the district will begin to replace 20% of the federal grant funds with federal funds and district funds to keep the level of implementation at 100%. Continuing into Year 4 of the project, the district will use 40% of the cost of the project with federal or local funding allocated to the district. In Year 5 of the project, the district will maintain 60% of the overall cost of the project; and after the completion of the project, the district will maintain adequate resources,

personnel, and professional development to sustain the program in Winston-Salem/Forsyth County schools.

**4. The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.**

Project STAR<sup>3</sup> has ambitious goals of making significant impact in twelve schools. The project seeks to improve student achievement through the utilization of value-added data analysis of student growth using EVAAS and sustained professional development. With an overall budget of [REDACTED] (see detailed budget) Project STAR<sup>3</sup> will be able to provide a differentiated incentive pay plan and significant professional development. Instructional coaches will sustain the professional development as well as provide instructional support. Consequently, the proposed schools will undergo a transformation toward increased student achievement and improved overall morale and climate as a result of the implementation of Project STAR<sup>3</sup>.

**D. Quality of Local Evaluation (5 points)**

**1. The management plan includes the use of strong and measurable performance objectives for raising student achievement, increasing the effectiveness of teachers, principals, and other personnel, and retaining and recruiting effective teachers, principals, and other personnel.**

In the event that we are not successful in the TIF evaluation competition, we will randomly select from our proposed paired schools so that half participate in the PBCS and the other half will be designated as comparison schools. Sign-on bonuses and leadership bonuses for

effective teachers will still be available for comparison schools. The two sets of schools will be compared on all formative and summative measures, such as the fidelity with which the Professional Learning Team protocols are carried out, success in recruiting and retaining effective teachers, and the achievement of high levels of student growth.

An important outcome of Project STAR<sup>3</sup> will be the development of shortened observation instruments based on North Carolina standards to rate the performance of teachers and administrators and to ascertain their staff development needs. The process used to develop the instruments, ensuring validity, and to develop effective training for the observation teams, ensuring inter-rater reliability, will be carefully monitored and documented.

The functioning of the Professional Learning Teams and the effectiveness of the Instructional Coaches will be central to our success. For example, the effectiveness of the Instructional Coaches may be evaluated through the perceptions of teachers and principals, gathered by conducting interviews and focus groups. Team activities will be tracked through artifacts such as minutes, and the perceptions of school staff will be gathered through surveys, interviews, and focus groups, using a process to be defined during the planning period. We will also collect data on measures of teacher efficacy, teacher assumption of leadership roles, and teacher, grade-level, and school-level student growth. The modified RTI protocols used to assess students and plan instruction include software to track individual student progress. These data will be available to ascertain the use of the protocols and the success of the students.

**2. The management plan will produce evaluation data that are quantitative and qualitative.**

The evaluation plan for this project will address both qualitative and quantitative data. It is critical to track the fidelity with which the program is carried out. Thus we will document all

project team meetings, the use of data to inform instructional planning, as well as the occurrence and effectiveness of the activities detailed in the professional development and communication plans. Project participants will evaluate the delivery of the professional development through instructional coaching and training sessions, providing both qualitative ratings and qualitative feedback.

SAS EVAAS will be used to evaluate student growth in grades 3 through 8. Currently, WS/FCS uses no standardized measures in Grades K through 2 that could be used to evaluate student growth. We will select commercial assessments for use in grades K through 2 so that we can measure grade to grade growth at these levels. Data from Year 1 will allow us to conduct studies to develop models to evaluate student growth in these grades. Grade K assessments will be administered in the fall and the spring, beginning in 2010-11, so that pre-post growth can be studied. In addition, the information that the pre-assessments provide will be valuable to teachers in determining the needs of the students, assist in planning individualized instruction and for planning appropriate staff development. Grades 1 and 2 assessments will be given in the spring so that grade-to-grade growth measures will be available.

**3. The management plan includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed projects.**

The Project STAR<sup>3</sup> communication plan is designed to provide a continuous feedback loop within schools, to the program director, the district team, and to the evaluation staff. Adjustments to the project will be made as issues arise. We will track the observation process, coaching and training activities, and meetings through detailed documentation using the data management system. Perceived effectiveness will be assessed through surveys, interviews, and

focus groups. Protocols for these activities will be developed during the planning period. Documentation of problems encountered in carrying out the PBCS will be of special interest. The following logic model provides an overall picture of Project STAR<sup>3</sup> design and operation.

**GOAL:** To improve achievement for high-need students in the twelve targeted schools through comprehensive school reform to retain and recruit teachers and administrators utilizing incentive pay as well as professional development.

**NEED:** In the twelve targeted schools, teachers and principal turnover is high and the targeted schools have been unable to raise student achievement at a similar level to schools in the district.

INPUTS	STRATEGIES	OUTPUTS	OUTCOMES	IMPACT
District Support School Support District Data Management Systems <ul style="list-style-type: none"> <li>• Link growth to HR/Payroll</li> <li>• DIBELS</li> <li>• Blue Diamond</li> </ul>	1. a. Incentive pay for student growth b. Incentive pay for leadership c. Incentive pay for teacher quality 2. a. Academic Interventions: Learning teams, RtI, Balanced	Payroll documentation # of teachers trained # of administrators trained # of team meetings Rubrics of meetings Observation sheets Unit plans PEPs (intervention sheets) SAT logs	1. Teacher Attitudes & Beliefs: Increased urgency & efficacy 2. Teacher Cognitions: Better able to unpack state standards, Common	Achievement (growth toward proficiency and proficiency) as measured by annual standardized tests for all students. Rates of

<ul style="list-style-type: none"> <li>• RtI Software</li> <li>• EVAAS</li> <li>• K-2 Math</li> </ul>	<p>assessment, Learning Focused</p> <p>b. Behavior Interventions: monitoring behavior, school-wide norming, classroom management processes</p> <p>c. Climate Interventions: monitoring student incidents, action plans, monitoring teacher/staff morale</p> <p>3. Professional Development</p>	<p>Agendas/Evaluations from professional development</p> <p>Focus group feedback</p> <p>Survey feedback</p> <p>Student achievement data</p>	<p>understanding of rigorous &amp; quality assignment performance</p> <p>3. Teacher Practices: Rigorous assignments &amp; assessments, Instruction aligned to standards, Differentiated instruction, Varied instructional techniques</p> <p>4. Effective data use by teachers and principals</p> <p>5. Positive change in</p>	<p>retaining teachers and recruiting teachers improve for WS/FCS in targeted schools and in hard to staff subjects.</p>
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	<p>Plan to support each of the strategies</p>		<p>teacher attitude/beliefs 6. Positive change in teacher cognition 7. Positive change in student behavior 8. Positive change in school climate</p>	
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# Project Narrative

## High-Need Schools Documentation

### Attachment 1:

Title: **Potential Schools for TIF Grant, STAR3, WSFCS** Pages: **0** Uploaded File: **S:\StaffShare\SADFS Documents\TIF Grant\Final Documents\Potential Schools for TIF Grant, STAR3, WSFCS.pdf**

Potential Schools For  
TIF Grant

Pair	School	2009-10 Enrollment	Jan/Feb 2010 F/R Lunch	2009-2010 Minority Makeup		2008-09 Teacher Turnover	2008-09 Student Mobility	Single School Culture	2009 EVAAS Composite	2009 ABC Performance Composite	AYP Status Reading	AYP Status Math	AYP Sanctions	Equity+
#1	Ashley Elem	468	89.23%	70.7%	21.2%	9%	19%	No	-1.27	51.1	Year 2	Year 1		Yes
	North Hills Elem	369	98.11%	62.9%	29.0%	5%	34%	No	-1.89	47.4	Exited	Year 1		Yes
Comp	Speas Elem	378	89.68%	58.1%	30.7%	8%	37%	No	0.37	61.7	Exited	Year 1		Yes
#2	Middle Fork Elem	451	84.38%	50.1%	33.9%	10%	27%	Yes	0.73	43.8	Year 3	Year 2	Corrective Action	Yes
	Kimberley Park Elem	218	98.66%	74.3%	24.8%	19%	30%	Yes	0.36	47.2	Exited	Exited		Yes
Comp	Ibrahim Elem	421	92.74%	56.8%	20.9%	11%	26%	No	2.31	63.5	Year 2	--		Yes
#3	Easton Elem	576	97.72%	29.2%	65.3%	17%	30%	Yes	-2.36	46.4	Year 3	Year 2	Corrective Action	Yes
	Griffith Elem	592	84.33%	29.2%	48.8%	12%	26%	No	-2.67	60.4	--	Year 3	Corrective Action	Yes
Comp	Latham Elem	286	99.12%	30.5%	62.6%	6%	25%	No	2.20	55	Year 5	Exited	Restructuring	Yes
#4	Hall Woodward Elem	778	96.64%	28.4%	62.7%	9%	28%	Yes	-0.76	58.1	Year 3	Exited	Corrective Action	Yes
	Old Town Elem	603	95.39%	27.0%	66.0%	12%	25%	No	0.00	62.1	Year 3	Exited	Corrective Action	Yes
Comp	Mineral Springs Elem	719	95.21%	53.3%	36.7%	18%	23%	No	1.12	66.9	Exited	Year 1		Yes
#5	Hill Middle	291	96.04%	39.5%	53.7%	10%	40%	Yes	1.05	48.8	Year 6	Exited	Restructuring	Yes
	Philo Middle	358	93.44%	35.2%	50.6%	14%	36%	Yes	-2.10	37.8	Year 5	Year 2	Restructuring	Yes
#6	Mineral Springs Middle	518	92.53%	51.7%	33.6%	23%	20%	Yes	0.12	56.8	Year 3	Year 2	Corrective Action	Yes
	Wiley Middle	566	72.92%	39.0%	28.8%	16%	28%	Yes	-0.21	59.5				Yes
Comp	Northwest Middle	904	62.67%	39.4%	18.7%	19%	14%	Yes	1.68	74.7				Yes

Potential Schools For  
TIF Grant

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# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Support Project STAR3, WSFCS** Pages: **0** Uploaded File: **E:\Letters\Letters of Support, Project STAR3, WSFCS.pdf**



June 21, 2010

Winston-Salem/Forsyth County Schools  
P. O. Box 2513  
Winston-Salem, NC 27102-2513  
(336)727-2816 Fax (336)727-2008  
website: wsfcs.k12.nc.us

To Whom It May Concern:

The Winston-Salem/Forsyth County School System is committed to supporting Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our district is fully supportive of the need to (1) provide teachers and principals additional training to help them to better meet the needs of students in all high needs schools and; (2) provide incentives to teachers and principals whose students are successful. We are currently in year two of the United States Department of Education supported Talent Transfer Initiative that is being evaluated by Mathematica Policy Research, Inc. We already have some promising anecdotal results.

We are fully prepared to meet the TIF evaluation competition requirements. We are aware that the Institute of Education Sciences evaluator will select eligible treatment and experimental schools using a lottery. The district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time at the conclusion of the grant.

If Project STAR<sup>3</sup> is funded, we hope to be able to improve student achievement, reduce teacher/administrator turnover, and improve teacher/administrator efficacy through professional development in the targeted high-need schools.

We would welcome this opportunity to continue working with Mathematica Policy Research, Inc.

Board of Education

Geneva B. Brown  
A. L. (Buddy) Collins  
Jane D. Goins  
Victor Johnson, Jr.  
Donny C. Lambeth (Chair)  
Jeannie A. Metcalf  
Elisabeth Motsinger  
Marilyn A. Parker  
Jill A. Tackabery

Sincerely,

Donald L. Martin, Jr.

Donald L. Martin, Jr.



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

June 18, 2010

To Whom It May Concern:

The North Carolina Department of Public Instruction wishes to extend its support to the Winston-Salem Forsyth County Schools' application for the Teacher Incentive Fund (CFDA 84.385) grant award. Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) addresses the need to recruit and retain effective teachers and administrators in hard-to-staff areas in 12 high-need schools (eight elementary and four middle schools) through demonstrated student achievement.

The recruitment and retention of effective teachers and principals has long been an issue plaguing high-need schools. Project STAR<sup>3</sup> is an example of the Winston-Salem Forsyth County Schools reaching out to find a potential solution to a difficult problem. The use of a differentiated system of incentives combined with a well-developed plan for professional development offers an opportunity for schools to determine if these strategies can positively impact student achievement. The utilization of the North Carolina Teacher Evaluation Process indicates the degree to which the project is incorporated into the state's existing initiatives.

Project STAR<sup>3</sup> seeks to reward those teachers and principals who demonstrate effectiveness and to offer opportunities for development to those who do not. It focuses on the concept of strengthening the workforce while offering a plan for fiscal sustainability with the incorporation of funding from other federal and local sources. Therefore, I fully support the application of the Winston-Salem Forsyth County Schools for the Teacher Incentive Fund grant award.

Sincerely,

A handwritten signature in cursive script that reads "June St. Clair Atkinson".

June St. Clair Atkinson

JSA:AH:mw

## OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | [jatkinson@dpi.state.nc.us](mailto:jatkinson@dpi.state.nc.us)  
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



Winston-Salem/Forsyth County Schools  
P.O. Box 2513  
Winston-Salem, NC 27102-2513  
(336) 727-2816 Fax(336) 727-2008  
website: wsfcs.k12.nc.us

June 29, 2010

To Whom It May Concern:

The Research and Evaluation Department of the Winston-Salem/Forsyth County Schools is committed to completing all tasks related to the evaluation of our TIF grant project, Star<sup>3</sup> (School Transformation by Actively Recruiting, Retaining and Rewarding). We understand that if we are successful in the evaluation competition that we will be required to carry out all data collection activities as requested by Mathematica Policy Research during the five-year implementation period of the TIF grant. We agree to comply with all TIF evaluation requirements. In accordance with our research policy, this project is approved (reference project number 2010-70)

We are excited about this opportunity to positively impact student achievement in our high needs schools by rewarding successful educators. We look forward to working with Mathematica Policy Research in the near future. Thank you.

Sincerely,



Board of Education

Donny C. Lambeth, Chair  
Geneva B. Brown  
A.L. (Buddy) Collins  
Jane D. Goins  
Victor Johnson, Jr.  
Jeannie A. Metcalf  
Elisabeth Motsinger  
Marilyn A. Parker  
Jill A. Tackabery

Donald L. Martin, Jr.  
Superintendent

An Equal Opportunity/Affirmative Action Employer

June 28, 2010

April Lee, Program Lead  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Ms. Lee,

In continuation of our support of education, SAS is pleased to lend its full support to Winston-Salem/Forsyth County Schools (WSFCS) and its application to the Teacher Incentive Fund. We applaud the ambitious educational goals set forth within the WSFCS application and its desire to use the most reliable information available to determine the effectiveness of its teachers. The district has made a strong commitment to be data-driven in its decision-making, and it is clear that WSFCS educators have worked diligently to lay the groundwork for this initiative at the grassroots level.

For more than three decades, SAS has integrated its services into education to improve learning throughout a student's life cycle. We are dedicated to providing every student sufficient opportunity for academic growth. Our software products are currently used by professional educators in all 50 states, and our organization has been lauded for its ability to provide sophisticated analyses of student test scores that offer precise and reliable estimates of district, school, and teaching effectiveness as well as project future student performance to a variety of academic benchmarks.

We are proud that SAS reporting is used in WSFCS to identify effective educators and better meet the needs of all students, regardless of achievement level, socioeconomic status, or geographic location. The value-added research by our SAS team demonstrates just how important effective teaching is in shaping students' academic opportunities: differences in student achievement of up to 50 percentile points can be observed as a result of those students' teacher sequence (and their effectiveness) after only three years. WSFCS understands this critical need for effective teaching and has expanded its data collection below the grades provided by the state in order to capture the effectiveness of as many teachers as possible. The full range of SAS reporting ensures that teachers have access to important diagnostic tools to aid their instruction and meeting the needs of their students.

As a firm believer that education and technology can be utilized more effectively by school systems in the digital age, I am in full support of Winston-Salem/Forsyth County Schools' Teacher Incentive Fund application. I look forward to continued educational success in WSFCS.

Sincerely,



James H. Goodnight, Ph.D.  
CEO



International Baccalaureate PYP Programme

1647 Ashley School Circle  
Winston-Salem, NC 27105  
Phone: 336-727-2343  
Fax: 336-727-2344

June 22, 2010

To Whom It May Concern:

Ashley Elementary IB Magnet School commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses basic needs of some of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Ashley Elementary IB Magnet School fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

Robert Ash  
Principal

Mission Statement: Developing a global community that creates understanding and celebrates knowledge

**NORTH HILLS ELEMENTARY SCHOOL**

340 Alspaugh Drive  
Winston-Salem, NC 27105

Office of Principal

RECEIVED JUN 29 2010

June 22, 2010

To Whom It May Concern:

North Hills Elementary School commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses basic needs of some of our high-need schools. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. North Hills Elementary School fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

  
Karen Morning-Cain  
Principal



1701 North Cherry Street, North Carolina, Winston-Salem, North Carolina, 27105  
336.703.6731 (Main) 336.727.8245 (Fax)  
www.wsfc.s.k12.nc.us

RECEIVED JUN 28 2010

June 22, 2010

To Whom It May Concern:

Kimberley Park Elementary School commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses basic needs of some of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Kimberley Park Elementary School fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

Amber M. Baker  
Principal



WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

**Middle Fork Elementary School**

A School-Wide Title I Program

**Theme: "A School of Discovery"**

3125 Williston Road

Walkertown, NC 27051

(336) 748-4090

(336) 727-2942 fax

*Office of the Principal*

June 22, 2010

To Whom It May Concern:

Middle Fork Elementary commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses some of the basic needs of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Middle Fork Elementary fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,



Donald Hampton,  
Principal

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

# Easton Elementary School

734 E. Clemmonsville Circle  
Winston-Salem, NC 27107  
336-748-4063 – Office  
336-771-4733 – Fax



Celena Clark, Principal  
Cynthia Philfaw, Asst. Principal

June 22, 2010

To Whom It May Concern:

Easton Elementary commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

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Project STAR<sup>3</sup> addresses basic needs of some of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Easton Elementary fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

Celena W. Clark  
Principal

# GRIFFITH ELEMENTARY SCHOOL

1385 WEST CLEMMONSVILLE ROAD

WINSTON-SALEM, NC 27127

(336) 771-4544-OFFICE

(336) 771-4735-FAX

**PRINCIPAL, CAROLYN FAIR-PARKER**

June 22, 2010

To Whom It May Concern:

Griffith Elementary commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses basic needs of some of our high-need schools. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Griffith Elementary fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,



Carolyn Fair-Parker  
Principal

**HALL-WOODWARD ELEMENTARY SCHOOL**  
**125 Nicholson Rd.**  
**Winston-Salem, N. C. 27107**

Office of the Principal  
771-4550  
771-4552  
771-4555

FAX 771-4727

June 23, 2010

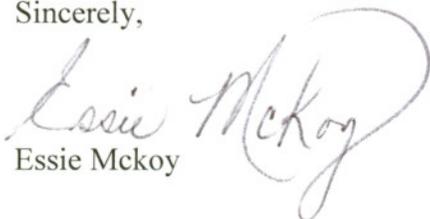
To Whom It May Concern:

Hall-Woodward Elementary commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses basic needs of some of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Hall-Woodward Elementary fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

  
Essie Mckoy

RECEIVED JUN 24 2010



**Old Town Global Academy**

3930 Reynolda Road  
Winston-Salem, NC 27106

Telephone 924-2915 or 924-9246  
Fax 924-5610

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June 23, 2010

To Whom It May Concern:

Old Town Global Academy commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

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Project STAR<sup>3</sup> addresses basic needs of some of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Old Town Global Academy fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

A handwritten signature in dark ink that reads "Angela B. Choplin".

Angela B. Choplin  
Principal

# Hill Magnet School

2200 Tryon Street

Office of the Principal

Winston-Salem, NC 27107

336-771-4515

RECEIVED JUN 24 2

June 22, 2010

To Whom It May Concern:

Hill Arts Magnet Middle School commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

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Project STAR<sup>3</sup> addresses basic needs of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Hill Arts Magnet Middle School fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,



Ingrid W. Medlock  
Principal

# PHILO MAGNET ACADEMY

410 HAVERHILL STREET  
WINSTON-SALEM, N.C. 27127

OFFICE OF THE PRINCIPAL

June 22, 2010

To Whom It May Concern:

Philo Magnet Academy commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

We are fully prepared to meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the IES evaluator, which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. We are aware that the district will sustain Project STAR<sup>3</sup> through the allocation of personnel, resources, and time and will continue to support the project with funds provided under other programs and local funding. In addition, we will continue to utilize the North Carolina Teacher Evaluation Process to evaluate teachers and principals.

Project STAR<sup>3</sup> addresses basic needs of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Philo Magnet Academy fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,



Mark S. Hairston

# Mineral Springs Middle Arts and Leadership Magnet School

4559 Ogburn Ave  
Winston-Salem, NC 27105

(336)703-6733  
Fax – (336)661-4857

RECEIVED JUN 29 2010

June 28, 2010

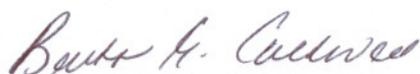
To Whom It May Concern:

Mineral Springs Middle School commits to support Project STAR<sup>3</sup> (School Transformation by Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals are entrusted with raising the achievement of our students through longevity in the classroom and improved scores in our high-need school.

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Project STAR<sup>3</sup> addresses basic needs of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Mineral Springs fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

  
Bertha E. Caldwell, Principal



June 22, 2010

To Whom It May Concern:

Wiley Middle School commits to support Project STAR<sup>3</sup> (School Transform Actively Recruiting, Retaining, and Rewarding) during the proposed implementation of the Teacher Incentive Fund (TIF) grant award and beyond. Our school is fully supportive of the need to develop teachers and principals that are entrusted with raising the achievement of our students through longevity in the classroom and improved test scores in our high-need school.

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Project STAR<sup>3</sup> addresses basic needs of our high-need school. We hope to be able to improve student achievement, to reduce teacher/administrator turnover, and to improve teacher/administrator efficacy through professional development. Wiley Middle School fully supports these endeavors and looks forward to seeing them come to fruition in the years to come.

Sincerely,

Sean Gaillard  
Principal  
Wiley Middle School

**Wiley Middle School**

**1400 NW Blvd.**

**Winston-Salem, NC 27014**

**(336) 727-2378- Main Office**

**(336) 727-2502- Guidance Office**

**(336) 727-8412- Fax**

**website: [wsfcs.k12.nc.us/wileyms](http://wsfcs.k12.nc.us/wileyms)**

Support Team

Sean Gaillard- Principal  
Melissa Flood- Assistant Principal  
Liz Atcher-Rathburn- Assistant Principal  
Liz Anderson- Lead Secretary  
Liz Moser- Data Manager  
Liz Sillmser- Curriculum Coordinator  
Liz Kraft- EC Case Manager  
Liz Bridges- Technology Facilitator  
Liz Kadala- Media Coordinator  
Liz McLaughlin- Guidance Counselor  
Liz Estes- Guidance Counselor  
Liz Speas- Administrative Asst.  
Liz Capers- Administrative Asst.  
Liz Morton- Guidance Clerk  
Liz Leak- School Resource Officer

# Project Narrative

## Other Attachments

### Attachment 1:

Title: **Final Attachments, Project Star3, WSFCS Pages: 0** Uploaded File: **E:\Final Attachment\Final Attachments, Project STAR3, WSFCS.pdf**

**List of Documents – Project Narrative, Other. Project STAR<sup>3</sup>, WSFCS:**

State Single Point of Contact

Budget, Project Star3, WSFCS

Indirect Costs

Resumes of Key Personnel and Principals:

Ash

Baker

Caldwell

Clark

Choplin

Crutchfield

Foster

Gaillard

Hairston

Hampton

Martin

Medlock

Morning-Cain

Parker

Ward

North Carolina Principal Evaluation Process

North Carolina Teacher Evaluation Process

## **Intergovernmental Review**

### **State Single Point of Contact:**

North Carolina does not have a State Single Point of Contact for intergovernmental review.

PR/AM/d # S385A100174

02

Budget for Project Star3	Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total Year 1-5	Justification
	(item, cost of item, quantity of items)	(total \$ amount)	(part of school's program design that supports this budget request)					
<b>Personnel</b>	Project Director							Project Director ensures quality and fidelity of program implementation. Responsible for the overall leadership and management of the project. 100%
	Evaluation/Data Position							Will plan and oversee data collection 100%
	Instructional Coaches							Coaches, To provide professional development and instructional support to teachers. 100%. Base salary: \$71,310
	Administrative Assistant							Support the project and project director, 100%
<b>Personnel: Differentiated Compensation and Incentives</b>	Principals							One Principal at each of the 12 Schools.
	Teachers							On average, 306 teachers will receive incentive pay.
	Other Staff							On average, 244 "other staff" will receive incentive pay.
<b>Comparison Schools</b>	Teacher, Sign-On Bonus							Each new teacher receives 10K. Yr. 2-20, Yr.3-12, Yr.4-8, Yr.5-6. The number decreases each year.
	Teacher, Sign-On Bonus							Each new teacher receives 10K. Yr. 2-12, Yr.3-8, Yr.4-6, Yr.5-4. The number decreases each year.
	Leadership Bonus							Bonus for Teachers taking a Leadership Role at Comparison schools
	Substitutes							Teachers will receive ongoing professional development related to differentiated instruction.
	<b>Total Personnel</b>							
<b>Fringe Benefits</b> <i>Funds to be divided among all required Fringe Benefits.</i>	Project Director							
	Evaluation/Data Position							Fringe for salaries over 50K figured at 30% of salary.
	Instructional Coaches							
	Administrative Assistant							For Salary 50K or less Fringe figured at 37% of salary.
<b>Differentiated Compensation and Incentives</b>	Principals							
	Teachers							
	Other Staff							Fringe for Incentive Pay/Bonuses figured at 18.16%.
	Teacher, Sign-On Bonus							
<b>Comparison</b>	Teacher, Sign-On Bonus							Fringe for Bonuses figured at 18.16%

PR/AM/ID # S385A100174

CS

<b>Schools</b>	Leadership Bonus		Fringe Benefits for Incentive Pay/Bonuses figured at 18.16%.
	Substitute Teachers		Social Security and Retirement Taxes for Subs.
	<b>Total Fringe</b>		
<b>Contractual Services: Workshops</b>	Learning Focused		Support an instructional delivery method.
	Reading/Math Foundations		Scaffold Teachers Learning about Math and Reading Interventions
	Institutional Vision, School Structures and Processes		Provide a basic understanding to facilitate change in the school.
	Instructional Interventions		Increase capacity to target student needs
	Consulting Group for Professional Development Plan for Administrators and Staff		Comprehensive personal assessments to provide structure for individual professional development plans.
	Child Development Perspectives		Provide training to understand appropriate child development and target interventions
	<b>Total Contractual</b>		
<b>Travel</b>	TIF Grantee Meeting		TIF Grant Meeting figures are based on 3 people @ 3 nights/4 days. Airfare \$500/per person. Hotel \$450/per person. Perdiem \$150/per person. Ground Transportation/Misc Expenses \$100/per person. Required Meeting.
	TIF Topical Meeting		TIF Topical Meeting figures are based on 2 people @ 3 nights/4 days. Airfare \$500/per person. Hotel \$450/per person. Perdiem \$150/per person. Ground Transportation/Misc Expenses \$100/per person. Required Meeting.
	<b>Total Travel</b>		
<b>Supplies and Materials (less than \$1,000)</b>	Kindergarten Assessment Tool		To be used at 8 schools, Kindergarten.
	Grade 1 & 2 Assessment Tool		To be used at 8 schools, grades 1 and 2.
	ThinkCentre M58e Desktop		Desktops for Project Director, Evaluation/Data Person, Administrative Assistant
	HP Laser Jet Cartridge		Cartridges for Printers
	Digital Camera		Cameras to record trainings and interventions
	Scanner		Scan documents
<b>Software</b>	MS Office Pro License		Support Office Pro
	License for SPSS		Run statistical analysis

	Intervention and Progress Monitoring Software		Site License - One for each of 12 schools. Allows teachers to track differentiated strategies for student achievement.
	<b>Total Supplies/Materials</b>		
<b>Equipment (more than \$1,000)</b>	Thinkpad T400 Laptop		Laptops for Coaches/Learning Team Facilitators
	HP LaserJet P4015N		Printers for Project Director, Data/Evaluation Person, coaches
	Mini Laptop		Project Director Mini-Laptop Tablet for travel
	<b>Total Equipment</b>		
<b>Other: Comparison</b>	Bonus to Comparison Schools		1% Across the board bonus to comparison schools, 6 schools.
<b>Evaluation Incentive</b>	Fringe, Bonus to Comparison Schools		Fringe Benefits for Incentive Pay/Bonuses figured at 18.16%.
<b>Personnel</b>	Instructional Coach		To provide professional development and instructional support to teachers. 100%
	Fringe, Instructional Coach		Fringe Benefits for salaries over 50K figured at 30% of salary.
<b>Personnel</b>	Data Assistant Salary		(1) To support all data activities by Mathematica. 100%
	Fringe, Data Assistant		For Salary 50K or less Fringe Benefits figured at 37% of salary.
<b>Equipment</b>	Thinkpad T400 Laptop		For Instructional Coach
<b>Supplies</b>	HP LaserJet P4015N		For Instructional Coach
	Desktop		For Data Assistant
	<b>Total Other</b>		
<b>Total Costs</b>	<b>(Direct)</b>		
	Indirect, 1.439%		
<b>Total Indirect</b>			
<b>Grand Totals</b>			

FI045A

FEDERAL PROGRAMS SECTION  
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
RESTRICTED INDIRECT COST COMPUTATIONS  
FOR  
340-FORSYTH COUNTY SCHOOLS

REPORT REFLECTS FY2008 DATA  
RATES FOR USE IN FY2010

DATE 09/30/2009

PURPOSE CODE	EXCLUDED COST	UNALLOWED COST	INDIRECT COST	DIRECT COST	CARRY FORWARD
5110					
5120					
5210					
5220					
5230					
5240					
5250					
5260					
5270					
5310					
5320					
5330					
5340					
5350					
5400					
5500					
5810					
5820					
5830					
5840					
5850					
5860					
5870					
5880					
5890					
6110					
6120					
6200					
6300					
6320					
6400					
6510					
6520					
6530					
6540					
6550					
6560					
6570					
6580					
6610					
6620					
6710					
6720					
6810					
6820					

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FI045A

~2855105

FEDERAL PROGRAMS SECTION  
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
RESTRICTED INDIRECT COST COMPUTATIONS  
FOR  
340-FORSYTH COUNTY SCHOOLS

PAGE 058  
DATE 09/30/2009

REPORT REFLECTS FY2008 DATA  
RATES FOR USE IN FY2010

PURPOSE CODE	EXCLUDED COST	UNALLOWED COST	INDIRECT COST	DIRECT COST	CARRY FORWARD
6830					
6850					
6910					
6920					
6930					
6940					
6950					
7100					
7200					
TOTALS					

COMPUTATION: (INDIRECT COST TOTAL + CARRY FORWARD) DIVIDED BY (UNALLOWED COST + DIRECT COST) EQUALS: 01.439 PERC

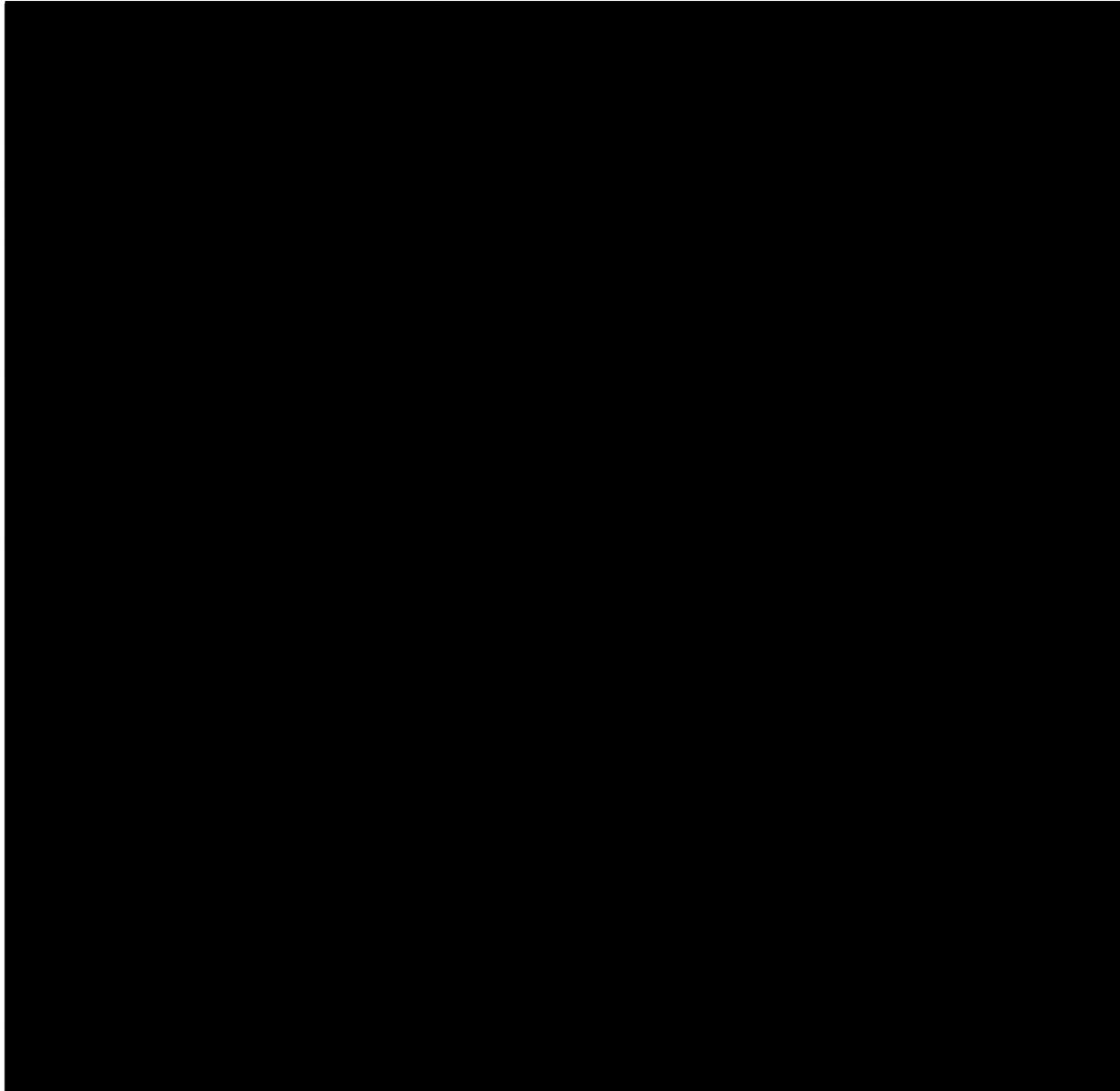
FEDERAL PROGRAMS SECTION  
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
UNRESTRICTED INDIRECT COST COMPUTATIONS  
FOR  
340-FORSYTH COUNTY SCHOOLS

I045B

REPORT REFLECTS FY2008 DATA  
DATES FOR USE IN FY2010

PURPOSE CODE	EXCLUDED COST	UNALLOWED COST	INDIRECT COST	DIRECT COST	CARRY FORWARD
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5110  
5120  
5210  
5220  
5230  
5240  
5250  
5260  
5270  
5310  
5320  
5330  
5340  
5350  
5400  
5500  
5810  
5820  
5830  
5840  
5850  
5860  
5870  
5880  
5890  
6110  
6120  
6200  
6300  
6320  
6400  
6510  
6520  
6530  
6540  
6550  
6560  
6570  
6580  
6610  
6620  
6710  
6720  
6810  
6820



FEDERAL PROGRAMS SECTION  
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
UNRESTRICTED INDIRECT COST COMPUTATIONS

REPORT REFLECTS FY2008 DATA  
DATES FOR USE IN FY2010

FOR  
340-FORSYTH COUNTY SCHOOLS

DATE 10/07/2009

PURPOSE CODE	EXCLUDED COST	UNALLOWED COST	INDIRECT COST	DIRECT COST	CARRY FORWARD
6830					
6850					
6910					
6920					
6930					
6940					
6950					
7100					
7200					
TOTALS					

COMPUTATION: (INDIRECT COST TOTAL + CARRY FORWARD) DIVIDED BY (UNALLOWED COST + DIRECT COST) EQUALS: 10.139 PERCENT

# ROBERT ASH

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## EXPERIENCE

**ASHLEY ELEMENTARY IB MAGNET SCHOOL, Winston-Salem, NC** September 2009 - Present  
**Principal**

At Ashley Elementary I am the instructional leader for an International Baccalaureate school with 80 staff members and 520 students. I supervise professional development, discipline, finances, community relations and the overall management of the school.

**ASHLEY ELEMENTARY IB MAGNET SCHOOL, Winston-Salem, NC** 2004 - 2009  
**Assistant Principal**

At Ashley Elementary I worked in conjunction with other personnel to oversee the successful operation of our International Baccalaureate, Dual-Language, and Exceptional Children programs. My duties included overseeing textbooks, attendance, safety, the School Assistance Team, transportation, testing, and discipline. I also fulfilled the role of Curriculum Coordinator while at Ashley for 4 months in 2008.

**PAGE HIGH SCHOOL, Greensboro, NC** 2003 - 2004  
**Assistant Principal**

While at Page High I was directly responsible for overseeing the Behavior Emotionally Handicapped, Transition, Exceptional Children's, and ESOL programs of the school. I was also the assigned administrator over textbooks, parking lots, lockers, attendance, safety, the School Assistance Team, and discipline. I worked in conjunction with other administrators, parents, staff, students, and the School Resource Officer to provide the best possible environment for all students.

**WESTERN GUILDFORD HIGH SCHOOL, Greensboro, NC** 2001 - 2003  
**ISS Teacher / Dean of Students**

At Western High I primarily managed the discipline program. I also oversaw lockers, parking, textbooks, and behavior management. I monitored the halls, cafeteria, parking lots, and directly worked with the School Resource Officer. I worked in with students, parents, teachers, and administration to help provide a positive learning environment. I also had the opportunity to teach an ESOL and Art class when needed.

**LEAP ACADEMY, Winston-Salem, NC** 1999-2001  
**Social Studies Teacher**

While at LEAP Academy I taught Social Studies to grade 8 and 9 students. I also helped with student discipline, parent contacts, and administrative tasks. All students were of an at-risk population and therefore needed special consideration in teaching methods, discipline, and personal support.

**PAINT BRANCH HIGH SCHOOL, Burtonsville, MD** 1997-1999  
**Special Education Teacher**

At Paint Branch I taught special education classes in Science, Health, and Math. I was a case manager for 12 Serious/Emotional/Behavioral students. I had the opportunity to work with administration and parents when providing discipline for students within our program. I also coached Indoor Track for my 2 years there.

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## EDUCATION

**Certificate of Advanced Graduate Studies in Educational Leadership**, University of New England, Biddeford, ME - 2004

**MA, Social Studies Education**, Florida State University, Tallahassee, FL - 1997

Teaching Internship - **Orleans Park School**, London, UK -1997

**BA, History**, Florida State University, Tallahassee, FL - 1994

**PROFESSIONAL MEMBERSHIPS AND ACTIVITIES**

Completed Level 3 PYP for Administrators Training, International Baccalaureate, New York, NY – February 2010  
Participant in “Aspiring Principals”, Piedmont Triad Education Consortium, Greensboro, NC – March 2009  
Completed Level 2 PYP for Administrators Training, International Baccalaureate, Cincinnati, OH – March 2009  
Assisted with Wake Forest University accreditation visit from NC State Department of Education – April 2008  
Speaker, “Future Teacher Leadership Seminar”, Wake Forest University, Winston-Salem, NC –April 2007  
Participant in “Closing the Gap: Improving Minority and At-Risk Student Achievement” Conference, Raleigh, NC  
– 2000 and 2005  
Completed Level 2 PYP for Administrators Training, International Baccalaureate, New Orleans, LA – July 2005  
Participant in “Leadership Access”, Leadership Winston-Salem – 2000  
Participant in “Focus Group for Developing Alternative Education Guidelines” for NC State Legislation – 2000  
Member, School Improvement Team, Ashley Elementary, Winston-Salem, NC -2009-present  
Member, School Assistance Team, Ashley Elementary School, Winston-Salem, NC - 2005-present  
Chair, School Discipline Team, Ashley Elementary School, Winston-Salem, NC 2004-present  
Representative for Administrators, Forsyth County Association of Educators, Executive Board – 2008-2009  
Member of FCAE, NCAE, and NEA - 2004-present  
Member, School Care Team, Western Guilford High School – 2002-2003  
Member, School Public Relations Team, LEAP Academy 2000-2003  
Member, School Discipline Team, LEAP Academy, 1999-2001

# *AMBER M. BAKER, PhD*

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## *PROFESSIONAL PROFILE*

Professional career reflects in-depth experience in administrative leadership, human resources management, resource utilization, and organizational development in highly competitive and diligently structured institutions. Leadership abilities have been utilized in organization of programs, services, and resources for leading academic institutions. Strong skills in facilitating team building and an open work environment. Sound ability to successfully work with the ebb and flow of funding sources. Excellent skills in assessing organizational challenges and creating solutions. Strategic thinker, passionate, true leader.

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## *SELECTED ACCOMPLISHMENTS*

- Established strategic business plan from concept to implementation to improve charter school that enhanced student population and staff, and enhanced budget to excess of \$4 Million.
- Held management responsibility for all aspects of student life, capital facilities, program management and event planning, to position William E. McGee Institute of Technology Charter School as one of top institutions in state.
- Took strategic steps to enhance interaction between professional staff, board members, and students to create a world-class environment for success and leadership development.
- Held multi-functional management responsibilities, including vendor/distributor contracts for supplies, lease negotiations, purchasing, payroll, program marketing, training and development, policy development, and fund utilization.
- Served as key facilitator between students and administration in event planning, leadership development, public relations, facility design and enhancement, and administration of services.
- Selected to serve as National Representative on Oxford Roundtable on Charter Schools at Oxford University, Oxford England.

## *PROFESSIONAL EXPERIENCE*

### **The William E. McGee Institute of Technology Charter School** *School Director*

**Minneapolis, MN**  
*2001 to 2004*

Served as Director-in-Charge with full accountability for building supervision, parental communications, staff / classroom scheduling, and student behavior / discipline issues. Responsible for implementing professional learning atmosphere through team collaborations, shared decision making, and sound leadership.

- Managed \$4M Annual Budget
- Successfully Increased Student Enrollment by 50% in the first year of tenure.
- Reduced Staff Attrition by 40%.
- Circumvented \$1.4M Deficit and increased budget to a \$500K surplus in three years.
- Increased State Test Scores by 75%.
- Solely responsible for encumbering \$1.5M in grants and donations.

### **Millennium Re-Entry Academy** *Assistant Director / Teacher*

**Winston-Salem, NC**  
*1999 to 2001*

Utilized Wholistic Approach where content area is taught in relation to daily experiences with emphasis on applicability. Act as Program Director in absence of incumbent Program Director. Duties include student discipline, master scheduling, parent conferences, office liaison, support staff coordinator, and budgeting.

- Member of Start-up Committee for Program Development.
- Designed Program Documents.
- Maintained high level of parent satisfaction.
- Received Highest Award for Academic Excellence.

**The Ohio State University***Academic Advisor*

University College-Columbus, OH

1997 to 1999

- ◆ Serve as liaison between University College and the Office of Minority Affairs (OMA).
- ◆ Coordinate intervention programs for Minority Advising Program.
- ◆ Assist in the development and implementation of formal training programs for advisors. Review and update various training materials related to advising.
- ◆ Counsel and serve as a resource base for traditional and non-traditional students seeking information on more than 220 undergraduate majors and minors. Provide assistance and resource information to students regarding academic progress.
- ◆ Instructor for University Survey (Freshman Introductory Course).
- ◆ Conduct orientation sessions for new and transfer students, and parents.
- ◆ Conduct career information sessions for students using SIGI-Plus, CDM, Discover Career, and Major Inventories.

**Columbus Public School System***Substitute Teacher - Long Term*

Columbus, OH

1996 to 1997

***EDUCATION*****The Ohio State University***Doctor of Philosophy*

Concentration: African-American Studies and Educational Administration.

Columbus, OH

2005

**The Ohio State University***Masters of Arts*

Columbus, OH

1997

**Winston-Salem State University***Bachelor of Science in Elementary Education and History*

Winston-Salem, NC

1996

***AFFILIATIONS***

State of Ohio Department of Education

Central Ohio Teachers Association (COTA)

National Education Association (NEA)

Ohio Student Education Association (OSEA)

North Carolina Association of Educators (NCAE)

Columbus, OH

Columbus, OH

Washington, DC

Columbus, OH

Raleigh, NC

***PRESENTATIONS***

Focus Group Facilitator- Cultural Competency

*Alcohol, Drug, and Mental Health Board (ADAMH)*

Columbus, OH

Gender Equality Lecture Series

*The Ohio State University*

Columbus, OH

Professional Portfolio's for Educators

*Ohio Student Education Association*

Columbus, OH

Racial Equality Lecture Series

*The Ohio State University*

Columbus, OH

Hispanic Infusion Curriculum Project

*Winston-Salem Forsyth County Schools*

Winston-Salem, NC

# Section I: Education and Professional Experience

Bertha E. Caldwell



## Educational Background

- As a PhD candidate, completed 39 hours of graduate level course work in Educational Leadership, Curriculum and Instruction (Iowa State University, Ames, Iowa )
- Earned M.A. in Education, 1976 (University of Alabama, Birmingham, Alabama)
- Completed additional graduate level course work in educational areas that include curriculum and learning strategies; instructional leadership; testing, educational diagnostics and psychometrics (West Virginia Graduate College, Charleston, West Virginia; West Virginia University, Morgantown, West Virginia; University of South Carolina, Columbia, South Carolina; Furman University, Greenville, South Carolina; University of Alabama, Tuscaloosa, Alabama; Old Dominion University, Norfolk, Virginia)
- Professional development activities include completion of multiple seminars, training programs, and classes in areas that include: Program Evaluation; Facilitation Skills; Planning for System Change; Accountability for Results; Inclusive Schools; Developing Building Level Assistance Teams; Planning and Implementing School-wide Discipline Plans; Progress Monitoring; Universal Design/Accessing the General Education Curriculum; Garmston & Wellman Skill Training - Four Hats of Shared Leadership; Coaching, Consulting, Facilitating, and Presenting; Facilitating Focus Groups; Cooperative Learning; Classroom Management; School Climate and Culture.

## Credentials

Principal's License: Administrative K-12; Evaluator II; Teaching Certificate - Special Education - K-12 ; Teaching Certificate - Elementary Education K-6.

## Leadership Activities

- Currently Principal of the Kennedy Learning Center, an alternative site that offers five programs for at-risk middle school students in the Forsyth County Schools, Winston-Salem, North Carolina.
- Have made multiple presentations at both national and state conferences; these include *Closing the Achievement Gap* at the North Carolina Department of Public Instruction Convention (2006); speaking on Applied Control Theory (CHAMP) and Classroom Management at the North Carolina State School Board Conference (2008); and *Preventing School Drop Outs* and *Creating a Positive School Climate and Culture* at the Carolina Connection Conference.
- Served as an Adjunct Faculty Member/Instructor/Program Developer in the Education Departments of Iowa State University in Ames, Iowa; West Virginia Graduate College in Charleston, West Virginia; Livingston University in Livingston, Alabama; Norfolk State University (Child Study Center) in Norfolk, Virginia; and Big Bend Community College, Mannheim, Germany.
- Chaired the Special Education Department of Vestavia Hills High School in Birmingham, Alabama from 1975 to 1980 with responsibilities that included budgeting, hiring, curriculum, and regulatory compliance.
- Frequently facilitate cross-disciplinary teams of educators, parents, and community members to enhance ability of schools to serve and educate all children.
- Led activities to improve Iowa's professional development programs for paraprofessionals/teacher associates in 15 Area Education Agencies.

## **Professional Memberships**

- Forsyth County Principals' Association
- National Association for Secondary School Principals
- Society for Organizational Learning
- National Middle School Association
- National Association for Supervision and Curriculum Development
- National Staff Development Council

## **Publications**

Authored or contributed to the following:

- Caldwell, B. "Paraeducator Services in Iowa," Counterpoint, National Association of State Directors of Special Education, January 2001.
- Wallace, T. & Gerlach, K. "State Level Initiatives Related to Training and Supervision of Paraeducators," Project Forum, National Association of State Directors of Special Education, June 2001.
- Gerlach, K. "Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals," National Education Association, 2001.
- Sprick, R. "ParaPro: Supporting the Instructional Process," Sopris West, 2000.

## **Honors and Awards**

- Inducted into 2009 Outstanding Women Leaders
- Named 2008-2009 *Principal of the Year*, Forsyth County Schools, Winston-Salem, North Carolina
- Received the *Excellence in Teaching* award from the West Virginia Special Education Leadership Academy
- Chosen *Special Educator of the Year* by the Tri-County Council for Exceptional Children (Orangeburg, South Carolina)
- Elected to Kappa Delta Pi Honor Society, University of Alabama in Birmingham

## **Special Projects in Education**

- Trained teachers in Single School Culture, CHAMPs Classroom Management model
- As Principal of the Kennedy Learning Center, Forsyth County Schools, Winston-Salem, North Carolina, assumed responsibility for hiring, training, and leading staff to meet district and state standards for the performance of the Center's at-risk students and their return to regular classroom settings.
- Employed by the Iowa Department of Education to lead efforts among 15 Area Education Agencies in improving the state's professional development programs for paraprofessionals and ensure compliance with federal IDEA legislation.
- Responsible with the West Virginia Department of Education for leading in the development of new guidelines for the writing of IEPs (Individual Education Plans) to ensure compliance with federal/state regulatory requirements.
- Provided leadership in the Kanawha County Office of Exceptional Students and facilitated efforts of local districts as they closed segregated special education sites and transitioned special education students into mainstreamed programs.

## Resume

**Bertha E. Caldwell**



**Principal, 2003 to Present**

**Assistant Principal, 2002 to 2003**

KENNEDY LEARNING CENTER, Forsyth County Schools, Winston-Salem, North Carolina

**Consultant, 1999 to 2001**

IOWA DEPARTMENT OF EDUCATION, Des Moines, Iowa

**Professional Development Consultant, 1994 to 1999**

HEARTLAND AREA EDUCATION AGENCY, Ames, Iowa

**Special Education Teacher, 1992 to 1994**

SAWYER ELEMENTARY SCHOOL, Ames, Iowa

**Special Education Consultant, 1991 to 1992**

WEST VIRGINIA STATE DEPARTMENT OF EDUCATION, Charleston, West Virginia

**Special Education Consultant, 1989 to 1991**

KANAWHA COUNTY OFFICE OF EXCEPTIONAL STUDENTS, Charleston, West Virginia

**Special Education Teacher, 1987 to 1989**

STONEWALL JACKSON HIGH SCHOOL, Charleston, West Virginia

**Special Education Department Chair/Teacher, 1983 to 1987**

ORANGEBURG – WILKINSON HIGH SCHOOL, Orangeburg, South Carolina

**Special Education Teacher and Assessment Committee Chair, 1980 to 1983**

LIVINGSTON JUNIOR HIGH, Livingston, Alabama

**Special Education Department Chair/Teacher, 1974 to 1980**

VESTAVIA HILLS HIGH SCHOOL, Birmingham, Alabama

# CELENA W. CLARK

## OBJECTIVE

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To be a principal where I can establish and maintain a safe environment of successful learning, energetic community and quality education where students, teachers and parents work collaboratively to meet each child's needs.

## EDUCATION

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August 2003- May 2005 University of North Carolina at Greensboro  
*Masters of School Administration*

- North Carolina Principal Fellow
- GPA: 3.90

August 1995- May 1998 NC Agricultural and Technical State Univ.  
*Masters of Elementary Education*

- GPA: 3.87

August 1990- May 1994 NC Agricultural and Technical State Univ.  
*Bachelor of Science in Marketing*

- GPA: 3.03

## PROFESSIONAL EXPERIENCE

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July 2009-Present Winston Salem Forsyth County Schools  
*Principal, Easton Elementary School*

- Developed, maintained, evaluated, implemented and enhanced curricular and extracurricular programs to reflect student achievement and growth
- Provided leadership for the planning, development and implementation of the school's curriculum
- Managed the recruitment and hiring of staff
- Selected and assigned staff in-service programs
- Observed staff and faculty performance, documented observations, and conducted evaluation conferences.
- Worked in conjunction with the School Improvement Team to allocate funds appropriately.

September 2007-June 2009 Winston Salem Forsyth County Schools  
*Principal, Latham Elementary School*

- Developed, maintained, evaluated, implemented and enhanced curricular and extracurricular programs to reflect student achievement and growth
- Provided leadership for the planning, development and implementation of the school's curriculum
- Implemented a Transitional Bilingual Program for Kindergarten ESL students
- Developed and implemented a Novice Sheltered Classroom for "ESL newcomer" ESL students in grades 3-5.
- Developed a restructuring program that aligned with Title 1 requirements.
- Managed the recruitment and hiring of staff
- Selected and assigned staff in-service programs
- Observed staff and faculty performance, documented observations, and conducted evaluation conferences.
- Worked in conjunction with the School Improvement Team to allocate funds appropriately.

May 2005- August 2007 Winston-Salem/Forsyth County Schools  
*Assistant Principal, Konnoak Elementary*

- Chairperson for School Assistance Team
- Supervisor for Student Teachers from Winston-Salem State University and Salem College
- Chairperson for Professional Development Committee.
- Chairperson for Discipline Committee
- Coordinator and Supervisor of Intercession: Remediation program for At Risk students
- Coordinator and Supervisor of Saturday Academy: Remediation program for At Risk students
- Coordinator and facilitator of textbook distribution
- Coordinator of Bus Transportation
- Responsible for K-5 discipline interventions, referral and conferences
- Responsible for career teacher evaluations
- Parent Teacher Association Board member
- Responsible for analyzing data of AYP and EOG results for Needs Assessment

August 2004- May 2005 Winston-Salem/Forsyth County Schools  
*Administrative Intern, Full-time, Konnoak Elementary School*

- Coordinator and Supervisor of Intercession: Remediation program for At Risk students

- Observed and facilitated discipline interventions, referrals and conferences
- Participated in school management and operational duties such as scheduling of classes, teacher duties, committees, and planning of teacher meetings.

## ADDITIONAL PROFESSIONAL ACTIVITIES/AWARDS

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- North Carolina Principal Fellows Scholarship, 2003
- Member, National Education Association (NEA)
- Member, North Carolina Principal and Assistant Principal Association.
- Member, North Carolina Association of Educators (NCAE)
- Member, Forsyth County Association of Assistant Principals (FAPA)
- Assistant Secretary, FAPA
- Chancellor's Executive Seminar for Honor Students, North Carolina A&T State University, 1998
- Sallie Mae First Class Teacher Award, Lexington City Schools, 1999
- NEA, NCAE Delegate, 2 years, Downtown Elementary

## REFERENCES

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Dr. Jay L. Jones, Principal, Walkertown Elementary School, Winston Salem/ Forsyth County Schools, 336-771-4567

Dr. Carl Lashley, Educational Leadership Professor, University of North Carolina at Greensboro, 336-334-3745

Dr. Lisa Horne, Former Principal, Konnoak Elementary, Winston Salem/Forsyth County Schools, 336-596-9523

Charlene Davis, Former Assistant Superintendent for Elementary Schools/Winston Salem Forsyth County Schools, 336-462-0581

## Angela B. Choplin



### **Education**

Ed.S. – School Administration, Appalachian State University, May 2001

M.Ed. - Language & Literacy, Salem College, May 1998

B.S. - Special Education, Appalachian State University, May 1992

### **Work Experience**

**Principal, Old Town Global Academy, Winston-Salem Forsyth County Schools,**

June 2009- Present

- Prepare budget/finances
- Hire personnel
- Development of School wide curriculum and instructional goals
- Implement staff development for faculty and staff
- Conduct staff evaluations
- Monitor lesson plans, assessments, report cards
- Participate in grade level meetings, PLC's, committee meetings

**Principal, Fall Creek Elementary School, Yadkin County Schools, March 2003- June 2009**

- Collect and review quarterly lesson plans and bi-weekly assessments
- Design quarterly writing tests
- Plan and lead PTO/Family Nights
- Lead Staff Development for the faculty and staff
- Chair school-wide assistance team
- Hire personnel
- Complete staff evaluations
- Prepare budget

**Assistant Principal, Yadkinville Elementary School, Yadkin County Schools, August 2002-**

March 2003

**Director of Exceptional Children, Stokes County Schools, August 2000- August 2002**

- Prepared budgets and grants
- Assisted in hiring of personnel
- Directed pre-school program
- Supervised homebound services

**Exceptional Children's Teacher, Jefferson Elementary School, Winston-Salem/Forsyth County Schools, August 1999- August 2000**

**Diagnostician, Yadkin County Schools, August 1997-August 1999**

- Chaired the Forbush High School Exceptional Children's Department
- Administered Woodcock-Johnson Educational Test of Achievement
- Interpreted test data during IEP meetings
- Audited Exceptional Children's Records

**Exceptional Children's Teacher, East Bend Elementary School, Yadkin County Schools,  
August 1993- August 1997**

**Exceptional Children's Teacher, Central Middle School, Surry County Schools,  
August 1992-August 1993**

**Professional Recognition/Associations**

Yadkin County Schools Principal of the Year- 2007-2008

North Carolina Association of Elementary Educators Regional Director

North Carolina Association of Principals and Assistant Principals

Parent Teacher Organization- Fall Creek School

Experienced Leadership Program- Principal Executive Program

School Administrators as Instructional Leader – Principal Executive Program

HOUSSE Evaluator

Mentor Trainer

KERRY G. CRUTCHFIELD



VITA

EDUCATION AND CERTIFICATION

Graduated, Parkland High School, Winston-Salem, NC, 1972

Morehead Scholar, UNC Chapel Hill, 1972-76, BSBA, stress in Accounting

Certified Public Accountant (CPA), earned 1979

WORK EXPERIENCE

November 1982 - present, Finance Officer, Winston-Salem/Forsyth County Schools

Leading Efforts for: Payrolls  
Accounting & Financial Reporting  
Budgeting (\$500+ million annually)  
Purchasing & Accounts Payable  
Cash Receipts & Cash Management  
Risk Management  
Salary & Benefits Administration  
Child Nutrition Budgeting, Accounting & Reporting  
Individual School Accounting

February 1981 - November 1982, Assistant Finance Officer, WS/FCS

January 1977 - February 1981, Auditor/Senior Auditor, Deloitte Haskins & Sells

PROFESSIONAL AFFILIATIONS

American Institute of Certified Public Accountants (AICPA)  
North Carolina Association of Certified Public Accountants (NCACPA) - committee member 1984 - present, chairman 1995-96 and 1996-97  
North Carolina Association of School Business Officials (NCASBO) - President, 1989  
North Carolina Association of School Administrators (NCASA) - Board Member 1998-2005, President 2003-04  
Southeastern Association of School Business Officials (SASBO)  
Board of Directors of Goodwill Industries of Northwest N.C. 1997-2005  
Board of Directors of Junior Achievement of Northwest N.C. 2001-

FAMILY

Wife, Vicki (Kindergarten Assistant); Sons, Kevin(27), Andrew(23) and Jason(22)

INTERESTS

Church, golf, softball, basketball, teaching, collectibles

KERRY G. CRUTCHFIELD  
VITA (continued)

EDUCATIONAL AND PROFESSIONAL ACCOMPLISHMENTS

Courses Written and Taught through the NCASBO Finance Academy:

- Advanced Accounting Principles
- Advanced Accounting Practice I, II, and III
- Payroll Accounting
- Budgeting I and II
- Auditing and Internal Controls
- Many others written, taught, and in process

Various Courses Taught for the AICPA in Other States

Courses Developed and Taught for the NCACPA:

- Audits of School Districts
- Audits of School Districts: Advanced
- Audits of School Districts: Assessing Risks for Fraud
- Compliance Auditing for School Districts

Other Courses/Workshops Developed and Taught for Educators:

- Educational Finance for the UNC-G Educational Doctoral Program
- Various Guest Lecturer Topics for NCA&T, Appalachian State, etc.
- New Superintendents' Financial Training for NCASA
- Employee Benefit Plan Design, Selection & Implementation
- Financial Flexibility in North Carolina Public Schools

Led Development of Innovations for Winston-Salem/Forsyth County Schools:

- One of the First Automated Individual School Accounting Systems, 1985
- A Complete Compensation Plan, Policy and Regulation, ongoing through 2001
- A Unique Plan for Coaching & Sponsor Compensation, 1988, Revised 2000
- Self-Funded Workers' Compensation and Dental Plans for Budget Savings
- A Managed Care Organization for Further Savings in Workers' Compensation

Other State & Regional Activities:

- Served on the Governor's Education First Task Force
- Led the Effort to Revise the N.C. Uniform Chart of Accounts (2001-2007)
- Served on the State Board of Education Charter Schools Committee

Other Educational Activities:

- Math Superstars instruction at Forest Park and Southwest Elementary
- Chamber of Commerce Tutoring Program at Forest Park Elementary
- Junior Achievement classroom instruction at various schools
- National Academy of Finance instruction at West Forsyth High School

# Curriculum Vitae

## Wayne A. Foster, PhD



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### EDUCATION

- Ph.D. Department of Human Development and Family Studies. University of North Carolina at Greensboro, Greensboro, NC., 2001  
Dissertation: Economic and Racial/Ethnic Influences on Patterns of Achievement Socialization in Young Children: An Investigation of African Americans, Mexican Americans, and European Americans.  
Major Professor: Garrett Lange, Ph.D.
- M.S. University of South Carolina, 1979  
Major: Speech Pathology and Audiology (Dual M.S. program)  
Thesis: Standardization of the Coston-Chapman Development Scale  
Major Professor: Gale Coston, Ed.D.
- B.A. University of South Carolina, 1976  
Major: Anthropology (linguistics)

### CERTIFICATIONS and LICENSURE

- 2001 to present Exceptional Children's Program Director, North Carolina Department of Public Instruction
- 1993 to present Speech/Language Pathologist, North Carolina Department of Public Instruction
- 1993 to present Audiologist, North Carolina Department of Public Instruction
- 1979 to present North Carolina Licensure in Speech/Language Pathology
- 1979 to present North Carolina Licensure in Audiology
- 1979 to present American Speech, Language and Hearing Association Certificate of Clinical Competence in Speech/Language Pathology and Audiology

### EMPLOYMENT HISTORY

- Program Manager for Student Intervention Support  
June, 2009 to present  
Winston-Salem/Forsyth County Schools  
Winston-Salem, NC
- Speech/Language Pathologist  
2006 – 2009  
Guilford County Schools  
Greensboro, NC

Exceptional Children's Program Director 1993 - 2006	Alamance-Burlington School System Burlington, NC Responsible for all exceptional children's programs, oversight of Alternative School, Section 504 program, Academically - Intellectually Gifted Program. Manage an ~15 million dollar budget of local, state, and federal funds and over 300 employees. (2000 - 2006) Lead Speech/Language Pathologist (1993 - 2000)
Speech Pathologist/Audiologist 1989 - 1993	The Ear Center of Greensboro Greensboro, NC Chief of Speech and Hearing Services
Speech Pathologist/Audiologist 1982 - 1989	The Moses H. Cone Memorial Hospital Greensboro, NC Director of Speech and Hearing Services
Speech Pathologist/Audiologist 1979 - 1982	Pitt County Memorial Hospital Greenville, NC Clinician for rehabilitation and acute care services

#### AWARDS AND FELLOWSHIPS

2008	Honors of the North Carolina Speech, Language and Hearing Association
2008	Alamance County Sertoman of the Year
2008	Julius I. Foust Elementary School Teacher of the Year
1997-2001	Albanese Doctoral Fellowship - Awarded on the basis of academic performance, this fellowship was for \$35,000.
1998	North Carolina Speech, Language, and Hearing Association Award for Service
1995	Leadership Award for the State of NC - American Speech, Hearing and Language Association selection to participate in a national leadership conference in San Antonio, TX.
1993	American Cancer Society Quality of Life Award

#### SELECTED PRESENTATIONS

- Foster, W. (April, 2010). Legislative Issues Impacting Audiology. North Carolina Speech, Language and Hearing Association 2010 Annual Convention, Durham, NC.
- Hallahan, T., Jacobs-Condit, L. & Foster, W. (2009) Direct Access for Audiologists. American Speech, Language and Hearing Association National Convention, New Orleans, LA.
- Foster, W. (November, 2009). Speech and Language Institute, 2009 Exceptional Children Conference, Greensboro, NC.
- Foster, W. (2008). Supporting Educationally At-Risk Students. Fort Bragg Schools, Fayetteville, NC.
- Foster, W. (April, 2007). Creating quality IEPs: Using data to drive decisions. North Carolina Speech,

- Hearing and Language Association Spring Convention, Raleigh, N.C.
- Foster, W. (September, 2005). Re-conceptualizing (central) auditory processing. North Carolina Speech, Hearing and Language Association Fall Conference, Greensboro, NC.
- Foster, W. and Byers, P. (2004). The nuts and bolts of implementing assistive technology. 54<sup>th</sup> Annual North Carolina Exceptional Children's Conference, Greensboro, NC.
- Foster, W. (March, 2004) Supporting literacy for students at-risk. Mississippi Speech, Language And Hearing Association Annual Convention, Biloxi, MI.
- Foster, W. (February, 2004) Support of literacy for at-risk students. South Carolina Speech and Hearing Convention. Hilton Head, SC.
- Foster, W. (February, 2004) The reinvention of an alternative school program. National At-Risk Conference, Myrtle Beach, SC.
- Foster, W. and Lange, G., (August, 1999). Parent and teacher knowledge of children's self-regulatory competencies. Conference on Human Development. Memphis, TN.
- Foster, W. (May, 1999). The development of central auditory processing skills in school – aged children. East Carolina University Speech and Hearing Symposium. Greenville, NC.
- Foster, W. (September, 1998). Normal auditory processing skills in children: Identifying abnormalities. N.C. Speech, Hearing, and Language Association State Convention, Greensboro, NC.
- Foster, W. (April, 1997). Computer use in speech and hearing services. Rockingham County School System, Reidsville, NC.
- Foster, W. (April, 1995). Structuring a quality assurance program for speech and hearing. Annual N.C. Speech, Language, and Hearing Association.
- Foster, W. (October, 1994). Cochlear implants: Their effectiveness in children. Association of Speech Pathologists and Audiologists, Morganton, NC.
- Foster, W. (May, 1994). Understanding brain injury and the effects on language. Annual N.C. Speech, Language, and Hearing Association.

#### SELECTED PUBLICATIONS

- Foster, W.A. (2010). Who Gets Left Behind in America's Public Schools and Why. (In preparation.)
- Foster, W.A. & Campbell, K. (2010). The impact of pre-kindergarten on reading achievement in kindergarten through fifth grade. (In review)
- Foster, W.A. & Miller, M. (2007). Development of the literacy achievement gap: A longitudinal study of kindergarten through third grade. Language, Speech and Hearing Services in the Schools, 38, 3, 173 – 181.
- Foster, W.A. (2004). No Child Left Behind: Group at-risk composition and reading achievement. Journal of At-Risk Issues, 10, 1 (1 – 6).

Foster, W. A. (2003). Children, families, and school: Viewing the achievement gap from a different angle. Invited article for the Journal of North Carolina Association of School Administrators.

### INSTRUCTION

2005 (Fall)	Introduction to Special Education (SES 540), University of North Carolina at Greensboro, Greensboro, NC.
2005	Taught section of Language Development: School Aged Children. University of N.C. at Greensboro, Communication Sciences and Disorders Department.
2001	Infant and child development. University of N.C. at Greensboro, Greensboro, NC
1988	Adult language disorders. University of N.C. at Greensboro, Greensboro, NC
1987	Anatomy and Physiology. University of N.C. at Greensboro, Greensboro, NC

### PROFESSIONAL ASSOCIATIONS

1979 to present	Member, American Speech, Language and Hearing Association
1979 to present	Member, North Carolina Speech, Hearing and Language Association
1993 to 1999	Member, North Carolina Association of Educators, National Education Association
2004 to 2005	Member, North Carolina Association for School Administrators
2004 to present	Member, Society for Dropout Prevention
2003 to present	Member, Allied Health Council for North Carolina

### PROFESSIONAL INVOLVEMENT AND SERVICE ACTIVITIES

2009 to present	Member of the Government Relations and Public Policy Board of the American Speech, Language and Hearing Association
2008 to present Re-elected 2009	Elected as the North Carolina Representative for the Audiology Advisory Council for the American Speech, Language and Hearing Association
2006 to 2008	Elected to the American Speech, Hearing and Language Association Legislative Council as representative for North Carolina
2000 to present	Member of the Alamance County Sertoma Club President: 2005 to present
2005 to present	Executive Committee, Allied Health Council of North Carolina

2003 to 2005	Region II Representative for the Allied Health Council of North Carolina
2003 to 2006	Member of the Alamance Mayors' Committee for Disabled. Chairman of the Scholarship Committee (2004)
2004 to 2006	Chairman for the Alamance, Caswell, Rockingham Community Collaborative Executive Committee - Responsible for developing System of Care in the three county Mental Health Local Management Entity (LME).
2003 to 2006	Chairman, Alamance-Caswell Mental Health Community Collaborative
2003 to 2004	President, North Carolina Speech, Language and Hearing Association
1984 to 1991	NC Speech, Language and Hearing Association: Convention Committee (1984, 1986) Finance Committee (1986-1990, Chair: 1988-1990) Member of Board of Directors (1987-89) Member of Nominations Committee (1990-91) Member of Board of Directors (1997- 1999)
1983 to 2002	Professional liaison and volunteer for the American Cancer Society and coordinator of Laryngectomee Support Group, Greensboro, NC
1980 to 1982	Finance Chair, Speech and Hearing Area Resource Exchange (SHARE)

#### GRANTS AND PROGRAM DEVELOPMENT

2001 – 2006: Exceptional Children's Program Director, Alamance-Burlington School System

- Obtained a \$126,000 Federal IDEA grant - Developed an Assistive Technology Team (ATT) for the Alamance-Burlington School System. Created a web-based evaluation tool for in situ assistive technology evaluation.
- Obtained an approximate \$6,000 grant from the Alamance Sertoma Clubs to amplify classrooms at two schools to support hearing impaired students in the regular classroom.
- Developed the Wilson Reading and Earobics literacy project using the Federal School Improvement and Capacity Building Grant.
- Developed a web-based IEP (Individualized Education Plan) program now utilized in all schools in the Alamance-Burlington School System.
- Obtained grant funds to enhance the Assistive Listening Program in the school system, upgrading all technology to wireless systems and increase services in the Alamance-Burlington Speech/Hearing Lab.

1993 – 2001: Lead Speech/Language Pathologist and Audiologist, Alamance-Burlington School System

- Created the Speech/Hearing Lab using funds obtained from winning the National 360 Communications Essay contest.
- Developed a system-level protocol for screening and evaluating (central) auditory processing.
- Developed a protocol for assessing speech/language disorders in students speaking English as a Second Language by training interpreters and creating a referral and evaluation process for the school system.
- Organized the Speech/Language Pathologist monthly training program for the school system and provided continuing educational programs for all clinicians.
- Established the hearing screening protocol for the school system and provided audiological support to the screenings.

**SEAN M. GAILLARD**



**CERTIFICATION:**

North Carolina License for Principal K-12 May 2008  
North Carolina Teaching License for English Grades 9-12 July 2004

**EDUCATION:**

NORTH CAROLINA A&T UNIVERSITY Greensboro, NC  
Masters of School Administration May 2008

TRINITY COLLEGE: Washington, DC  
Masters of Arts in Teaching December 1997  
Concentration in Secondary English Education

THE CATHOLIC UNIVERSITY OF AMERICA: Washington, DC  
Bachelor of Arts Major: English Minor: Philosophy May 1992

**EXPERIENCE:**

WILEY MIDDLE SCHOOL Winston-Salem, NC  
*Principal* October 2009-  
Present

- Identifies annual objectives with School Improvement Team to promote student achievement
- Involves faculty, central office staff, curriculum specialist, parents, students, and other resource personnel in curriculum planning and program development
- Establishes clearly defined disciplinary procedures that have been communicated to and are understood by parents, students, staff, and the community with planning for PBIS Schoolwide Behavioral program for upcoming school year
- Develops a comprehensive plan for extra- and co-curricular non-instructional activities that support the instructional program, directly and/or indirectly
- Plans for appropriate utilization of community resources and school finances to enrich the school program
- Arranges staff development programs that provide opportunities for professional growth.
- Conducts Classroom Walkthroughs to support instructional programs
- Evaluates school personnel to promote teacher efficacy, high performance, and student achievement
- Meets regularly with Instructional Coaches to evaluate and support instructional programs
- Facilitates planning and implementation of Title I School Prioritized Plan and Budget
- Recruits and retains 21<sup>st</sup> Century Personnel

KERNERSVILLE MIDDLE SCHOOL Kernersville, NC  
*Assistant Principal:* July 2007-September  
2009

- Aid in facilitating and implementing of the school's vision with the principal
- Serve on School Leadership Team
- Conduct assigned evaluations and observations of selected staff

- Assist principal in leading and planning faculty/grade-level meetings
- Conduct Classroom Walkthroughs using Teachscape Program giving feedback to teachers
- Re-designed and update school website including the creation of an online sign-up for computer labs
- Team with Technology Facilitators on ordering of technology, faculty technology training and help requests from staff
- Handle disciplinary procedures
- Conduct 504 meetings
- Facilitate a grade-level Professional Learning Community on a quarterly basis
- Work with Theme Consultant in EC Data Collection using EVAAS and Blue Diamond Data
- Facilitate with Consultant to implement Co-Teaching Model on a school-wide level
- Maintain accounting and organization of Fixed Assets
- Organize and implement procedures for school pictures and ordering of student planners
- Consult regularly with EC Case Manager on Student Incentive Program
- Serve as administrator on overnight field trips for 6<sup>th</sup> and 7<sup>th</sup> Grade and other extracurricular functions
- Attend Joint Principal Meetings on behalf of principal
- Assist principal in conducting applicant interviews and recruiting teachers at various job fairs

**RELEVANT ADMINISTRATIVE EXPERIENCES:**

- 2008-2009 Executive Board Member of Forsyth Association of Assistant Principals: Staff Development Chairperson-Organized district-wide presentation by critically acclaimed author Donald Phillips
- Aspiring Principals Program: Selected to attend program hosted by Piedmont Triad Education Consortium, March-April 2009
- Classroom Walkthrough Training, Fall 2008
- EVAAS Data Usage Workshop, Fall 2008
- Assistant Principal Leadership Training, 2008-2009
- NCI Initial Training, Fall 2008
- e-Course: Leading Data-Based School Reform, Spring 2009

**REYNOLDS HIGH SCHOOL**

Winston-Salem, NC

*English Department Chair:*

May 2005-July 2007

- Acted as a liaison between department and administration
- Assisted in ordering supplies and materials, discuss pertinent curriculum issues
- Informed department of current research and innovative instructional practices
- Assisted administration in recruiting and staffing highly qualified personnel
- Provided informal teacher evaluations
- Handled departmental textbook inventory.
- Served as School Improvement Team Representative

*English Teacher:*

August 2004-July 2007

- Instructed 9<sup>th</sup> Grade Honors and Seminar, 10<sup>th</sup> Grade World Literature, 12<sup>th</sup> Grade British Literature, and Shakespeare 101/American Regional Writers elective.
- Served as departmental representative for the Forsyth County Teachers of English

**GOVERNOR'S SCHOOL**

Winston-Salem, NC

*English Area I Instructor and Lead Teacher:*

June 2005-

February 2009

- Instructed an upper-level course aimed for high-performing students seeking enrichment in literature and composition.
- Served on State Selection Committee

**BEDFORD HIGH SCHOOL**

Bedford, MA

*English Teacher:*

August 2000-June

2004

- Instructed remedial and college preparatory Literature and Composition classes
- Acted as a new teacher mentor
- Faculty Representative for School Council (the principal's advisory board).
- Participated as a member of the Teaching Tolerance and Mural Committees.
- Featured presenter for Bedford Public Schools Technology Workshop Day.
- High School Representative for Vision 2011 Technology Mission Statement Committee.
- Member of MEET Team (a district-wide professional development initiative for implementing technology into the curriculum).

**BISHOP FENWICK HIGH SCHOOL**

Peabody, MA

*English Teacher:*

August 1998-June

2000

- Instructed remedial and college preparatory Literature and Composition to sophomores
- Implemented integrated curriculum with United States History course.
- Moderated Student Activities Council and the *Fenwick Focus* Newspaper.
- Member of Faculty Advisory Committee.

**BISHOP MCNAMARA HIGH SCHOOL**

Forestville, MD

*English Teacher:*

August 1996-August

1998

- Taught American Literature and Honors English III to juniors.
- Chosen to serve on Middle States Accreditation Committee

**SAINT ANDREW APOSTLE SCHOOL**

*Silver Spring, MD*

*Literature/United States History Teacher:*

August 1993-August

1996

- Created an interdisciplinary curriculum for Grades 6-8 in Reading and History.
- Introduced a program to increase voluntary reading.

**MONTGOMERY COLLEGE**

Rockville, MD

*English Instructor (part-time):*

Summer 1995-1996

- Designed and instructed classes for writing and reading.
- Served as a counselor for at-risk student college program.

**SAINT GABRIEL SCHOOL**

Washington, DC

*5th Grade Instructor:*

June 1992-June

1993

- Planned and instructed general 5th grade curriculum.

**PROFESSIONAL MEMBERSHIPS:**

- North Carolina Principals and Assistant Principals Association
- Forsyth Association of Assistant Principals
- Association of Supervision and Curriculum Development
- Phi Kappa Phi Honor Society

**RELEVANT WORK EXPERIENCE:**

*Member of Teacher Service Corps:*

June 1992-1994

- Taught while serving in a volunteer program established to aid schools in the Archdiocese of Washington.

**WORKSHOPS AND PROFESSIONAL TRAINING: *highlights include***

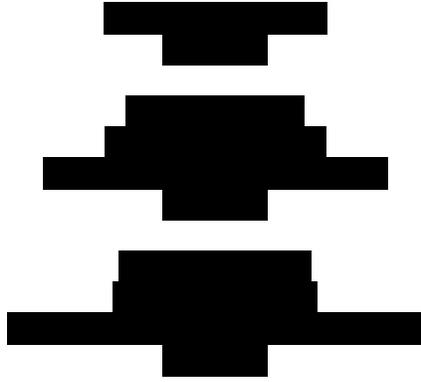
- Rutherford Learning Centered School Summer Institute, Charlotte, North Carolina, 2006
- Closing the Achievement Gap Conference, Greensboro, North Carolina, March 2006
- *Classics in the Classroom* Book Study (Facilitator), Winston-Salem, North Carolina, 2005
- EDCO Technology Training, Bedford, Massachusetts, 2000-2004

**HONORS:**

- Selected to attend the Excellence in Teaching Conference at the University of Notre Dame, October 1997.
- Awarded the Staff, Teacher Appreciation and Recognition Award from the Bedford Business Education Alliance, June 2001.
- Nominated for *Who's Who Among America's Teachers* for 2003-2004 and 2004-2005

**REFERENCES**

[Redacted references]



# MARK STEVEN HAIRSTON

## OBJECTIVE

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Seeking administrative position within your School Division. Seeking to utilize my teaching and administrative experience to provide effective leadership and instruction that will contribute to the continuous growth and success for all students.

## EXPERIENCE

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**2008–Present** Forsyth County Schools Winston Salem, NC

***Principal ( Philo Magnet Academy )***

- Implement and monitor curriculum and instruction.
  - Perform staff performance evaluations.
  - Manage school expenditures and budget.
  - Master schedule development.
  - Provide school-base professional development.
- Community and parental relations.

**2006–2008** Roanoke City Public Schools Roanoke, VA

***Principal ( William Ruffner Middle School )***

- Implement and monitor curriculum and instruction.
  - Perform staff performance evaluations.
  - Manage school expenditures and budget.
  - Master schedule development.
  - Provide school-base professional development.
- Community and parental relations.

**2003–2006** Roanoke City Public Schools Roanoke, VA

***Principal ( Garden City Elementary School )***

- Implement and monitor curriculum and instruction.
  - Perform staff performance evaluations.
  - Manage school expenditures and budget.
  - Master schedule development.
  - Provide school-base professional development.
- Community and parental relations.

**2001–2003** Roanoke City Public Schools Roanoke, VA

***Assistant Principal ( Lucy Addison Middle School )***

- Implement and monitor curriculum and instruction.
- Perform staff performance evaluations.

- Master schedule development.
- Monitor school discipline plan.

**2000–2001** Henry County Public Schools Collinsville, VA  
***Assistant Principal (Fieldale Collinsville High School )***

- Implement and monitor curriculum and instruction.
- Perform staff performance evaluations.
- Attendance officer.
- Monitor school discipline plan.

**1991–2000** Roanoke City Public Schools Roanoke, VA  
***Teacher (Health and Physical Education K-12 )***

- Patrick Henry High School (1991-1995)
- Stonewall Jackson Middle School (1995-1996)
- Roanoke Academy for Math & Science (1996-1999)
- Hurt Park Elementary (1999-2000)

**1989–1991** Big Lots Department Store Richmond, VA  
***Retail Store Manager***

- Hire, train and evaluate staff.
- Manage expenditures and store budget.
- Perform fiscal inventory.

**1981–1989** Ames/Zayre Department Store Roanoke, VA  
***Retail Assistant Store Manager***

- Hire, train and evaluate staff.
- Manage expenditures and store budget.
- Perform fiscal inventory.
- Develop staffing schedule.

**1980–1981** Hills Department Store Pittsburgh, PA  
***Retail Assistant Store Manager***

- Perform staff evaluations.
- Manage expenditures and store budget.
- Perform fiscal inventory.
- Develop staffing schedule.

- 1978–1980** K-Mart Department Store Fredrick, MD  
***Apparel Store Manager***
- Perform staff evaluations.
  - Manage expenditures and store budget.
  - Perform fiscal inventory.
  - Develop staffing schedule.
  - Buyer and merchandiser.

EDUCATION

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- 1998–2000** Virginia Tech University Blacksburg, VA  
 ■ Educational Specialist Degree., Educational Leadership & Policy Studies
- 1996–1998** Virginia Tech University Blacksburg, VA  
 ■ Master of Science., Health and Physical Education
- 1973–1978** West Virginia State College Institute, WV  
 ■ Bachelor of Science, Health and Physical Education

COACHING EXPERIENCE

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- 1991–1995** Patrick Henry High School Roanoke, VA  
 ■ Head Baseball Coach
- 1991–1992** Patrick Henry High School Roanoke, VA  
 ■ Assistant Girls Varsity Basketball Coach
- 1996–1997** William Fleming High School Roanoke, VA  
 ■ Assistant Varsity Baseball Coach

OTHER ATHLETIC EXPERIENCE

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- 1991–2001** Western Virginia Basketball Official Assoc Roanoke, VA  
 ■ Virginia High School League Basketball Official
- 1991–2005** Western Virginia Football Assoc Roanoke, VA  
 ■ Virginia High School League Football Official

**1996–2001** Western Virginia Umpires Association  
■ Virginia High School League Baseball Umpire

Roanoke, VA

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## **Donald C. Hampton**



### **Objective:**

To be an effective elementary school principal.

### **Experience:**

2007-Present  
2000 – 2007

#### **Principal- Middle Fork Elementary School Assistant Principal – Hall-Woodward Elementary School**

Supervise and evaluate staff. Call and lead staff meetings. Collaborate with the transportation department to arrange bus service for students. Work with students, teachers, and parents on student discipline issues. Order and manage textbook inventory. Address parents at PTA meetings and serve on the PTA Executive Board. Work with the School Improvement Team to develop an action plan for school improvement based on a needs assessment. Attend many meetings on behalf of my principal. Lead staff development sessions. Write grants and team with other agencies to obtain grants. Build relationships with business partners and volunteers. Speak to education majors at Winston-Salem State. Serve on the Textbook and the Transportation Process Improvement Committees. Provided needed leadership to keep the school running smoothly during my previous principal's illness.

1996-2000

#### **Curriculum Coordinator – Ibrahim Elementary School**

Provided staff development in the areas of reading, writing, math, and EOG preparation. Served as the school's testing coordinator. Trained teachers on the K-2 Assessment and Write From the Beginning. Supported teachers in their use of Guided Reading strategies and running records to assess reading levels of students. Organized and supervised tutoring programs. Collaborated with a voluntary state assistance team to integrate effective teaching strategies into our program. Served as the School Assistance Team chair and as a LEA representative during IEP meetings. Served as Phi Delta Kappa's Treasurer.

- 1995-1996                    **Graduate Student- UNC-Chapel Hill – Ed. Leadership Dept.**
- Won a merit scholarship and took a year of leave to work toward an Ed.D. in Educational Leadership. Finished all coursework and earned top grades. Took oral and written comprehensive exams. Have not completed dissertation. Completed an administrative internship at Forest View Elementary in Durham. Earned K-12 Principal Certification.
- 1990-1995                    **Elementary Teacher – Latham Elementary**
- Taught kindergarten and first grade. Taught, as a Math Science Specialist, kindergarten, first and second grades as a part of Project CHILD during the last year. Worked in the Summer Enrichment Program during the summers with rising first graders. Served as chair of the committee that wrote Latham’s Blue Ribbon Award application. Accepted the award on behalf of our school in Washington D.C. Developed a drug and alcohol awareness program for small children called “GETREAL about Drugs”. Served on the executive board and was elected Vice President of FCAE. Trained to be a Teacher Academy Trainer. Taught G.E.D. classes at night to employees of Vulcan Materials. Selected as Forsyth County Schools’ Teacher of the Year in 1994. Represented the school system as the keynote speaker at many community and club events.
- 1989-1990                    **Teacher Assistant – Moore Elementary**
- Worked in a 4<sup>th</sup> and 5<sup>th</sup> grade suite. Trained in Talents Unlimited. Worked toward my M.A.T. at Salem College during this time. Received opportunities to teach from supervising teachers.
- 1987-1988                    **Real Estate Salesman – Hubbard Realty** (which is now Coldwell Banker Real Estate)
- Helped customers with selling and buying property. Helped secure financing with lenders and coordinated closings with attorneys.

**Education:**

- 2008                            Completed New Principal Survival School through the Principal’s Executive Program at Chapel Hill.
- 2005                            Completed the Leadership Program for Assistant Principals through the Principal’s Executive Program at Chapel Hill.

- 1996 Completed Courses required for an Ed.D. in Educational Leadership at UNC-Chapel Hill.
- 1989 Earned a Masters of Arts in Teaching degree from Salem College
- 1987 Earned a Bachelor of Science degree in Housing and Design from UNC-Greensboro

**Honors and Accomplishments**

- Teacher of the Year for Forsyth County- 1994-1995
- Winston-Salem Jaycees Outstanding Young Educator Award- 1995
- Merit Scholarship from UNC-Chapel Hill for Ed. D Program- 1995
- Recognized for outstanding academic achievement in the Principal's Executive Program's Leadership Program for Aspiring Principals- 2006

**References:**

[Redacted references]

**VITA**  
**Donald L. Martin, Jr. Ed. D.**

**Professional Preparation**

University of Kentucky	Educational Administration	Ed. D	1980
Duke University	Math Education	M.A.T.	1974
Duke University	Physics	B.A.	1973

**Appointments**

Superintendent	Winston-Salem/Forsyth County Board of Education (51,794 students) Winston-Salem, North Carolina	August 1994 – Present
Superintendent	Rowan-Salisbury Board of Education (17,500 students) Salisbury, North Carolina	July 1989 – July 1994
Superintendent	Jessamine County Board of Education (5,600 students) Nicholasville, Kentucky	July 1983 – June 1989
Superintendent/Principal	Southgate Independent Board of Education (185 students) Southgate, Kentucky	July 1980 – June 1983
Research Intern	Office of Research and Planning, Kentucky Department of Education/ Kentucky School Boards Association	July 1979 – June 1980
Graduate/Research Assistant	Center for Professional Development University of Kentucky and the Department of Educational Administration	August 1977 – June 1979
Teacher	Wilkes Central High School Wilkesboro, North Carolina	August 1973 – June 1977

**University Teaching**

Visiting Professor	Gardner-Webb University Boiling Springs, North Carolina Taught “Organizational Theory” and “Facility Planning and Finance”	Fall/Spring 2009 - 2010
Visiting Professor	North Carolina A & T State University Greensboro, North Carolina Taught “Strategic Planning”	Spring 2008

Visiting Professor	University of Kentucky Lexington, Kentucky Taught "The Administration of Educational Organization"	July 1987 – August 1987
Visiting Professor	University of Kentucky Lexington, Kentucky Taught "The Organization and Control of American Schools"	June 1982 – July 1982

## Grants

Project Enrich grant in partnership with University of North Carolina at Greensboro funded by US Department of Education, \$7 million.

Magnet School Assistance grant funded by the US Department of Education, 2005- 2008, \$7.1 million.

Thurgood Marshall/Gates Foundation small high schools grant in partnership with WSSU, 2003-2008, \$500,000.

Magnet School Assistance grant funded by the US Department of Education, 2001- 2004, \$5.6 million.

Principal Investigator for "SCIMAX", an Urban Systemic Program funded by the National Science Foundation (NSF) 2001- 2006, \$4.4 million.

Principal Investigator for NSF's project "Join Underrepresented with Science and Technology" (JUST), a Comprehensive Program for Math and Science Assistance (CPMSA) grant, 1995 – 2000, \$1.9 million.

21<sup>st</sup> Century Grant funded by the US Department of Education, 2001- 2004, \$2.1 million.

Principal Investigator for NSF's Center for Excellence, Research, Teaching and Learning (CERTL) project on problem-based learning and student independent study projects. 1996 – 1999, \$626,000.

Principal Investigator for the Safe Schools, Healthy Student Initiative (2000 – 2003), one of six national sites, funded by the U. S. Department of Justice, Education, and Human Services, \$6.0 million.

## Awards:

- 2006 Superintendent of the Year by Northwest Regional Educational Support Agency
- 2005 Finalist for the Jay Robinson Leadership Award by the Public School Forum of NC
- 2004 Band Director Emeritus Forsyth County Band Jamboree
- 2004 Winston-Salem Sportsmen Club High School Sports Hall of Fame Inductee
- 2001 Salvation Army Boys Club Excellence in Leadership Award
- 1999 Piedmont Triad Superintendent of the Year
- 1997 North Carolina Association of School Librarians Administrator of the Year
- 1996 Superintendent of the Year by the North Carolina Music Educators.
- 1995 Superintendent of the Year by the North Carolina Association of Dance Educators.
- 1992 District 7 Outstanding Educator of the Year Award, North Carolina PTA.
- 1989 Named the "Newsmaker of the Year" by *The Salisbury Post*.
- 1989 Jessamine County (KY) Chamber of Commerce Education Award.
- 1988 Selected by *Executive Educator* as one of the top one hundred young administrators.
- 1984 Kentucky Colonel Commission by Governor Martha Lane Collins.

## Professional Organizations:

- Phi Delta Kappa
- American Association of School Administrators (AASA).
- North Carolina Association of School Administrators (NCASA)
- American Association for Supervision and Curriculum Development (ASCD)
- North Carolina Association for Supervision and Curriculum Development (NCASCD)

## Boards/Committees

Greater Winston-Salem Chamber of Commerce Executive Board (1994-Present)  
Winston-Salem Children's Home (2005 – present)  
Board of Trustees, Mount Tabor United Methodist Church (2010)  
Staff-Parrish Committee, Mount Tabor United Methodist Church (2006 – 2009)  
Forsyth Futures, a community collaborative; Chair (2006 – 2008)  
Forsyth Council of Children and Families (FCCF); Chair (2003-2005)  
Served on the Secretary of the Army's Advisory Committee on JROTC and ROTC affairs (1997 – 2001)  
Executive Committee, Urban Systemic Program Superintendents Coalition, National Science Foundation (2001 – 2002)

## Publications

Martin, Donald L., Jr., "What Makes a Principal Effective," *NCASA Leadership*, Spring/Summer 2000.

Faber, Charles F., Barnes, Lois J., and Martin, Donald L., Jr., *The Kentucky Teacher, Legal Rights and Responsibilities*, 1986.

Martin, Donald L., Jr., "A Determination of Legislative Priorities by Kentucky Teachers," *The Kentucky School Board Journal*, Vol. 1, No. 1, Winter 1982.

Brooks, Kenneth W., Martin, Donald L., Jr., and Vincent, Denny R., "Projecting Problems to Face Educational Administrators—A Projection of the Next Five Years," *Planning and Changing*, Vol. 11, No. 2, Summer 1980.

Martin, Donald L., Jr., "A Study of the Family, Personal and Subjective Characteristics of School Dropouts in Kentucky," Dissertation, University of Kentucky, 1980

Faber, Charles F. and Martin, Donald L., Jr., "Are the Courts Becoming Too Involved in School Affairs?," *Contemporary Education*, Vol. 50, No. 4, Summer 1979.

Faber, Charles F. and Martin, Donald L., Jr., "Two Factors Affecting Enactment of Collective Bargaining Legislation in Education," *Journal of Collective Negotiations in the Public Sector*, Vol. 8, No. 2, 1979.

## Monographs:

Martin, Donald L., Jr., Identifying Potential Dropouts, Kentucky Department of Education, 1981.

Faber, Charles F., Lois J. Barnes, and Donald L. Martin, Jr., Supplement to Legal Rights and Responsibilities of Kentucky Public School Teachers and Pupils, University of Kentucky, Lexington, Kentucky, 1981.

Faber, Charles F., Lois J. Barnes, and Donald L. Martin, Jr., Legal Rights and Responsibilities of Kentucky Public School Teachers and Pupils, University of Kentucky, Lexington, Kentucky, 1980.

Martin, Donald L., Jr., Conducting School Board Meetings, Kentucky School Boards' Association, 1980.

Brooks, Kenneth W., Donald L. Martin, Jr., and Denny R. Vincent, A Delphi Projection of Administrator Problems, a monograph published University Council of Educational Administration (UCEA), 1979.

Brooks, Kenneth W., Donald L. Martin, Jr., Educational Specifications for a Senior High School – Woodford County Schools, Center for Professional Development, University of Kentucky, 1979.

Brooks, Kenneth W., Donald L. Martin, Jr., Educational Specifications for Jessamine County High School, University of Kentucky, 1978.

## **Presentations:**

### **Refereed Papers Presented:**

Martin, Donald L., and Rachele Bruno, "Project PAVE – Parents as Volunteers in Education," MEGA (Making Education Grow with America) National Conference, Louisville KY, June 1983.

Martin, Donald L., Jr. and Rachele Bruno, "Parent Volunteers: Attitudes and Reactions," Mid-South Educational Research Association, Eleventh Annual Meeting, New Orleans, LA, November 1982.

Martin, Donald L., Jr., "A Determination of Legislative Priorities by Kentucky Teachers," Mid-South Educational Research Association, Tenth Annual Meeting, Lexington, KY, 1981.

Martin, Donald L., Jr., Scott Trimble and B. Glen Davis, "Identifying Potential Dropouts," Mid-South Educational Research Association, Ninth Annual Meeting, New Orleans, LA, 1980 (Presented by Donald L. Martin, Jr.).

### **National Meetings:**

Wallace, Major General Stewart W., William J., and Donald L. Martin, Jr., "The Value of ROTC/Military Career Programs," National School Boards Association, 60th Annual Convention, Orlando, FL, 2000.

Martin, Donald L., Jr., Douglas Pungler, Janet Adams, and Donny Lambeth, "Schools of Choice Pupil Assignment Plan" National School Boards Association, 57th Annual Convention, Anaheim, CA, 1997.

Martin, Donald L., Jr., Milfork, and Massie, "How to Recruit and Retain Top Quality Minority Teachers," National School Boards Association, 56th Annual Convention, Orlando, FL 1996.

Martin, Donald L., Jr., Patti Secreast, Jonathan Shores, and Brenda Smith, "The Fast Track Program," National School Boards Association, 52<sup>nd</sup> Annual Convention, Orlando, FL, 1992

Martin, Donald L., Jr., Richard Harden, Tim Holt, and Eugene Peel, "How to Get Your Community Involved in Goal Setting," National School Boards Association 45<sup>th</sup> Annual Convention, Anaheim, CA, 1985

Martin, Donald L., Jr., et.al, "How to Have a Good School Volunteer Program, National School Boards Association, 43<sup>rd</sup> Annual Convention, San Francisco, CA, 1983.

## MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES

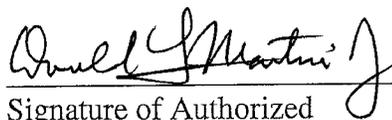
In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies it will—

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

\* \* \* \* \*

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies it is implementing the desegregation plan as approved.



Signature of Authorized  
Representative

4/20/10

Date

# INGRID W. MEDLOCK

## **CAREER OBJECTIVE**

To possess a supervisory position in which I may utilize my communicative, collaborative, and creative leadership abilities to afford ample opportunities for all to be successful in education.

## **QUALIFICATIONS**

My extensive background for the past 18 years ranges from Speech-Language Pathology, Classroom Teacher, Public Middle School Administrator, Federal Grant Writer, Elementary School Principal to my current position as the Head of School of a private middle school for boys. This array of experience uniquely qualifies me to effectively lead, manage, and collaborate with a team of professionals to create grand opportunities for all to discover their overall potential and ultimately succeed in every aspect of their lives.

## **EDUCATION**

- Aug. 2004 – Ongoing      **Doctorate in Educational Leadership and Administration**  
Gardner-Webb University  
Boiling Springs, North Carolina 28017
- Aug. 1998-Aug. 2000      **Masters in School Administration,**  
University of North Carolina at Greensboro  
Greensboro, North Carolina 27402
- Aug. 1987-Dec. 1990      **Bachelor of Science in Communicative Disorders,**  
Texas Southern University  
Houston, Texas 77004

## **EXPERIENCE**

- July 2009 - Present      **Principal, Hill Arts Magnet Middle School**  
**Winston-Salem/Forsyth County Schools, 1605 Miller Street, W-S, 27103**  
**Supervisor: Carol Montague, Assistant Superintendent, (336) 727-2870**  
**Duties:** Educational leader and facilitator of academic advancement, social growth, and character development of students, faculty and staff; Effective manager of school operations to ensure excellence in instruction, safe and orderly facilities, and community involvement; Community leader bridging the gap between school, home, local churches, and businesses for the betterment of public education.
- July 2007 – June 2009      **Head of School/Principal, Durham Nativity School**  
**1004 North Mangum Street, Durham, North Carolina 27701**  
**Supervisor: Dr. Joseph Moylan, President, (919) 680-3790**  
**Duties:** Effective manager/supervisor of school operations to ensure excellence in instruction, safe and orderly facilities, fiscal responsibility/efficacy, effective community relations, and service-oriented programming; Educational leader and facilitator of academic advancement, social growth, leadership skills, and character development of students, faculty and staff; Community leader bridging the gap between school, home, local churches, and businesses for the betterment of public and private education.
- Jan. 2003 – June 2007      **Principal, Rowland Hill Latham Elementary School**  
**Winston-Salem/Forsyth County Schools, 1605 Miller Street, W-S, 27103**  
**Supervisor: Charlene Davis, Assistant Superintendent, (336) 727-2787**  
**Duties:** Educational leader and facilitator of academic advancement, social growth, and character development of students, faculty and staff; Effective manager of school operations to ensure excellence in instruction.

- Aug. 2001-Jan. 2003      **Assistant Principal, Kennedy Learning Center  
Winston-Salem/Forsyth County Schools**  
**Supervisor: Sandra Hunter, Principal, (336) 774-4677**  
**Duties:** Assistant to the Principal in managerial duties related to all school schedules, facilities, parent communications, and student discipline; Instructional Leader related to assisting teachers with curriculum, lesson planning, daily lesson implementation, observing and evaluating instruction, and grant writing.
- Sept. 2000- Feb. 2001      **Assistant to the Program Manager of Cultural and Performing Arts,  
Winston-Salem/Forsyth County Schools**  
**Supervisor: Dr. Jane Pfefferkorn, Program Manager of Cultural Arts**  
**Duties:** Temporary assignment at Central Office to assist in writing a 5 million dollar federal magnet schools grant for two Visual and Performing Arts schools and two International Baccalaureate schools which was successfully funded.
- July 1997-Aug. 2001      **Math & Theater Arts Specialist, Mineral Springs Elementary  
Winston-Salem/Forsyth County Schools**  
**Supervisor: Gaye Weatherman, Principal, (336) 771-4545**  
**Duties:** Taught Theater Arts in a specialized arts program funded through A+ Schools/Kenan Arts Institute and the Winston-Salem/Forsyth County Schools; Integrated mathematics and theater arts to enhance classroom instruction and to increase student achievement. Coordinated and directed productions, *informances*, and workshop presentations.
- Jan. 1991-July 1997      **Speech-Language Pathologist, G.B.M. Turner Elementary School and B.K.  
Bruce Elementary School  
Houston Independent School District**  
**Supervisor: Charles Bryant, Principal**  
**Duties:** Identified, assessed, diagnosed, and treated students with various speech-language impairments. Also, counseled with parents and teachers on an array of therapeutic techniques used for interventions.

## ACCOMPLISHMENTS

Graduate of *Leadership Triangle* Personal/Professional Leadership Development Program, December 2008  
Workshop Facilitator/Presenter of *Differentiated Instruction*, St. Petersburg, Florida, October 2008  
Recruiter for VIF Teachers to join the WS/FC Schools: Cape Town, South Africa and Nova Scotia, Canada  
Exchange/SCAN (Stop Child Abuse Now) Executive Board Member and Chairperson of Ad Hoc Committee  
Attained over \$150,000.00 in grants and donations for effective instruction at Latham Elementary 2002-2006  
Trained and Certified in William Glasser's "Choice Theory": Applied Control Theory/Connected Schools  
Author of funded CSRD grant for \$300,000.00 for Kennedy Learning Center funded from 2002 - 2005  
Co-Author of funded Federal Magnet Schools Grant for \$5 million for the WSFC Schools 2000-2001  
A+ Fellow/Consultant/Presenter for the North Carolina A+ Schools Program/Kenan Institute  
Chairperson of the GEAR UP Grant Reading Program for the US Dept. of Education 1999  
Arts Integration with the NC Standard Course of Study Workshop Presenter for "Smart Start"  
Workshop Presenter and Motivational Speaker at Educational Administrator's Retreat for HISD

## ORGANIZATIONS

Association for Supervision and Curriculum Development  
National Education Association  
North Carolina Principals and Assistant Principals Association  
Word of Truth International Life Center  
Alpha Kappa Alpha Sorority, Incorporated

## PROFESSIONAL REFERENCES FURNISHED UPON REQUEST



# Karen Morning-Cain

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## **Objective**

To utilize my leadership skills to empower and support teachers with developing students intellectually and professionally to meet the learning and teaching goals for the twenty-first century.

## **Summary of qualifications**

- Currently serving as Principal of North Hills Elementary School in Winston-Salem, NC.
- Strong Implementation skills of Response-to Intervention to ensure student success
- Outstanding knowledge of using Data to drive instruction and school improvement planning.
- Five years of service as an assistant principal, self-reflective instructional leader that guides and assists.
- Highly effective in monitoring the effectiveness of instructional practices and the impact they have on student learning.
- Outstanding attitude and professional rapport with the school and business community.
- Nine years of successful teaching experience, an instructional leader with excellent planning and organizational skills.
- Passionate facilitator of instruction and excellent classroom management skills.
- Deeply committed to high quality education for all children.

## **Education and Certifications**

January 2009- Present Wingate University, Matthews, NC

### **Doctorate of Educational Leadership**

January 2003-May2004 Gardner Webb University Boling Springs ,NC

### **Master of Arts in Educational Leadership**

August 1995-May 1999 East Carolina University Greenville, NC

**Bachelor of Arts of History and a Minor in Sociology**

**State of North Carolina Licenses, Principal (K-12), Learning Disabilities (K-12), and History Endorsement**

**Professional  
experience**

July 2009-Present **North Hills Elementary School**, Winston-Salem, NC  
**Principal**

April 2007-July 2009 **Shepherd Elementary School**, Mooresville, NC  
**Principal**, responsible for school improvement planning. Shared decision making practices among all stakeholders to ensure success of the school and community. Appropriately involves faculty, central office staff, curriculum specialist, parents, students, and other resource personnel in curriculum planning and program development. Provides opportunities whereby students can have appropriate input into the educational program. Establishes clearly defined disciplinary procedures that have been communicated to and are understood by parents, students, staff, and the community. Arranges staff development programs that provide opportunities for professional growth.

July 2004-April 2007 **Cash Elementary School** Kernersville, NC  
**Assistant Principal**, responsible for developing and implementing all aspects of the school program such as scheduling, discipline, evaluation of staff members, coordinating various programs, student services, professional development, and providing administrative support to the Principal by managing and facilitating the daily functions and academic enterprise of the school program.

October 2005-August 2006 **Forsyth Technical Community College**  
Winston-Salem, NC **Continuing Education Instructor**, conducted an continuing education course on educating exceptional students in the mainstream and conducted a course based upon Marzano's Classroom Instruction that Works.

August 2003-July 2004 **Parkland High School** Winston-Salem, NC  
**World History Teacher, Assistant Principal Internship**, Educated students on recurring themes of human experience through history. Developed behavioral intervention plans for alternative learning education center. Assisted the PTA with writing a grant for a Parental Academy. Assisted with the development and implementation of the "Seal for Success" before school tutorial program. Assisted in developing the proposal for the "ninth grade academy."

July 2000-August 2003 **Wiley Middle School** Winston-Salem, NC  
**Learning Disabilities Inclusion Teacher grades 6<sup>th</sup> and 7<sup>th</sup>**, Educated learning disabled academically gifted students in an inclusive setting. Responsible for developing and managing individualized educational plans. Assisted educational consultants on educational progress reports of students. Served on the library selection committee for multicultural reading materials.

July 1999-July 2000 **Central Davidson Middle School** Lexington, NC  
**Behavioral Emotional Disabilities Teacher**, Educated students with

behavioral problems in a self contained setting. Responsible for developing individualized educational plans and behavioral intervention plans. Assisted local mental health agencies with developing treatment plans.

### **Professional Development**

- Served on the 2008-2009 Iredell-Statesville School's Budget Committee
- Elementary Scheduling for Success, February, 2009
- New Evaluation of Tool for NC teachers and School Executives August, 2008
- Blue Diamond and EVASS training, November 2007
- Completed Piedmont Triad Educational Consortium for Aspiring Principals, March 2007
- Completed School Administrators as Instructional Leaders, March 2007
- NWRESA Data Driven Decision Making, January 2007
- Evaluating Meaningful Learning for Students, November 2006
- ABC tools for Elementary Schools, May 2006
- UNC PEP, Leadership Program for Aspiring Principals, March 2006
- UNC PEP School Finance Resource Academy, August 2006
- Teacher Academy "Multiple Intelligences," August 2004
- SERVE/Teacher Growth and Assessment Summative training, 2004
- ABC, AYP and Beyond, December 2004
- Applied Control Theory, October 2003
- Comer School Development Process Training, November 2003

### **Presentations and Programs**

- Conducted staff development for WSFCS on Marzano's **Classroom Instruction that Works.**
- Developed the "Ram Buddies Mentoring Program" a partnership between Parkland High School and Winston-Salem State University Athletics.
- Served as a panelist at the "Back to School Rally" at Union Baptist Church, Winston-Salem, NC
- College Tour Volunteer for High School Students
- Presented information on "Preparing your child for College"

Weeping Willow, AME Zion Church, Charlotte, NC

**Professional  
Organizations and  
Awards**

- Developed, implemented and coached high school students in preparation for the Alpha Kappa Alpha Sorority's Dream Keepers Essay and poetry scholarship contest.
- Forsyth County Assistant Principal Association, Member 2004-2007  
*(Membership Chairperson August 2006-April 2007)*
- North Carolina Principal and Assistant Principal Association, Member 2004- Present
- Association for Supervision and Curriculum Development, Member 2004-Present
- Winston-Salem Urban League "Bridging the Gap" Award , October 2006
- Recipient of the East Carolina Chancellor's Minority Leadership Award August, 1999

**Carolyn Fair-Parker**

[REDACTED]  
[REDACTED]  
[REDACTED]

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## **Professional Objective**

**To secure a position as a Principal with a progressive school system where my communicative and administrative abilities will be used to enhance effective student achievement as well as the curriculum and discipline needs of the school.**

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## **Qualifications**

**Effective leadership... Dynamic Human Relations skills... New program development...Creative management style...Technology User... Student Management programs... Active parental involvement...Fiscal / budget manager.**

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## **Credentials**

**Principal – Griffith Elem – Winston- Salem Forsyth County – Grades Pre-K-5 –Student population 700+ -- 2003- Present**

**Assistant Principal – Griffith Elem- Winston- Salem Forsyth County – Grades Pre-K-5- Student population 700+ -- 1995-2003**

**Assistant Principal – Grandview Middle School – Hickory City Schools- Student population 450+ 58 staff – 1993-1995**

**Personnel Specialist – Winston –Salem Forsyth County School System – 1989-1990**

**Librarian – Wake Forest University, Bowman Gray School of Medicine- Coy C. Carpenter Library -1972-1989**

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## **Education**

**Educational Specialist Degree – Appalachian State University – Boone, NC - 1995**

**Education Administration Certification – Appalachian State University- Boone, NC- 1992**

**Masters of Library Science- University of NC @ Greensboro, NC – 1978**

**Bachelor of Science – Shaw University, Raleigh, NC - 1972**

# Martha (Marty) S. Ward



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**Objective:** To continue serving as a school district leader using my knowledge and skills in research and evaluation to improve public education.

**Education:** 1986 Ph.D. Educational Psychology  
University of North Carolina at Chapel Hill  
1983 M.Ed. Educational Psychology  
University of North Carolina at Chapel Hill  
1978 B.A. Psychology  
Clark University, Worcester, MA

**Experience:** 2008 – present **Director of Research and Evaluation**  
Winston-Salem/Forsyth County Schools, Winston-Salem, NC  
2000 – 2008 **Program Evaluation Manager**  
Winston-Salem/Forsyth County Schools, Winston-Salem, NC  
1995 – 2000 **Director of Assessment and Evaluation**  
Guilford County Schools, Greensboro, NC  
1986 – 1995 **Senior Consultant for Testing**  
NC Department of Public Instruction, Raleigh, NC  
1989 **Instructor, Educational Research**  
Meredith College, Raleigh, NC  
1983 – 1985 **Director of Evaluation, Parent Education Follow Through Program**, University of NC, Chapel Hill, NC

**Professional Service:** North Carolina Technical Advisory (on testing and accountability),  
Member, 2004 – present  
Winston-Salem/Forsyth County Schools, Data Steering Committee,  
Chairperson, 2003 – present  
North Carolina Association for Research in Education, Board of  
Directors, 2004 – 2006, Past-President, 1991, President, 1990,  
President-Elect, 1989, Board of Directors, 1988, Chairperson-  
Distinguished Paper Award Committee, 1988, Secretary, 1987  
University of North Carolina, Curriculum and Instruction Doctoral  
Advisory Board, Member, 2004  
Winston-Salem/Forsyth County Schools, Discipline Task Force,  
Member, 2004

**References:** Available upon request



North Carolina School Executive:  
**PRINCIPAL**  
**EVALUATION PROCESS**



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

# Rubric for Evaluating North Carolina Principals/Self-Assessment Form (Required)

This form **must** be completed by the principal as a part of the self-assessment process and by the superintendent or designee in preparation for the summary evaluation conference.

## Standard 1: Strategic Leadership

Principals will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21<sup>st</sup> century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

<b>a. School Vision, Mission and Strategic Goals:</b> The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops his/her own vision of the changing world in the 21 <sup>st</sup> century that schools are preparing children to enter	. . . and <input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff  <input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	. . . and <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples’ attention and imagination  <input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals	. . . and <input type="checkbox"/> Ensures that the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school  <input type="checkbox"/> Initiates changes to vision and goals based on data to improve performance, school culture and school success	
<b>b. Leading Change:</b> The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.				
<input type="checkbox"/> Identifies changes necessary for the improvement of student learning	. . . and <input type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	. . . and <input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the school and community  <input type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks  <input type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders	. . . and <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21 <sup>st</sup> century skills  <input type="checkbox"/> Systematically challenges the status quo by leading change with potentially beneficial outcomes	

<b>c. School Improvement Plan:</b> The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives</li> <li><input type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education</li> <li><input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates principles of continuous improvement and creative 21st century concepts for improvement into the School Improvement Plan</li> </ul>	
<b>d. Distributive Leadership:</b> The principal creates and utilizes processes to distribute leadership and decision making throughout the school.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians</li> <li><input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction.</li> <li><input type="checkbox"/> Provides leadership development activities for staff members</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process</li> <li><input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building</li> <li><input type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers</li> </ul>	

**Suggested Artifacts for Standard 1:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Evidence of School Improvement Team
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
- Evidence of shared decision making and distributed leadership

## Standard 2: Instructional Leadership

Principals set high standards for the professional practice of 21<sup>st</sup> century instruction and assessment that result in a no-nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

<b>a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment:</b> The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Collects and analyzes student assessment data in adherence with instructional and legal requirements</li> <li><input type="checkbox"/> Provides students access to a variety of 21st century instructional tools, including technology</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning</li> <li><input type="checkbox"/> Organizes targeted opportunities for teachers to learn how to teach their subjects well</li> <li><input type="checkbox"/> Ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning</li> <li><input type="checkbox"/> Creates a culture that it is the responsibility of all staff to make sure that all students are successful</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community</li> <li><input type="checkbox"/> Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students</li> </ul>	
<b>b. Focus on Instructional Time:</b> The principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the need for teachers to have daily planning time and duty-free lunch periods</li> <li><input type="checkbox"/> Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to legal requirements for planning and instructional time</li> <li><input type="checkbox"/> Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher</li> <li><input type="checkbox"/> Designs scheduling processes and protocols that maximize staff input and address diverse student learning needs</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that teachers have the legally required amount of daily planning and lunch periods</li> <li><input type="checkbox"/> Routinely and conscientiously implements processes to protect instructional time from interruptions</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structures the school schedule to enable all teachers to have individual and team collaborative planning time</li> <li><input type="checkbox"/> Systematically monitors the effect of the master schedule on collaborative planning and student achievement</li> <li><input type="checkbox"/> Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time</li> </ul>	

### Suggested Artifacts for Standard 2:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Student drop-out data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students
- Evidence of team development and evaluation of classroom lessons
- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher

### Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

<b>a. Focus on Collaborative Work Environment:</b> The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands characteristics of a collaborative work environment within the school</li> <li><input type="checkbox"/> Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs elements of a collaborative and positive work environment within the school</li> <li><input type="checkbox"/> Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies</li> <li><input type="checkbox"/> Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes a collaborative work environment predicated on site-based management and decision making, a sense of community, and cooperation within the school</li> <li><input type="checkbox"/> Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration</li> <li><input type="checkbox"/> Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a collaborative work environment which promotes cohesion and cooperation among staff</li> <li><input type="checkbox"/> Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills</li> </ul>	
<b>b. School Culture and Identity:</b> The principal develops and uses shared vision, values and goals to define the identity and culture of the school.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the school’s identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school</li> </ul>	

**c. Acknowledges Failures; Celebrates Accomplishments and Rewards:** The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	. . . and <input type="checkbox"/> Uses established criteria for performance as the primary basis for reward and advancement	. . . and <input type="checkbox"/> Systematically recognizes individuals for reward and advancement based on established criteria <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals	. . . and <input type="checkbox"/> Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school <input type="checkbox"/> Utilizes recognition of failure as an opportunity to improve	

**d. Efficacy and Empowerment:** The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.

<input type="checkbox"/> Understands the importance of building a sense of efficacy and empowerment among staff <input type="checkbox"/> Understands the importance of developing a sense of well-being among staff, students and parents/guardians	. . . and <input type="checkbox"/> Identifies strategies for building a sense of efficacy and empowerment among staff <input type="checkbox"/> Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	. . . and <input type="checkbox"/> Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff <input type="checkbox"/> Actively models and promotes a sense of well-being among staff, students and parents/guardians	. . . and <input type="checkbox"/> Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes <input type="checkbox"/> Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	
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### Suggested Artifacts for Standard 3:

- School Improvement Plan
- School Improvement Team
- NC Teacher Working Conditions Survey
- Evidence of shared decision making and distributed leadership
- Recognition criteria and structure utilized
- Documented use of School Improvement Team in decision making
- Student achievement and testing data
- Existence and work of professional learning communities
- Teacher retention data

### Standard 4: Human Resource Leadership

Principals will ensure that the school is a professional learning community. Principals will ensure that process and systems are in place which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

<b>a. Professional Development/Learning Communities:</b> The principal ensures that the school is a professional learning community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of developing effective professional learning communities and results-oriented professional development</li> <li><input type="checkbox"/> Understands the importance of continued personal learning and professional development</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development</li> <li><input type="checkbox"/> Routinely participates in professional development focused on improving instructional programs and practices</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members</li> </ul>	
<b>b. Recruiting, Hiring, Placing and Mentoring of staff:</b> The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the school's need to recruit, hire, appropriately place, and mentor new staff members</li> </ul>	<p>... and</p> <p>At the school level, creates and implements processes for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting new teachers and staff</li> <li><input type="checkbox"/> Hiring new teachers and staff</li> <li><input type="checkbox"/> Placing new teachers and staff</li> <li><input type="checkbox"/> Mentoring new teachers and staff</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population</li> <li><input type="checkbox"/> Ensures that professional development is available for staff members with potential to serve as mentors and coaches</li> </ul>	

**c. Teacher and Staff Evaluation:** The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice</li> <li><input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes multiple assessments to evaluate teachers and other staff members</li> <li><input type="checkbox"/> Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school</li> </ul>	

**Suggested Artifacts for Standard 4:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Teacher retention data
- National Board Certification
- Teacher professional growth plans
- Master school schedule documenting individual and collaborative planning for every teacher
- Number of National Board Certified Teachers
- Number of teachers pursuing advanced degrees
- Record of professional development provided staff
- Impact of professional development on student learning
- Mentor records and beginning teacher feedback

## Standard 5: Managerial Leadership

Principals will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

<b>a. School Resources and Budget:</b> The principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable of school budget and accounting procedures</li> <li><input type="checkbox"/> Utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates the input of the School Improvement Team in budget and resource decisions</li> <li><input type="checkbox"/> Uses feedback and data to assess the success of funding and program decisions</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs transparent systems to equitably manage human and financial resources</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs</li> </ul>	
<b>b. Conflict Management and Resolution:</b> The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates processes to resolve problems and/or areas of conflict within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resolves school-based problems/conflicts in a fair, democratic way</li> <li><input type="checkbox"/> Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues</li> <li><input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected</li> <li><input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the school result</li> </ul>	
<b>c. Systematic Communication:</b> The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of open, effective communication in the operation of the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community</li> <li><input type="checkbox"/> Routinely involves the school improvement team in school wide communications processes</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community</li> <li><input type="checkbox"/> Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals</li> </ul>	

**d. School Expectations for Students and Staff:** The principal develops and enforces expectations, structures, rules and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of clear expectations, structures, rules and procedures for students and staff</li> <li><input type="checkbox"/> Understands district and state policy and law related to student conduct, etc.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team</li> <li><input type="checkbox"/> Effectively implements district rules and procedures</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues</li> <li><input type="checkbox"/> Regularly reviews the need for changes to expectations, structures, rules and expectations</li> </ul>	

**Suggested Artifacts for Standard 5:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- School financial information
- School safety and behavioral expectations
- Master school schedule documenting individual and collaborative planning for every teacher
- Evidence of formal and informal systems of communication
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus

## Standard 6: External Development Leadership

A principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

<b>a. Parent and Community Involvement and Outreach:</b> The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school</li> <li><input type="checkbox"/> Identifies the positive, culturally-responsive traditions of the school and community</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements processes that empower parents/ guardians and all community stakeholders to make significant decisions</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school’s learning agenda</li> </ul>	
<b>b. Federal, State and District Mandates:</b> The principal designs protocols and processes in order to comply with federal, state, and district mandates.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable of applicable federal, state and district mandates</li> <li><input type="checkbox"/> Is aware of district goals and initiatives directed at improving student achievement</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs protocols and processes to comply with federal, state and district mandates</li> <li><input type="checkbox"/> Implements district initiatives directed at improving student achievement</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures compliance with federal, state and district mandates</li> <li><input type="checkbox"/> Continually assesses the progress of district initiatives and reports results to district-level decision makers.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school</li> <li><input type="checkbox"/> Actively participates in the development of district goals and initiatives directed at improving student achievement</li> </ul>	

### Suggested Artifacts for Standard 6:

- Parent involvement in School Improvement Team
- NC Teacher Working Conditions Survey
- PTSA/Booster club operation and participation
- Parent survey results
- Evidence of business partners and projects involving business partners
- Plan for shaping the school’s image throughout the community
- Evidence of community support
- Number and use of school volunteers

## Standard 7: Micro-political Leadership

Principals will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The principal will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision making.

<b>School Executive Micro-political Leadership:</b> The principal develops systems and relationships to leverage staff expertise and influence in order to influence the school’s identity, culture and performance.				
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>	<b>Not Demonstrated (Comment Required)</b>
<input type="checkbox"/> Maintains high visibility and is easily accessible throughout the school	. . . and <input type="checkbox"/> Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	. . . and <input type="checkbox"/> Builds systems and relationships that utilize the staff’s diversity, ideological differences and expertise to realize the school’s goals	. . . and <input type="checkbox"/> Creatively employs an awareness of staff’s professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making	

### Suggested Artifacts for Standard 7:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision making and distributed leadership

### Scoring the Rubric

The Rubric for Evaluating North Carolina Principals is to be scored for each element within a standard. For example, Standard 1: Strategic Leadership has four elements: a) School Vision, Mission and Strategic Goals; b) Leading Change; c) School Improvement Plan; and d) Distributive Leadership. The rater will score each of the elements separately, and the individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the principal during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors, then the “Not Demonstrated” column is used. In such a case, the rater must write a comment about why the principal was not able to demonstrate proficiency on the element.

The rating for each element is the lowest rating for which all descriptors are marked. As illustrated in the example that follows, the principal would be rated as “Proficient” on School Vision, Mission and Strategic Goals even though at least one descriptor for “Accomplished” and “Distinguished” was marked. This is because “Proficient” is the lowest rating for which all descriptors were marked. Likewise, the principal would be rated as “Proficient” on Leading Change, “Developing” on School Improvement Plan, and “Developing” on Distributive Leadership. This would result in an overall rating of “Proficient” for Standard 1 because of the number of marked items in the “Accomplished” and “Distinguished” columns.

When a principal is rated as “Developing” or “Not Demonstrated,” the superintendent or designee should strongly encourage the principal to develop a goal to address the area(s) where proficiency has not been reached.



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North Carolina

# TEACHER

## EVALUATION PROCESS



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

## State Board of Education

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The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.

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# North Carolina Teacher Evaluation Process

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## Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century. This mission requires a new vision of school leadership and a new set of skills that teachers must use daily in order to help their students learn 21<sup>st</sup> century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

According to the North Carolina Professional Teaching Standards Commission, the different demands on 21<sup>st</sup> century education dictate new roles for teachers in their classrooms and schools. The following define what teachers need to know and do to teach students in the 21<sup>st</sup> century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of the work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21<sup>st</sup> century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21<sup>st</sup> century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

## North Carolina Educator Evaluation System

The evaluation instruments are based on the Framework for 21<sup>st</sup> Century Learning and the North Carolina Professional Teaching Standards. The instruments are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

## The Purposes of the Evaluation

The teacher performance evaluation process will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;

- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

## Definitions

For purposes of this evaluation process, the following terms are defined below:

1. *Action Plan*—A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher’s performance. Action plans are developed and administered under guidelines provided by each LEA.
2. *Artifact*—A product resulting from a teacher’s work. Artifacts are natural by-products of a teacher’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:
  - a. *Lesson Plans*—Teacher’s daily plans that demonstrate integration of 21<sup>st</sup> century skills and coverage of North Carolina’s Standard Course of Study.
  - b. *North Carolina Teacher Working Conditions Survey*—A statewide survey of teacher working conditions in five areas—time, empowerment, facilities and resources, leadership and professional development—conducted on a biennial basis (see [www.ncteachingconditions.org](http://www.ncteachingconditions.org)). Teachers should demonstrate their active participation in the development and implementation of plans to improve the school’s working conditions.
  - c. *Professional Development*—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
  - d. *Student Achievement Data*—Student achievement/testing data available from the North Carolina School Report Card (see [www.ncschoolreportcard.org](http://www.ncschoolreportcard.org)).
  - e. *Student Dropout Data*—Data about grade 9–12 students who drop out of high school (see [www.ncpublicschools.org/research/dropouts/reports/](http://www.ncpublicschools.org/research/dropouts/reports/)).
  - f. *School Improvement Plan*—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
  - g. *School Improvement Team*—A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.
3. *Beginning Teachers*—Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.
4. *Career Status Teachers*—Teachers who have been granted Career Status in their current North Carolina school district.
5. *Code of Ethics for North Carolina Educators*—The standards of professional conduct required of educators. (see [www.ncptsc.org](http://www.ncptsc.org)). See Appendix A.
6. *Code of Professional Practice and Conduct for North Carolina Educators*—The uniform standards of professional conduct for licensed professional educators (see [www.ncptsc.org](http://www.ncptsc.org)). See Appendix A.

7. *Data*—Factual information used as the basis for reasoning, discussion, or planning.
8. *Evaluator*—The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
9. *Evidence*—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
10. *Formal Evaluation Process*—The process of evaluating a teacher using the following essential components:
  - a. *Training* – Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.
  - b. *Orientation*—Within two weeks of a teacher’s first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Teachers, b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.
  - c. *Teacher Self-Assessment*—Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
  - d. *Pre-Observation Conference*—Before the first formal observation, the principal shall meet with the teacher to discuss the teacher’s self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher’s most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.
  - e. *Observations*:
    1. *Formal Observation*—A formal observation shall last 45 minutes or an entire class period.
    2. *Informal Observation*—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher’s classroom for a minimum of 20 minutes in one sitting.
  - f. *Post-Observation Conference*—During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher’s performance during the observed lesson.
  - g. *Summary Evaluation Conference and Summary Rating Form*—The conference between the principal and teacher to discuss the teacher’s self-assessment, the teacher’s most recent Professional Development Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher’s performance on the Rubric. At the conclusion of the process, the principal shall complete the Teacher Summary Rating Form.
  - h. *Professional Development Plans*—Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):
    1. *Individual Growth Plan* – developed by a teacher and should be discussed with the principal
    2. *Monitored Growth Plan*—placed on the plan by the principal, developed and monitored by the teacher and principal
    3. *Directed Growth Plan*—placed on the plan by the principal, developed and monitored by the principal
11. *Peer*—A teacher who has been trained on the North Carolina Teacher Evaluation Process.

12. *Performance Rating Scale*—The following rating scale will be used for determining the final evaluation rating for North Carolina school teachers:
- Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- Proficient:** Teacher demonstrated basic competence on standard(s) of performance.
- Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.
- Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)
13. *Probationary Teachers*—Teachers who have not yet been granted Career Status in their current North Carolina school district.
14. *Rubric for Evaluating North Carolina Teachers*—A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional Teaching Standards:
- Performance Standard*—The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.
  - Performance Elements*—The sub-categories of performance embedded within the performance standard.
  - Performance Descriptors*—The specific performance responsibilities embedded within the components of each performance standard.
15. *School Executives*—Principals and assistant principals licensed to work in North Carolina.
16. *Self-assessment*—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
17. *Teacher*—A person who holds a valid North Carolina teaching certificate and is employed to instruct, direct or supervise the instructional program.
18. *Training*—State-approved and sponsored training on the teacher rubric and evaluation process required of all teachers and individuals responsible for their evaluation.

## Evaluation Process

On October 2, 2008, the NC State Board of Education approved the policy adopting the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process. This policy outlines the Teacher Evaluation Process described below.

Teacher Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Understand the North Carolina Teacher Evaluation Process.
- Prepare for and fully participate in each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

### Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher's performance.
- Develop and supervise implementation of action plans as appropriate.

## North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21<sup>st</sup> century schools. **This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.**

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21<sup>st</sup> century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21<sup>st</sup> century.

### A New Vision of Teaching

The different demands on 21<sup>st</sup> century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to teach students in the 21<sup>st</sup> century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21<sup>st</sup> century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21<sup>st</sup> century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

## Standard I: Teachers Demonstrate Leadership

### *Teachers lead in their classrooms.*

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21<sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

### *Teachers demonstrate leadership in the school.*

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

### *Teachers lead the teaching profession.*

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

### *Teachers advocate for schools and students.*

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

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***Teachers demonstrate high ethical standards.***

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 ([www.ncptsc.org](http://www.ncptsc.org)).

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

**Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students**

***Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.***

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

***Teachers embrace diversity in the school community and in the world.***

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

***Teachers treat students as individuals.***

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

***Teachers adapt their teaching for the benefit of students with special needs.***

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

***Teachers work collaboratively with the families and significant adults in the lives of their students.***

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

### **Standard III: Teachers Know the Content They Teach**

#### ***Teachers align their instruction with the North Carolina Standard Course of Study.***

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the North Carolina Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

#### ***Teachers know the content appropriate to their teaching specialty.***

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

#### ***Teachers recognize the interconnectedness of content areas/disciplines.***

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the North Carolina Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

#### ***Teachers make instruction relevant to students.***

Teachers incorporate 21<sup>st</sup> century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21<sup>st</sup> century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21<sup>st</sup> century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

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## Standard IV: Teachers Facilitate Learning for Their Students

### *Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.*

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

### *Teachers plan instruction appropriate for their students.*

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short- and long-range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

### *Teachers use a variety of instructional methods.*

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

### *Teachers integrate and utilize technology in their instruction.*

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

### *Teachers help students develop critical thinking and problem-solving skills.*

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

***Teachers help students work in teams and develop leadership qualities.***

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

***Teachers communicate effectively.***

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

***Teachers use a variety of methods to assess what each student has learned.***

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21<sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21<sup>st</sup> century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21<sup>st</sup> century knowledge, skills, performance, and dispositions

**Standard V: Teachers Reflect on Their Practice*****Teachers analyze student learning.***

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

***Teachers link professional growth to their professional goals.***

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21<sup>st</sup> century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

***Teachers function effectively in a complex, dynamic environment.***

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

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## North Carolina Professional Teaching Standards Commission Members, 2006–2008

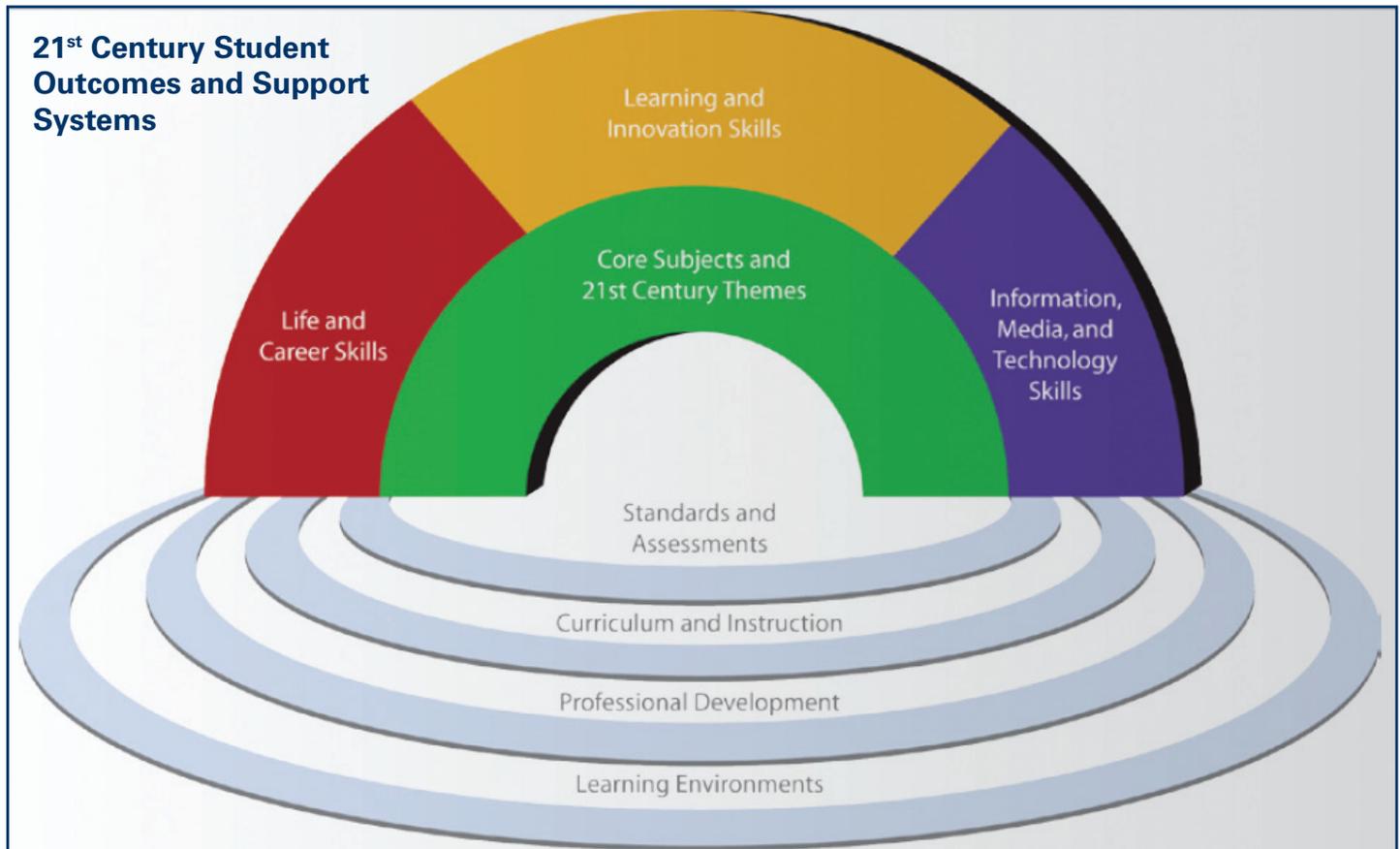
Carolyn Williams, Commission Chair, Wake County  
David Corsetti, Commission Vice Chair, Wake County  
Dianne Jackson, Secretary, Treasurer, Chapel Hill/Carrboro City  
Brian Freeman, Member at Large, Robeson County  
Diana Beasley, Hickory City  
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## Framework for 21<sup>st</sup> Century Learning

The Partnership for 21<sup>st</sup> Century Skills has developed a vision for 21<sup>st</sup> century student success in the new global economy.



### 21<sup>st</sup> Century Student Outcomes

The elements described in this section as “21<sup>st</sup> century student outcomes” (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21<sup>st</sup> century.

### Core Subjects and 21<sup>st</sup> Century Themes

Mastery of **core subjects and 21<sup>st</sup> century themes** is essential for students in the 21<sup>st</sup> century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21<sup>st</sup> century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**

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## Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21<sup>st</sup> century and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

## Information, Media and Technology Skills

People in the 21<sup>st</sup> century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

## Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

## 21<sup>st</sup> Century Support Systems

Developing a comprehensive framework for 21<sup>st</sup> century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities required of them in the 21<sup>st</sup> century. The Partnership has identified five critical support systems that ensure student mastery of 21<sup>st</sup> century skills:

- **21<sup>st</sup> Century Standards**
- **Assessment of 21<sup>st</sup> Century Skills**
- **21<sup>st</sup> Century Curriculum and Instruction**
- **21<sup>st</sup> Century Professional Development**
- **21<sup>st</sup> Century Learning Environments**

For more information, visit the Partnership's Web site at [www.21stcenturyskills.org](http://www.21stcenturyskills.org).  
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## Milestones for Improving Learning and Education

The Partnership for 21<sup>st</sup> Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21<sup>st</sup> Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21<sup>st</sup> century skills. The following describes the skills and knowledge required of students in the 21<sup>st</sup> century. This list was adapted from the 21<sup>st</sup> Century Partnership's MILEGuide and served as a foundation for the North Carolina Professional Teaching Standards.

### Global Awareness

- Using 21<sup>st</sup> century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

### Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

### Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

### Health Literacy

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

## Thinking and Learning Skills

### Critical Thinking and Problem Solving Skills

- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

### Communication

- Articulating thoughts and ideas clearly and effectively.

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## **Information and Media Literacy Skills**

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

## **Creativity and Innovation Skills**

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

## **Collaboration Skills**

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

## **Contextual Learning Skills**

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

## **ICT literacy**

- Using technology in the course of attaining and utilizing 21<sup>st</sup> century skills.

## **Life Skills**

### **Leadership**

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

### **Ethics**

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

### **Accountability**

- Setting and meeting high standards and goals for one's self and others.

### **Adaptability**

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

### **Personal Productivity**

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

### **Personal Responsibility**

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

### **People Skills**

- Working appropriately and productively with others.

### **Self Direction**

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

### **Social Responsibility**

- Acting responsibly with the interests of the larger community in mind.

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## Teacher Evaluation Process

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

### Process

The North Carolina Teacher Evaluation Process shall include the following components:

#### Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

#### Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

#### Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

#### Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

#### Component 5: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period
- B. Probationary Teachers
  - 1. The principal shall conduct at least three formal observations of all probationary teachers.
  - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
  - 1. Career teachers shall be evaluated annually, unless the LEA establishes a different evaluation cycle for career teachers.
  - 2. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers.

### Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

### Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

### Component 8: Professional Development Plans

#### *Individual Growth Plans*

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

#### *Monitored Growth Plans*

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

#### *Directed Growth Plans*

A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
  1. "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or
  2. "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

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## Component 9: Effective Dates and Effect on Licensing and Career Status

Effective with the 2008–2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010–2011 school year, all teachers in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process in which case the local board shall use that instrument.

### Beginning Teachers

Effective 2010–2011, beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

### Probationary Teachers

Effective 2010–2011, a principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

## Rubric for Evaluating North Carolina Teachers

The following rubric was developed to align with and exemplify the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 6, 2007. The rubric should be used in conjunction with the standards descriptions. The rubric will be used to record principal ratings during teacher observations and teachers' self assessments, and to document end-of-year ratings based on all evaluation activities. A form for summarizing the teacher's ratings also accompanies the rubric. Together, these materials form the core of the North Carolina Teacher Evaluation process.

Teachers performance will be noted as follows:

**Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

**Proficient:** Teacher demonstrated basic competence on standard(s) of performance.

**Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the Principal/Evaluator must comment about why it was used.)

These levels are cumulative across the rows of the rubric. The *Developing* teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A *Proficient* teacher must exhibit the skills and knowledge described under the *Developing* header as well as those under *Proficient*. Likewise, a *Distinguished* teacher exhibits all of the skills and knowledge described for that element across the row. The *Not Demonstrated* rating should be used when the teacher is performing below expectations and is not making adequate growth toward becoming proficient on the element. This rating is also used when the principal is not able to check any of the descriptors for the element being rated. If a teacher is rated as *Not Demonstrated*, then a comment must be made as to why.

# Rubric for Evaluating North Carolina Teachers (Required for Self Assessment and Observation)

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

## Standard I: Teachers demonstrate leadership

Observation	a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21 <sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands how they contribute to students graduating from high school.</li> <li><input type="checkbox"/> Uses data to understand the skills and abilities of students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.</li> <li><input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities.</li> <li><input type="checkbox"/> Establishes a safe and orderly classroom.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century.</li> <li><input type="checkbox"/> Evaluates student progress using a variety of assessment data.</li> <li><input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages students to take responsibility for their own learning.</li> <li><input type="checkbox"/> Uses classroom assessment data to inform program planning.</li> <li><input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.</li> </ul>	
	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attends professional learning community meetings.</li> <li><input type="checkbox"/> Displays awareness of the goals of the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in professional learning community.</li> <li><input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assumes a leadership role in professional learning community.</li> <li><input type="checkbox"/> Collaborates with school personnel on school improvement activities.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.</li> <li><input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.</li> </ul>	

Observation	<b>c. Teachers lead the teaching profession.</b> Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: <ul style="list-style-type: none"> <li><input type="checkbox"/> improvement of the profession through professional growth.</li> <li><input type="checkbox"/> establishment of positive working relationships.</li> <li><input type="checkbox"/> school's decision-making processes as required.</li> </ul>	. . . and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	. . . and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
	<b>d. Teachers advocate for schools and students.</b> Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
	<input type="checkbox"/> Knows about the policies and practices affecting student learning.	. . . and <input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	. . . and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	. . . and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
	<b>e. Teachers demonstrate high ethical standards.</b> Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)				
	<input type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	. . . and <input type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	. . . and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	. . . and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.	

**Comments**

**Examples of Artifacts:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Lesson plans                | <input type="checkbox"/> Class rules and procedures                            | <input type="checkbox"/> National Board Certification |
| <input type="checkbox"/> Journals                    | <input type="checkbox"/> Participation in The Teacher Working Condition Survey | <input type="checkbox"/> Discipline records           |
| <input type="checkbox"/> Student handbooks           | <input type="checkbox"/> Professional Learning Communities                     | <input type="checkbox"/> _____                        |
| <input type="checkbox"/> Student work                | <input type="checkbox"/> Membership in professional organizations              | <input type="checkbox"/> _____                        |
| <input type="checkbox"/> School improvement planning | <input type="checkbox"/> Formal and informal mentoring                         | <input type="checkbox"/> _____                        |
| <input type="checkbox"/> Service on committees       | <input type="checkbox"/> Surveys   | <input type="checkbox"/> _____                        |
| <input type="checkbox"/> Relevant data               |  | <input type="checkbox"/> _____                        |

**Standard II: Teachers establish a respectful environment for a diverse population of students**

Observation	<b>a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	... and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	... and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	<b>b. Teachers embrace diversity in the school community and in the world.</b> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	<input type="checkbox"/> Acknowledges that diverse cultures impact the world.	... and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	... and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	... and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	<input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.	<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<input type="checkbox"/> Consistently incorporates different points of view in instruction.	<input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.	
	<b>c. Teachers treat students as individuals.</b> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	<input type="checkbox"/> Holds high expectations of students.	... and <input type="checkbox"/> Communicates high expectations for all students.	... and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	... and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers.	

Observation	<b>d. Teachers adapt their teaching for the benefit of students with special needs.</b> Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Recognizes that students have a variety of learning needs.  <input checked="" type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	. . . and  <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.  <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	. . . and  <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.  <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	. . . and  <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.  <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.		
<b>e. Teachers work collaboratively with the families and significant adults in the lives of their students.</b> Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.					
<input type="checkbox"/> Responds to family and community concerns.	. . . and  <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	. . . and  <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	. . . and  <input type="checkbox"/> Promotes trust and understanding throughout the school community.		

**Comments**

**Examples of Artifacts:**

- |   |   |                                |
|---|---|--------------------------------|
| <input type="checkbox"/> Student profiles                               | <input type="checkbox"/> Communications with parents/ community                           | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student surveys                                | <input type="checkbox"/> Professional development on cultural attitudes and awareness     | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cooperation with ESL teachers                  | <input type="checkbox"/> Use of technology to incorporate cultural awareness into lessons | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lessons that integrate international content   |   | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Documentation of referral data and use of IEPs |   | <input type="checkbox"/> _____ |

## Standard III: Teachers know the content they teach

Observation	<b>a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>.</b> In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.</p> <p>✓ <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.</p> <p>✓ <input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i>, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.</p> <p><input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>	<p>... and</p> <p><input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction.</p> <p><input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.</p> <p><input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.</p> <p><input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.</p>		
<b>b. Teachers know the content appropriate to their teaching specialty.</b> Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.					
<p>✓ <input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>... and</p> <p><input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>		

Observation	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>✓ <input type="checkbox"/> Displays global awareness.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to the subjects.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines.</p> <p><input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>		
<p><b>d. Teachers make instruction relevant to students.</b> Teachers incorporate 21<sup>st</sup> century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21<sup>st</sup> century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.</p>					
<p>✓ <input type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21<sup>st</sup> century.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies relationships between the core content and 21<sup>st</sup> century content.</p>	<p>... and</p> <p><input type="checkbox"/> Integrates core content and 21<sup>st</sup> century content throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Deepens students' understandings of 21<sup>st</sup> century skills and helps them make their own connections and develop new skills.</p>		

**Comments**

**Examples of Artifacts:**

- |  |  |                                |
|--|--|--------------------------------|
| <input type="checkbox"/> Display of creative student work          | <input type="checkbox"/> Content standards | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Use of <i>NC Standard Course of Study</i> | <input type="checkbox"/> _____             | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lesson plans                              | <input type="checkbox"/> _____             | <input type="checkbox"/> _____ |

## Standard IV: Teachers facilitate learning for their students

Observation	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.</p> <p>✓ <input type="checkbox"/></p>	<p>... and</p> <p><input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</p>	<p>... and</p> <p><input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</p> <p><input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</p>		
b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.					
<p>✓ <input type="checkbox"/> Recognizes data sources important to planning instruction.</p>	<p>... and</p> <p><input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</p>		
c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.					
<p>✓ <input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.</p>	<p>... and</p> <p><input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</p>		

Observation	<b>d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	. . . and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	. . . and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	. . . and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
<b>e. Teachers help students develop critical-thinking and problem-solving skills.</b> Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.					
✓	<input type="checkbox"/> Understands the importance of developing students' critical thinking and problem solving skills.	. . . and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: <ul style="list-style-type: none"> <li><input type="checkbox"/> think creatively and critically,</li> <li><input type="checkbox"/> develop and test innovative ideas,</li> <li><input type="checkbox"/> synthesize knowledge,</li> <li><input type="checkbox"/> draw conclusions,</li> <li><input type="checkbox"/> exercise and communicate sound reasoning,</li> <li><input type="checkbox"/> understand connections,</li> <li><input type="checkbox"/> make complex choices, and</li> <li><input type="checkbox"/> frame, analyze and solve problems.</li> </ul>	. . . and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
<b>f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
✓	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and <input type="checkbox"/> Encourages students to create and manage learning teams.	. . . and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	<b>g. Teachers communicate effectively.</b> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Demonstrates the ability to effectively communicate with students.  <input checked="" type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.	. . . and  <input type="checkbox"/> Uses a variety of methods for communication with all students.  <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	. . . and  <input type="checkbox"/> Creates a variety of methods to communicate with all students.  <input type="checkbox"/> Establishes classroom practices, which encourage all students to develop effective communication skills.	. . .  <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.  <input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.		
<b>h. Teachers use a variety of methods to assess what each student has learned.</b> Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 <sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21 <sup>st</sup> century knowledge, skills, performance, and dispositions.					
<input checked="" type="checkbox"/> Uses indicators to monitor and evaluate student progress.  <input checked="" type="checkbox"/> Assesses students in the attainment of 21 <sup>st</sup> century knowledge, skills, and dispositions.	. . . and  <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.  <input type="checkbox"/> Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.	. . . and  <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.  <input type="checkbox"/> Provides opportunities for students to assess themselves and others.	. . . and  <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.  <input type="checkbox"/> Encourages and guides colleagues to assess 21 <sup>st</sup> century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.		

**Comments**

**Examples of Artifacts:**

- |  |  |                                |
|--|--|--------------------------------|
| <input type="checkbox"/> Lesson plans                  | <input type="checkbox"/> Documentation of differentiated instruction                     | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Display of technology used    | <input type="checkbox"/> Materials used to promote critical thinking and problem solving | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional development      | <input type="checkbox"/> Collaborative lesson planning                                   | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Use of student learning teams |  | <input type="checkbox"/> _____ |

### Standard V: Teachers reflect on their practice

Observation	<b>a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	. . . and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	. . . and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.		
<b>b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21 <sup>st</sup> century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.					
<input type="checkbox"/> Understands the importance of professional development.	. . . and <input type="checkbox"/> Participates in professional development aligned with professional goals.	. . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	. . . and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.		
<b>c. Teachers function effectively in a complex, dynamic environment.</b> Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.					
<input type="checkbox"/> Is knowledgeable of current research based approaches to teaching and learning.	. . . and <input type="checkbox"/> Considers and uses a variety of research based approaches to improve teaching and learning.	. . . and <input type="checkbox"/> Actively investigates and considers alternative research based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.		

**Comments**

**Examples of Artifacts:**

- |  |   |                                |
|--|---|--------------------------------|
| <input type="checkbox"/> Lesson plans                  | <input type="checkbox"/> Completion of professional development           | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Formative assessments         | <input type="checkbox"/> Participation in professional learning community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student work                  | <input type="checkbox"/> Formative and summative assessment data          | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional Development Plan |   | <input type="checkbox"/> _____ |

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## Rubric for Evaluating North Carolina Teachers Signature Page

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Teacher Signature

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Date

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Principal/Evaluator Signature

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Date

---

Peer Signature, if applicable

---

Date

Comments Attached:  Yes  No

---

Principal/Evaluator Signature

(Signature indicates question above regarding comments has been addressed).

---

Date

---

Peer Signature, if applicable

(Signature indicates question above regarding comments has been addressed).

---

Date

*Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.*

## Scoring the Rubric

The teacher or evaluator should score each element within a standard to determine the level of performance for that element. For example, Standard I: Teachers demonstrate leadership has five elements: Teachers lead in their classroom; Teachers demonstrate leadership in school; Teachers lead in the teaching profession; Teachers advocate for schools and students; and Teachers demonstrate high ethical standards. The rater, whether the teacher completing a self-assessment or the person responsible for evaluating the teacher, will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the teacher during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked. As illustrated in the example on pages 33 and 34, the teacher would be rated as Developing on “Teachers lead in their classrooms” even though at least one descriptor for Proficient, Accomplished, and Distinguished was marked. This is because Developing is the lowest rating for which all descriptors were marked. Likewise, the teacher also would be rated as Proficient on “Teachers demonstrate leadership in the school” and on each of the remaining elements. This is likely to result in an overall rating of Proficient for Standard I.

Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference.

When a teacher is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the teacher to develop a goal to address the area(s) where proficiency has not been reached.

Note: A “✓” in the first column (observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.

# Example of How to Score the Rubric

## Standard I: Teachers demonstrate leadership

Observation	<b>a. Teachers lead in their classrooms.</b> Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21 <sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> <li>✓ Understands how they contribute to students graduating from high school.</li> <li>✓ Uses data to understand the skills and abilities of students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>☐ Takes responsibility for the progress of students to ensure that they graduate from high school.</li> <li>✓ Provides evidence of data driven instruction throughout all classroom activities.</li> <li>✓ Establishes a safe and orderly classroom.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>☐ Communicates to students the vision of being prepared for life in the 21<sup>st</sup> century.</li> <li>✓ Evaluates student progress using a variety of assessment data.</li> <li>☐ Creates a classroom culture that empowers students to collaborate.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>☐ Encourages students to take responsibility for their own learning.</li> <li>☐ Uses classroom assessment data to inform program planning.</li> <li>✓ Empowers and encourages students to create and maintain a safe and supportive school and community environment.</li> </ul>	
	<b>b. Teachers demonstrate leadership in the school.</b> Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	<ul style="list-style-type: none"> <li>✓ Attends professional learning community meetings.</li> <li>✓ Displays awareness of the goals of the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>✓ Participates in professional learning community.</li> <li>✓ Participates in developing and/or implementing the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>☐ Assumes a leadership role in professional learning community.</li> <li>✓ Collaborates with school personnel on school improvement activities.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>✓ Collaborates with colleagues to improve the quality of learning in the school.</li> <li>☐ Assumes a leadership role in implementing school improvement plan throughout the building.</li> </ul>	

Observation	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input checked="" type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> improvement of the profession through professional growth.</li> <li><input checked="" type="checkbox"/> establishment of positive working relationships</li> <li><input checked="" type="checkbox"/> school's decision-making processes as required.</li> </ul>	. . . and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	. . . and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.					
	<input checked="" type="checkbox"/> Knows about the policies and practices affecting student learning.	. . . and <input checked="" type="checkbox"/> Supports positive change in policies and practices affecting student learning.	. . . and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	. . . and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)					
	<input checked="" type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	. . . and <input checked="" type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	. . . and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	. . . and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.	

**Comments**

**Examples of Artifacts:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Lesson plans                | <input type="checkbox"/> Relevant data   | <input type="checkbox"/> Formal and informal mentoring |
| <input type="checkbox"/> Journals                    | <input type="checkbox"/> Class rules and procedures                            | <input type="checkbox"/> Surveys                       |
| <input type="checkbox"/> Student handbooks           | <input type="checkbox"/> Participation in The Teacher Working Condition Survey | <input type="checkbox"/> National Board Certification  |
| <input type="checkbox"/> Student work                | <input type="checkbox"/> Professional Learning Communities                     | <input type="checkbox"/> Discipline records            |
| <input type="checkbox"/> School improvement planning | <input type="checkbox"/> Membership in professional organizations              | <input type="checkbox"/> _____                         |
| <input type="checkbox"/> Service on committees       |  | <input type="checkbox"/> _____                         |

## Example of Marking the Summary Rating Form

Summary Rating Form for Teachers		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard I: Teachers demonstrate leadership						
A.	Leads in the classroom.	X				
B.	Leads in the school.		X			
C.	Leads the teaching profession.		X			
D.	Advocates for the school and students.		X			
E.	Demonstrates high ethical standards.		X			
Overall Rating for Standard I			X			
Standard II: Teachers establish a respectful environment for a diverse population.						
A.	Provides an environment that is inviting, respectful, supportive, inclusive and flexible.		X			
B.	Embraces diversity in the school community and in the world.				X	
C.	Treats students as individuals.		X			
D.	Adapts teaching for the benefit of students with special needs.		X			
E.	Works collaboratively with families and significant adults in the lives of their students.				X	
Overall Rating for Standard II			X			
Standard III: Teachers know the content they teach.						
A.	Aligns instruction with the North Carolina Standard Course of Study.		X			
B.	Knows the content appropriate to the teaching specialty.		X			
C.	Recognizes the interconnectedness of content areas/disciplines.		X			
D.	Makes instruction relevant to students.				X	
Overall Rating for Standard III			X			
Standard IV: Teachers facilitate learning for the students.						
A.	Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.	X				
B.	Plans instruction appropriate for students.	X				
C.	Uses a variety of instructional methods.		X			
D.	Integrates and utilizes technology in instruction.		X			
E.	Helps students develop critical-thinking and problem-solving skills.		X			
F.	Helps students work in teams and develop leadership qualities.		X			
G.	Communicates effectively.	X				
H.	Uses a variety of methods to assess what each student has learned.		X			
Overall Rating for Standard IV		X				
Standard V: Teachers reflect on their own practice.						
A.	Analyzes student learning.				X	
B.	Links professional growth to professional goals.		X			
C.	Functions effectively in a complex, dynamic environment.		X			
Overall Rating for Standard V			X			

**Comments:**

- ✓ Teacher demonstrates a willingness to collaborate and participates in the staff development efforts to improve instruction to meet the individual needs of students.
- ✓ Teacher's classroom is a safe (physically and emotionally) environment for all students.

**Recommended actions for improvement:**

- ✓ Seek opportunities to be more involved in the committees designed to improve the school environment.

**Evidence or documentation that supports rating:**

- \_\_\_ Unit plans and/or lesson plans
- \_\_\_ School improvement team membership

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_







## Standard IV: Teachers Facilitate Learning for Their Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers plan instruction appropriate for their students.					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
<b>Overall Rating for Standard IV</b>					

<p>Comments:</p>   <p>Recommended actions for improvement:</p>   <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <p>___ Lesson Plans</p> <p>___ Documentation of Differentiated Instruction</p> <p>___ Display of Technology Used</p> <p>___ Materials Used to Promote Critical Thinking and Problem Solving</p> <p>___ Professional Development</p> <p>___ Collaborative Lesson Planning</p> <p>___ Use of student learning teams</p> <hr/> <hr/> <hr/>
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### Standard V: Teachers Reflect on Their Practice

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
<b>Overall rating for Standard V</b>					

<p>Comments:</p>   <p>Recommended actions for improvement:</p>   <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <p><input type="checkbox"/> Lesson Plans</p> <p><input type="checkbox"/> Completion of Professional Development</p> <p><input type="checkbox"/> Formative Assessments</p> <p><input type="checkbox"/> Participation in Professional Learning Community</p> <p><input type="checkbox"/> Student Work</p> <p><input type="checkbox"/> Formative and Summative Assessment Data</p> <p><input type="checkbox"/> Professional Development Plan</p> <hr/> <hr/> <hr/>
---	--

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Evaluator Signature

\_\_\_\_\_  
Date

Comments Attached:  Yes  No

\_\_\_\_\_  
Principal/Evaluator Signature (Signature indicates question above regarding comments has been addressed).

\_\_\_\_\_  
Date

*Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.*

## Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Title: \_\_\_\_\_

<b>Standard I: Teachers demonstrate leadership</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in the classroom.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
<b>Overall rating for Standard I</b>					

<b>Standard II: Teachers establish a respectful environment for a diverse population of students</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C. Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
<b>Overall rating for Standard II</b>					

<b>Standard III: Teachers know the content they teach</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers align their instruction with the North Carolina Standard Course of Study.					
B. Teachers know the content appropriate to their teaching specialty.					
C. Teachers recognize the interconnectedness of content areas/disciplines.					
D. Teachers make instruction relevant to students.					
<b>Overall rating for Standard III</b>					

<b>Standard IV: Teachers facilitate learning for their students</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standards Course of Study</i> .					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical-thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
<b>Overall rating for Standard IV</b>					

<b>Standard V: Teachers reflect on their practice</b>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
<b>Overall rating for Standard V</b>					

# Professional Development Plan (Required)

School Year: \_\_\_\_\_ Year: 1  2  3  4  Career Status

Lateral Entry: 1  2  3

Name: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_

School: \_\_\_\_\_

Mentor: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_

(Required in the first three years for all beginning teachers)

School: \_\_\_\_\_

<p><b>A.</b> NC Professional Teaching Standards</p> <ol style="list-style-type: none"> <li>1. Teachers Demonstrate Leadership</li> <li>2. Teachers Establish a Respectful Environment for a Diverse Population of Students</li> <li>3. Teachers Know the Content They Teach</li> <li>4. Teachers Facilitate Learning for Their Students</li> <li>5. Teachers Reflect on Their Practice</li> </ol>	<p>Standard(s) to be addressed:</p>  <p>Element(s) to be addressed:</p>
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**B.** Teacher's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Plan: Individual  Monitored  Directed

## Professional Development Plan – Mid-Year Review

To be completed by (date) \_\_\_\_\_

Teacher: \_\_\_\_\_ Academic Year: \_\_\_\_\_

### C. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

### D. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature:	Mentor's Signature:	Administrator's Signature:
Date:	Date:	Date:

# Professional Development Plan – End-of-Year Review

To be completed by (date) \_\_\_\_\_

Teacher: \_\_\_\_\_ Academic Year: \_\_\_\_\_

## E. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

- F.** Goal 1 was successfully completed. Yes  No   
Goal 2 was successfully completed. Yes  No

## G. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature:	Mentor's Signature:	Administrator's Signature:
Date:	Date:	Date:

## Record of Teacher Evaluation Activities (Required)

Teacher Name: \_\_\_\_\_ ID#: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Position/Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Teacher Background (Briefly describe the teacher’s educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation):

The North Carolina Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4 (if required)			
Post-Observation Conference #4 (if required)			
Summary Evaluation Conference			
Professional Development Plan Completed			

---

# Appendix A: Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

## Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

## I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

## II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decisionmaking processes or due process proceedings.
- E. When acting in an administrative capacity:
  - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.

4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

### III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

## Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

### SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

#### 16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;  
Eff. April 1, 1998.

#### 16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

- A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

- 
- a. Statement of professional qualifications;
  - b. Application or recommendation for professional employment, promotion, or licensure;
  - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
  - d. Representation of completion of college or staff development credit;
  - e. Evaluation or grading of students or personnel;
  - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
  - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
  - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
  5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
    - a. Any use of language that is considered profane, vulgar, or demeaning;
    - b. Any sexual act;
    - c. Any solicitation of a sexual act, whether written, verbal, or physical;
    - d. Any act of child abuse, as defined by law;
    - e. Any act of sexual harassment, as defined by law; and
    - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
  6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
  7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
  8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

9. Alcohol or controlled substance abuse. The educator shall not:
  - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
  - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
  - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
  - d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;  
Eff. May 1, 1998.

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Revised August 2009

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# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget Narrative, Project STAR3, WSFCS** Pages: **0** Uploaded File: **S:\StaffShare\SADFS Documents\TIF Grant\Final Documents\Budget Narrative, Project STAR3, WSFCS.pdf**

Budget Narrative  
Project STAR<sup>3</sup>

1. Personnel

<b>Personnel: The following requested personnel will be hired as employees of the project.</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<b>Project Director (1):</b> Dr. Wayne Foster will be responsible for the overall leadership and management of the Performance-Based Teacher and Principal Compensation Program. His qualifications are described in detail in the project on pages 51-52 of the application.	100%	██████████	██████████
<b>Evaluation Data Analyst (1):</b> This position will be responsible for planning and overseeing data collection and reporting. The qualifications are addressed on page 54 of the application.	100%	██████████	██████████
<b>Instructional Coaches (8):</b> This position will be responsible for providing professional development and instructional support to teachers in all twelve schools. The qualifications are addressed on pages 53-54 of the application.	100%	██████████	██████████
<b>Administrative Assistant (1):</b> This position will provide support to the project director.	100%	██████████	██████████
<b>Substitute Teachers:</b> Substitute teachers will allow teachers to attend professional development to meet the objectives of the project.		██████	██████

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<b>Incentive Pay: Differentiated Compensation will be paid to effective educators as determined by student growth and observations. See pages 22 and 23 for further explanation.</b>	<b># Staff</b>	<b>Amount of Award</b>	<b>Total</b>
Teachers	On average 306 teachers		
Principals			
Other Personnel	On average 244 other staff		
Teacher sign-on Bonuses	Approx. 46 over the grant period		
<b>Comparison School Bonuses:</b>			
Sign-on bonuses at the comparison schools (non-PBCS schools).	Approx. 30 over the grant period		
Bonuses for effective teachers assuming leadership roles at the comparison schools (non-PBCS schools).	Number and amount will vary each year		
<b>Personnel</b>			

**2. Fringe Benefits**

<b>Fringe Benefits: Percentage for all personnel requested according to the district guidelines for Fringe Benefits</b>	<b>% of Salary</b>	<b>Annual Amount</b>	<b>Total Amount</b>
Project Director	30		
Evaluation Data Analyst	30		
Instructional Coaches (8)	30		
Administrative Assistant	37		
<b>Incentive Pay: Differentiated Compensation - Fringe.</b>			
Principals	16.18		
Teachers	16.18		

Other Staff	16.18	
Teacher, Sign on Bonus	16.18	
<b>Comparison Schools:</b>		
Sign-on bonuses at the comparison schools (non-PBCS schools).	16.18	
Bonuses for effective teachers assuming leadership roles at the comparison schools (non-PBCS schools).	16.18	
Substitute Teachers	37	

**3. Travel**

<i>Travel: To allow implementation team and schools to participate in professional development and support when implementing TIF grant.</i>	# of Trips requested per year	\$ per Trip	Total
<b>TIF Grantee Meeting:</b> This required meeting in Washington, D.C. provides technical assistance for our leadership team and collaboration among TIF grantees. Figures are based on 3 people @ 3 nights/4 days. Airfare █████ person. Hotel █████ person. Per diem \$████/person. Ground transportation/Misc. expenses █████0/person.	3 (Project Director, 2 key personnel)		
<b>TIF Topical Meeting:</b> This required meeting in a major city will provide information on a topic related to our PBCS. Figures are based on 2 people @ 3 nights/4 days. Airfare █████ person. Hotel █████ person. Per diem █████ person. Ground transportation/Misc. expenses █████ person.	2 (Project Director, 1 key personnel)		

**4. Equipment**

<i>Equipment: Consistent with our organization’s policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1000 or more per unit.</i>	<b>Cost of item</b>	<b>Item Description</b>	<b>Total</b>
<b>Thinkpad T400 Laptops (8):</b> Eight laptop computers will be needed to supply the needs of the instructional coaches, who are mobile and serve multiple schools.		Laptop Computer	
<b>HP LaserJet P4015N (10):</b> Ten printers to meet the office needs of Project Director, Evaluation Data Analyst, and Instructional Coaches, all of whom are housed separately.		Computer Printer	
<b>Mini Laptop Computer:</b> Mini laptop computer to meet the portability needs of the Project Director as he travels from one school location to another.		Mini Laptop	

**5. Supplies**

<i>Supplies: Supplies may be items having an acquisition cost of \$1000 or less.</i>	<b>Cost of item</b>	<b>Item Description</b>	<b>Total</b>
<b>Kindergarten Assessment Tool:</b> This will allow teachers to assessment students.		Kits, scoring pads, booklets for 8 schools	
<b>Grade 1 and 2 Assessment Tool:</b> This will allow teachers to assessment students		Kits and scoring sheets for 8 schools	
<b>Intervention and Progress Monitoring Software (12):</b> This software is instrumental to the implementation of the mRtI process to allow teachers to track differentiated strategies for student achievement. See page 34 of the application for further discussion.		Site license software. Per year for 12 schools	
<b>MS Office Pro License:</b> This software license will support implementation of MS Office Pro.		Software license	

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<b>SPSS License:</b> This software license will support statistical analysis necessary for implementation of the EVAAS data structure of the project.		Software license	
<b>ThinkCentre M58e Desktop Computers (3):</b> Desktop computer for Project Director, Evaluation Data Analyst, and Administrative Assistant to support in-office functions.		Desktop computer, monitor, keyboard, software	
<b>HP Laser Jet Cartridges:</b> Print cartridges are necessary to meet daily printing needs for all personnel.		Printer cartridges	
<b>Digital Camera:</b> Digital camera is needed to document progress of the project, e.g., teacher activities in the classroom.		Digital camera	
<b>Scanner:</b> A scanner is needed to input data from outside sources and to document the project adequately.		Scanner	

**6. Contractual**

<b>Contractual: The following services will be provided to assist in implementing Project STAR<sup>3</sup>.</b>	<b>Timing of Costs</b>	<b>Total</b>
<b>Learning Focused:</b> Learning Focused will provide the instructional model for the teachers in the project. Teachers will receive initial training at the start of the grant period, and new teachers will be trained during subsequent years of the project. See page 33 of the application for more information.	Annually each year of the project.	
<b>Consulting Group:</b> The WS/FCS will contract with an organization to provide the majority of the professional development for teachers and staff, including initial teacher assessments and analysis. The delivery will involve heavy involvement during the roll out of the project and will continue during the next two years of the grant period. During year 4, we will sustain the	Year 1-3	

training with our instructional coaches. See page 40 of the application for more information.		
<b>Reading/Math Foundations:</b> This workshop will provide teachers with reading and math interventions to support the mRtI model of differentiation. See page 43 of the application for more information.	Years 2 & 3	
<b>Child Development Perspectives:</b> This workshop will provide training to help teachers understand appropriate child development and target interventions. See page 43 of the application for more information.	Years 2 - 5	
<b>Institutional Vision, School Structures, and Processes:</b> This workshop will provide teachers with a basic understanding of the change paradigm for schools. See page 43 of the application for more information.	Years 2-5	
<b>Instructional Interventions:</b> This workshop will increase teachers' capacity to target student needs and increase student achievement. See page 42 of the application for more information.	Years 2-5	

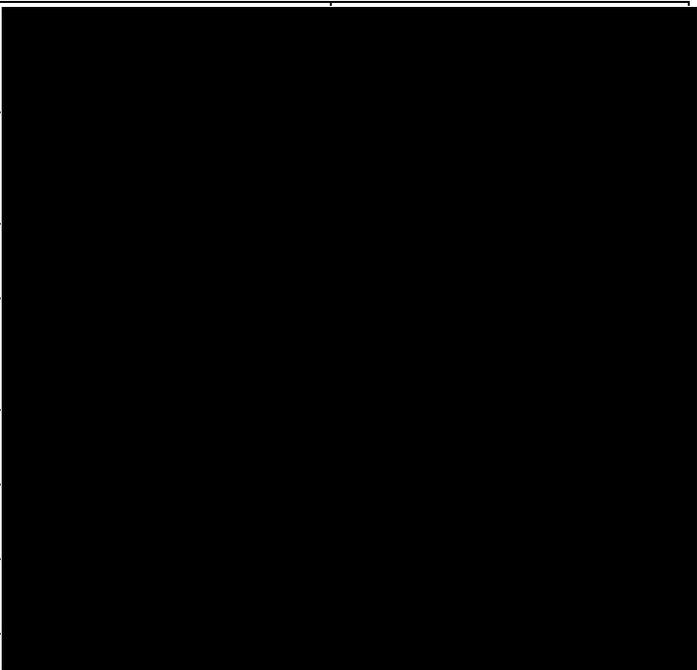
**7. Construction**  
Not applicable

**8. Other**

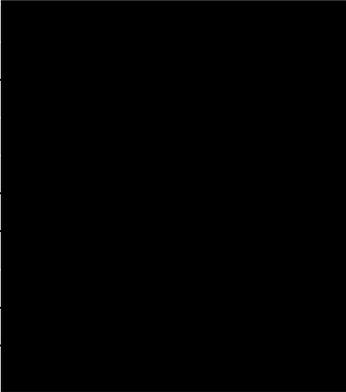
<b>Other: The following expenses relate to the Evaluation Competition.</b>	<b>Amount</b>	<b>Total</b>
<b>1% Across-the Board Bonus for Comparison Schools:</b> Bonus for all staff at comparison schools required by evaluation	Amounts vary. Starts in Year 2.	
<b>Fringe Benefits:</b> This expense is incurred to cover Social Security and Retirement costs for the related expenses involved above.	18.16%	

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<b>Instructional Coach:</b> This position will provide additional support for providing professional development and instructional support to teachers.	
<b>Fringe Benefits:</b> This expense is incurred to cover Social Security and Retirement costs for the related expenses involved above.	
<b>Data Assistant:</b> This position will support all data activities as requested by Mathematica.	
<b>Fringe Benefits:</b> This expense is incurred to cover Social Security and Retirement costs for the related expenses involved above.	
<b>Thinkpad T400 Laptop (1):</b> Laptop for Instructional Coach	
<b>HP LaserJet P4015N (1):</b> Printer for Instructional Coach	
<b>ThinkCentre M58e Desktop (1):</b> Desktop for Data Assistant	

**9. Total Direct Costs**

<b>Personnel</b>	
<b>Fringe Benefits</b>	
<b>Travel</b>	
<b>Equipment</b>	
<b>Supplies</b>	
<b>Contractual</b>	
<b>Construction</b>	
<b>Other</b>	

**10. Indirect Costs**

<b>Total Direct Costs</b>	<b>Indirect Cost Rate</b>	<b>Total Indirect Costs</b>
	1.439	

**11. Training Stipends**

Not applicable

**12. Total Costs**

Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Direct						
Indirect						
TOTAL						