



Cabarrus County Schools Differentiated Pay Proposal

January 15, 2015

Section 8.41 of the 2014 Budget allows LEAs to submit proposals establishing local differentiated pay programs for highly effective classroom teachers. LEAs may meet the requirements of Section 8.41 in one of two ways; either by submitting a differentiated pay plan OR a written notice that they will not be submitting a proposal. Only school districts with a plan they wish to share for consideration for future potential appropriations out of the North Carolina Education Endowment Fund will need to submit a plan this school year. Otherwise, the written notice will suffice. Proposals, notifications and questions may be sent to the General Assembly at payplan@ncleg.net .

Cabarrus County Schools requests consideration of funding a local differentiated pay program to extend the reach of excellent teachers via the expansion of the Opportunity Culture Model as outlined by Public Impact.

<http://opportunityculture.org/cabarrus-county-n-c-schools-join-opportunity-culture-initiative/>

Rationale:

The Cabarrus County School district, which includes Concord, N.C., has 40 schools and 30,000 plus students, 43 percent of whom are eligible for free or reduced-price lunch. The school district has partnered with Public Impact to pilot new staffing models at two elementary and five high schools for the 2014-15 school year that will extend the reach of excellent teachers and their teams to more students, for more pay, within budget.

According to Public Impact, “Excellent teachers—those in the top 20 to 25 percent—are the ones who, on average, help students make a year and a half worth of learning growth annually and excel at developing students’ higher-order thinking skills. Students who start out behind need this excellent teaching consistently to catch up, and students in the middle need the same to advance toward rising global standards.”



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Differentiated Pay Plan Proposal: Elementary Classroom Teachers

Category	Description	Selection Criteria	Differentiated Pay
<p>Elementary Classroom Teachers: An eligible teacher is a one who is employed as a teacher who spends at least seventy percent (70%) of his or her work time in classroom instruction and is not employed as instructional support personnel.</p>	<p>These positions will serve as a multi-classroom leader (MCL) who leads a team of teachers. The MCL stays in the classroom as a teacher; is accountable for the team’s teaching and the outcomes of all the team’s students; sets the methods and materials used; and collaborates with and develops the team.</p>	<ul style="list-style-type: none"> ❖ Must hold or have the ability to attain a current valid North Carolina teaching license in the subject and grade level appropriate to the schools’ needs. ❖ Knowledge of subject matter being taught ❖ At least five years of prior teaching experience with: <ul style="list-style-type: none"> ▪ Sustained demonstration of high-progress student outcomes in relevant subjects (Elementary Education, Math, Science, Social Studies, English/Language Arts) and evaluations rated as accomplished or higher in the four most recent years <p style="text-align: center;"><u>AND/OR</u></p> ▪ Evidence of a strong correlation between the Professional Teaching Standards and EVAAS data that supports student growth. <ul style="list-style-type: none"> ❖ Technology proficiency and knowledge of digital learning may be required for certain assignments ❖ Experience successfully leading and managing a team of adults to accomplish goals to accomplish goals 	<p>Stipend: \$3,500 per year for 19 Elementary Schools</p> <p>Estimated Cost: \$66,500</p>



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Differentiated Pay Plan Proposal: Secondary Classroom Teachers

Category	Description	Selection Criteria	Differentiated Pay
<p>Secondary Classroom Teachers: An eligible teacher is one who is employed as a teacher who spends at least seventy percent (70%) of his or her work time in classroom instruction and is not employed as instructional support personnel.</p>	<p>These positions will serve as an Expanded Impact Teacher position by which a secondary teacher will increase the number of students they teach in a period by 40% through a blended learning model. Teachers will teach students through a combination of in-person and virtual instruction. Upper classman (11th and 12th graders) will be able to take virtual components at home, while underclassmen (9th and 10th graders) will use a blended learning lab that is staffed by a teacher assistant. Through this model, our best teaches will reach more students.</p>	<ul style="list-style-type: none"> ❖ Must hold or have the ability to attain a current valid North Carolina teaching license in the subject and grade level appropriate to the schools’ needs. ❖ Knowledge of subject matter being taught ❖ At least five years of prior teaching experience with: <ul style="list-style-type: none"> ▪ Sustained demonstration of high-progress student outcomes in relevant subjects (Elementary Education, Math, Science, Social Studies, English/Language Arts) and evaluations rated as accomplished or higher in the four most recent years <u>AND/OR</u> ▪ Evidence of a strong correlation between the Professional Teaching Standards and EVAAS data that supports student growth. ❖ Technology proficiency and knowledge of digital learning may be required for certain assignments ❖ Experience successfully leading and managing a team of adults to accomplish goals to accomplish goals 	<p>Stipend: \$3,500 per course per semester for 8 high schools</p> <p>Estimated Cost: \$56,000</p>



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Differentiated Pay Plan Proposal: Blended Learning Teacher

Category	Description	Selection Criteria	Differentiated Pay
<p>Blended Learning Specialization: An eligible teacher is one who is employed as a teacher who spends at least seventy percent (70%) of his or her work time in classroom instruction and is not employed as instructional support personnel.</p>	<p>Blended Learning Teacher (BLT) works in a team that reaches at least 33% more students than a typical team of the same size. The BLT is responsible for planning, preparing and delivering instruction and monitoring student progress to determine instructional needs. The BLT works closely and collaboratively with a team of teachers and other staff members to review student progress, change instruction to ensure high-progress and enriched learning for every child and provide informal leadership and mentorship. The BLT is recognized and must have demonstrated their strengths in instructional planning and differentiation across a wide variety of students in core content areas such as Elementary Education, Math, Science, Social Studies, and English/Language Arts.</p>	<ul style="list-style-type: none"> ❖ Must hold or have the ability to attain a current valid North Carolina teaching license in the subject and grade level appropriate to the schools' needs. ❖ Knowledge of subject matter being taught ❖ At least five years of prior teaching experience with: <ul style="list-style-type: none"> ▪ Sustained demonstration of high-progress student outcomes in relevant subjects (Elementary Education, Math, Science, Social Studies, English/Language Arts) and evaluations rated as accomplished or higher in the four most recent years <u>AND/OR</u> ▪ Evidence of a strong correlation between the Professional Teaching Standards and EVAAS data that supports student growth. ❖ Technology proficiency and knowledge of digital learning may be required for certain assignments ❖ Experience successfully leading and managing a team of adults to accomplish goals to accomplish goals 	<p>Stipend: \$3,500 per year for 19 elementary teachers</p> <p>Estimated Cost: \$66,500</p>