



Date: January 14, 2015

North Carolina General Assembly  
Legislative Building  
16 West Jones Street  
Raleigh, NC 27601

Dear Honorable Senators and Representatives,

Three years ago, the Chapel Hill-Carrboro City Schools embarked on the creation of a new strategic plan. As part of that process, a variety of focus groups and forums were convened to ascertain the critical needs and issues facing the district. It became evident that we needed to do a better job educating all of our students. Eliminating the achievement gap would require providing meaningful, job-embedded, professional development for our teachers.

Our Long Range Plan includes goals and strategies that focus on our professional development needs. We also know that to make a meaningful change requires more than just tweaking the current system. As a result, we seek to create new systems and practices to sustain effective professional development and deeply implement proven research based instructional practices. We recognize that we need to create a new model for career advancement based on instructional excellence and professional growth.

When learning of the General Assembly's request for differentiated pay plans, we became even more excited and invested in the development of a model for our district, as well as one that might serve as an example for other interested districts. We have invested over two years and significant local dollars to develop the attached model with our teachers. In fact, our model Design Team is comprised primarily of teachers from across the district, at all school levels, and from different areas of practice. Our teachers have been actively participating in the model development and it is built specifically to support them become more effective at their craft. Research is clear - having highly skilled instructors is critical for student success.

The Design Team is supported by advisors and observers, including representatives from UNC-Chapel Hill, Durham Technical Community College, NCDPI, and others. Our work is being facilitated by Battelle for Kids, an expert in strategic compensation. They have helped hundreds of districts create and implement new compensation models and achieve teacher buy in. Attached please find our model framework overview. We would welcome the opportunity to discuss it further and welcome your feedback.

Sincerely,

A handwritten signature in black ink that reads "Thomas A. Forcella".

Thomas A. Forcella  
Superintendent

*Attachments: Overview of Chapel Hill-Carrboro City Schools' Model Framework*

# The **ADVANCE** Model Framework—Overview

## *Achieving our District Vision: Accelerating North Carolina Education*

### Model Framework Overview

The Chapel Hill-Carrboro City Schools design team has developed the following model framework as tool to support the district’s efforts to achieve goals 4.1 and 4.3 of its Long Range Plan. Developed by an inclusive group of teachers and administrators from across the district, this model framework provides a structure for our district to align what we do as professionals with the goals of Long Range Plan and to ensure the financial resources we invest in personnel are done so as strategically as possible.

### The **ADVANCE** Model Framework

*Achieving our District Vision: Accelerating North Carolina Education*



#### Key features of the **ADVANCE** Model framework:

- 1 Points for Practice and Outcomes.** Ongoing professional learning and achieving meaningful results for students are cornerstones of the model framework. In this model, everyone from individuals to teams to building and district leadership has a role in setting and aligning priorities at the individual, building, and district level, for growing their skills, and supporting others. Points are earned as staff learn new skills, implement these skills into their day-to-day role, and achieve meaningful results for their students. Point values vary based on several factors, such as level of commitment and evidence of implementation for practice, and scale and quality of evidence for outcomes.
- 2 Levels.** Staff advance to higher levels of compensation when they have accumulated enough points and meet the minimum criteria for the next level. The criteria required to advance to higher levels becomes more rigorous as the levels increase and can include elements of competencies and minimum years in profession or in service at CHCCS.
- 3 Roles.** Staff will be able to take on additional roles, as they choose, throughout the course of their career. While some roles will be reserved for staff who have achieved higher levels in the system, roles will be available to all staff in the GROW, IMPACT, and LEAD levels.

# The ADVANCE Model Framework—Overview

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Additional details on the components of the ADVANCE Model framework:

### 1 POINTS FOR PRACTICE AND OUTCOMES

POINTS		
PRACTICE		OUTCOMES
LEARN	IMPLEMENT	IMPACT
1-2	2-10	2-10
Points Earned		A
Career Points		B
Total Points		A + B

**Points** allow for individual choice within a set of professional development offerings and outcomes that are aligned across the district.

- 1.1. All practice and outcome items will **support, build, and sustain the things that matter most to our district**: equity, collaboration, and a growth mindset for all staff and students that achieves lasting results.
- 1.2. Points will be **awarded for participating in professional development (LEARN), implementing their professional learning** through a structured process in collaboration with building leadership and peers (IMPLEMENT), **and for the outcomes produced (IMPACT)**. Point opportunities will be developed at the district level, the building level, or the individual level in collaboration with building leadership.
- 1.3. The **scale of the points awarded will vary according to certain criteria**. For example, points for practice may vary based on a staff's demonstrated level of commitment to their learning (i.e., duration, intensity, etc.), and/or the evidence of implementation they provide. Points for outcomes may vary with the scale of the result and/or the quality of evidence.
- 1.4. **Points will accumulate over the course of a career**. Current staff will be provided a block of points to recognize their current skills and experience.

### 2 LEVELS FOR CAREER ADVANCEMENT



**Levels** signify sustained success both in terms of professional skills and results for students over the course of a career.

Staff will accumulate points and be required to show certain core criteria before they are able to advance through the system.

- 2.1. The **number of points** needed to advance to higher levels will increase with each step. For example, staff may need to accumulate 100 points to advance from **LEARN** to **GROW**, but will need 250 to advance from **GROW** to **IMPACT**, and 500 to advance from **IMPACT** to **LEAD**.
- 2.2. The **core criteria** required to advance across levels will be tailored to specific roles (teacher, counselor, social worker, etc.) and will increase in rigor with each level. Criteria will include core competencies aligned to accepted professional standards and existing evaluation instruments, and could potentially include minimum requirements for evaluation ratings and years of service.
- 2.3. **Increases in state salary and local supplement compensation** will correspond with advancing levels. Staff must maintain the core criteria for their level to sustain their compensation and continue to accumulate points. Staff who do not maintain the core criteria for one year may be placed on an action plan; or after multiple years, the staff may be subject to a change in their level. Staff on an action plan will not accumulate points until they are no longer on an action plan.

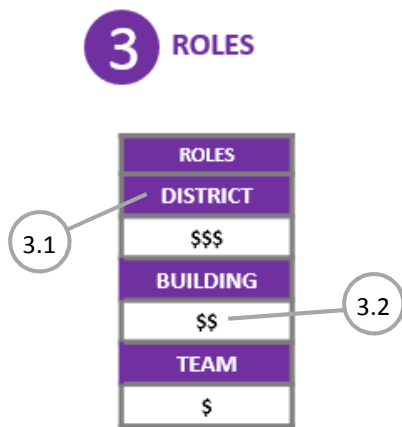
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The design team anticipates new staff could advance through the system over the following timeline:

- **LEARN:** 2-3 years,
- **GROW:** 5-8 years,
- **IMPACT:** 8-15 years, and
- **LEAD:** until retirement.

The design team believes it should take, at a minimum, 15 years to achieve the **LEAD** level, whether through the number of points accumulated or the criteria associated with the **LEAD** level. There could also be a minimum years of service in CHCCS to achieve the **LEAD** level.



Additional **roles** allow staff to expand their influence at various levels based on their skills and interests.

The district will bring consistency to key roles by setting standards for the job descriptions, selection processes, and associated compensation for each role. Roles will continue to be funded through Extra Duty contracts and are not included in a staff's base compensation.

- 3.1. Roles will be at the district, building, and team levels.
- 3.2. Compensation increases with the scope and scale of the role.

### Conclusion

A significant component of the Long Range Plan and our district goals is to build a culture where all staff and students are learning, growing, and succeeding to their fullest potential. We know that in order to be successful, we must invest our resources strategically and ensure all staff are equipped with the skills and tools needed to provide the support our students need.

The design of this model framework is intended to incentivize staff to take ownership of their professional growth within a system that aligns the professional practices and outcomes of all staff to our long-term goals and to student success. This framework will give staff the autonomy to grow as quickly or slowly as they choose over the course of their career, while also ensuring they maintain an expected threshold of competencies and skills necessary for success in their role.

The final model built on this framework will provide clear signals to staff as to what our district values (professional growth and student success) while allowing building and district leaders flexibility to be responsive to changing needs and goals. This framework provides a structure for compensation that is fair and consistent across staff types, buildings, and the district. We are confident that final model built on this framework will ensure the district is well positioned to utilize the financial investments of our community directed towards personnel as strategically as possible by connecting compensation with professional growth and student success.

# The ADVANCE Model Framework—Visual

*Achieving our District Vision: Accelerating North Carolina Education*

## POINTS FOR PRACTICE AND OUTCOMES

POINTS		
PRACTICE		OUTCOMES
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## LEVELS FOR CAREER ADVANCEMENT



## ROLES

ROLES
DISTRICT
\$\$\$
BUILDING
\$\$
TEAM
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