



# Pitt County Schools

Division of Educator  
Effectiveness and Leadership

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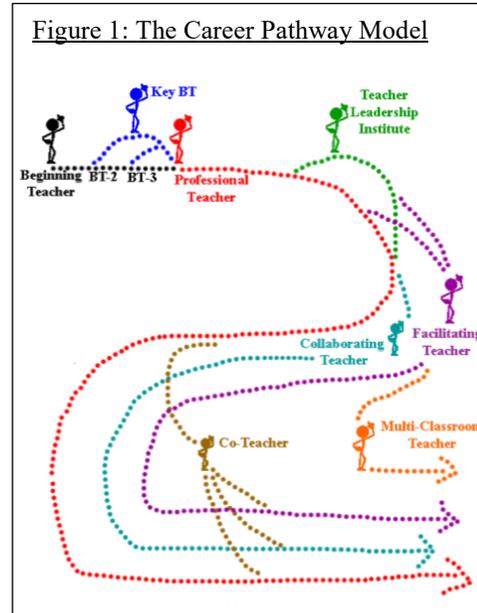
## Excerpt from **R3 Framework: Recruit, Retain, and Reward Annual Evaluation Report** October 2018

In 2016, Pitt County Schools (PCS) was awarded a combined \$21.1 million in state and federal grant monies to support their **R3 Framework: Recruit, Retain, Reward** initiative that began in 2013. This initiative provides an overarching structure and innovative solutions to reducing PCSs teacher turnover rate, which has exceeded the state average for the past four years. It is believed that teacher turnover has negatively impacted student instruction and achievement; schools' professional culture; and the leadership development and growth of educators.

The *R3 Framework* is a human capital management system designed to recruit, retain, and reward highly effective teachers. Its innovation lies in the creation of teacher growth opportunities that enable PCS to recruit the best candidates within the district and across the state and nation by offering them leadership roles in schools while maintaining full-time status as classroom teachers. Teachers are rewarded with both monetary and non-monetary incentives as they progress through different career pathways.

The R3 Framework puts into place a Career Pathways Model that provides multiple opportunities or “pathways” to support, compensate, and retain teacher leaders. Teachers can “choose responsibilities and positions aligned with individual strengths, interests, and school system needs” allowing them to have a larger impact on their schools, while also permitting them to remain in the classroom.

The Career Pathways Model is depicted in Figure 1. The Career Pathways Model offers varying degrees of support, training, and leadership opportunities to teachers within the district. As seen in the figure, the first two pathways—Beginning Teacher (BT) and Professional Teacher—are points of entry for all teachers, which align with the state teacher licensure and compensation model. Four additional pathways, however, are part of the R3 Framework and offer differentiated pay and leadership opportunities on top of the LEA-level performance-based compensation system. These include the Facilitating Teacher, Collaborating Teacher, Multi-Classroom Teacher, and Co-Teacher. Additionally, two leadership pipelines are available, including the Key BT program and the Teacher's Leadership Institute.





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### **Key BT Program (initiated in 2014)**

The Key BT program is designed to support the development of promising Beginning Teachers who show leadership potential as viewed by peers and/or administrators in their schools. Key BTs participate in the program for one year, during which time they receive specialized training in how to be collaborative leaders and supporters to other BTs. The Key BT program includes four areas of support: orientation, training, resources, and advocacy. The advocacy component is the culminating event when all Key BTs visit North Carolina's General Assembly to discuss with state legislators key issues impacting education.

### **Teacher Leadership Institute (initiated in 2016)**

The Teacher Leadership Institute (TLI) was launched in 2016 with a class of 25 teachers who demonstrated leadership potential and a desire to expand their influence. TLI is a four-year program whereby teachers participate in two years of intensive professional learning focused on building their disposition as a leader, collaborator, and instructor who is adept at using best practices in the classroom. In their second year, teachers complete a Capstone Project demonstrating their use of one of the foundational leadership strands that undergird the Institute. Upon completion of the Capstone Project, participants graduate from the first two years of the program and are eligible for a \$4,800 supplement awarded incrementally during years three and four, along with financial and mentoring support to pursue certification by the National Board for Professional Teaching Standards. National Board Certification allows teacher to continue to be compensated the remainder of their career in North Carolina.

### **Facilitating and Collaborating Teachers (initiated in 2017)**

In 2017, Pitt County Schools rolled out two new positions, the Facilitating Teacher (FT) and Collaborating Teacher (CT). FTs receive a 15% supplement and are highly-effective teachers as demonstrated by their positive impact on student achievement and expertise in content, leadership, pedagogy, and/or collaboration. FTs are trained to lead CTs (between 2 to 4 teachers) in a Community of Practice (CoP) while also maintaining their status as a full-time classroom teacher. For their part in the CoP, CTs receive an annual supplement of \$2,000 a year.

### **Multi-Classroom Teachers and Co-Teachers (initiated in 2018)**

In 2018, Pitt County Schools launched the final two positions in the Career Pathway Model, the Multi-Classroom Teacher (MCT) and the Co-Teacher (Co-T). MCTs receive a 30% supplement and are highly effective teachers demonstrated through various criteria, including Exceeding Expected Growth (Blue in EVAAS), a Master's Degree, National Board Certification, and other local criteria. MCTs Co-Teach in the classroom of 2-3 Co-Ts, who are novice or under-performing teachers. This means they Co-Plan, Co-Instruct, Co-Assess, and reflect with the Co-T to both impact student achievement and build capacity in the Co-Ts. Co-Ts are compensated through the support and training they receive.

### **PCS Annual Report – Nov 2018**

The Full PCS R3 Annual Report can be found at <http://bit.ly/PCSR3AR2018>

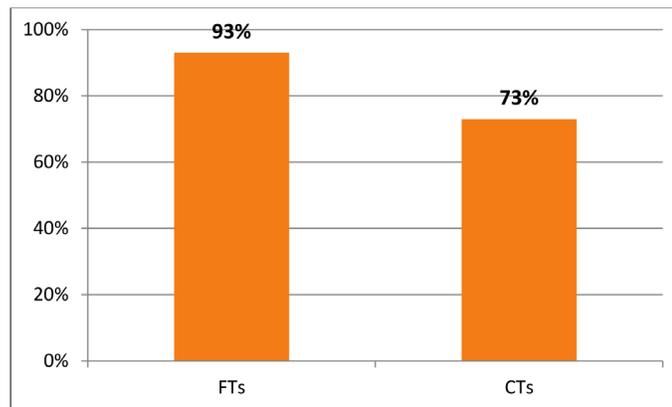


**Key Data Points (so far)**

Teacher Retention

- The retention of Key BTs from 2015-2017 was 90% higher than all beginning teachers (74% compared to 39%)
- 98% of teachers who participated in TLI from 2016-2017 remained in PCS compared to 85% of all teachers in the district

**Percentage of Teachers who Indicated that Teacher Leadership Opportunities Influenced their Decision to Remain as a Classroom Teacher at Pitt County**



\* Source of data: Friday Institute surveys (FTs and CTs)

Summary of Positive Student Impacts from FTs

Reading 3D: TRC	85% of targeted Kindergarten students were reading on grade level (D) or above by EOY.
	54% of <i>targeted</i> 1st grade students were proficient compared to 45% in the control group by EOY, which is a 20% increase. There was also an increase in the percentage of students who were able to write a response, which increased from 8% to 75%.
	Proficiency rate of targeted 2 <sup>nd</sup> and 3 <sup>rd</sup> graders improved 168% from BOY to EOY, from 25% to 67% proficient.
STAR: Vocabulary	4th grade vocabulary acquisition scores increased from 80.6 at the BOY to 89.2 by EOY.
Math Marking Period assessment	Proficiency of targeted 2 <sup>nd</sup> grade students at solving math problems increased 15% points after one marking period of implementing the new strategies.
ACT	Growth for students targeted for ACT interventions increased over 50%. This equated to roughly 55 more students being proficient on the ACT v. Pre-ACT test. Students' scale score growth was higher than the prior 3-year average.

\* EOY = End of Year; BOY = Beginning of Year