ABSTRACT

Philip J. Holmes, CHOOSING TO ADVANCE: MOVING TEACHERS IN THE CHAPEL HILL CARRBORO CITY SCHOOLS TO A KNOWLEDGE AND SKILLS-BASED COMPENSATION SYSTEM (Under the direction of Dr. James O. McDowelle). Department of Educational Leadership, March 2017.

This study examines the design decisions, or choice architecture, that was made in planning and implementing a knowledge and skills-based career ladder in the Chapel Hill Carrboro City Schools (CHCCS).

At the start of the 2014-2015 school year leadership of the CHCCS set about designing a knowledge and skills-based career ladder with the goals of reimagining professional development in the district and creating a system that allowed for teacher career and financial advancement. This system would become known as Project ADVANCE. At the end of the first year of design work a basic outline of this program had been created and shared with staff. Survey results showed that the staff of the CHCCS was mostly anxious about the implementation of Project ADVANCE (Pepper, 2015).

This Project ADVANCE Implementation Team was formed in July of 2015 and this 13-member team was tasked with designing the specifics of the program and responding to the concerns expressed by staff in the spring of 2015. This study analyzes the design decisions, or choice architecture, made by the Implementation Team and how those decisions were able to improve perception of Project ADVANCE such that when staff members were given the option to opt-in or out of the first year of implementation, over 75% of eligible staff chose to opt-in.

These design decisions are specifically analyze through the lenses of Thaler and Sunstein's 2009 book about choice architecture, *Nudge*, Langley, Moen, Nolan, Nolan, Norman, and Provost's 2009 *The Improvement Guide*, and Pink's 2009 work on motivation, *Drive*. By examining the design decisions made through these three lenses one can draw conclusions on

how these decisions helped to improve perception of Project ADVANCE among CHCCS staff.
In addition recommendations can be drawn from this change effort that can be related to other
school districts or major institutions that are looking at making large, wide-ranging, and
potentially controversial change.

CHOOSING TO ADVANCE: MOVING TEACHERS IN THE CHAPEL HILL CARRBORO

CITY SCHOOLS TO A KNOWLEDGE AND SKILLS-BASED COMPENSATION SYSTEM

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Philip J. Homes

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CHOOSING TO ADVANCE: MOVING TEACHERS IN THE CHAPEL HILL CARRBORO

CITY SCHOOLS TO A KNOWLEDGE AND SKILLS-BASED COMPENSATION SYSTEM

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DEDICATION

There are many people who helped me and inspired me to complete the work associated with the paper. I will recognize all of them in the acknowledgements. However, I would like to dedicate this dissertation paper to my late father-in-law, David Hess. Dave taught me by example the importance of hard work, having a plan, and getting the job done. He also taught me that when working to complete the project make sure that the finished product is structurally and functionally sound, and don't sweat the trim work. Thanks Papa Dave.

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Introduction

Since the beginning of the 2014-2015 school year, staff from the Chapel Hill-Carrboro

City Schools (CHCCS) have been working to create what Allan Oden and others call a

knowledge and-skills based pay system (Odden, Kelley, Heneman, & Milanowski, 2001) in

order to address a series of concerns with current practices regarding professional development

and teacher compensation. These concerns were raised in early 2012 during the process of

creating a new long-range plan. The final plan included goals to address these concerns, most

specifically Goal 4.1 that states: "Create a model for career and financial advancement based on

instructional excellence and professional growth" (CHCCS, 2013, p. 9).

The project that is being designed to address the long-range plan goals and the concerns

that created those goals has become known as Project ADVANCE with ADVANCE standing for

Advancing our District Vision: Accelerating North Carolina Education. The basic outline for this

project was created during the 2014-2015 school year by a large Design Team working in

collaboration with consultants from the non-profit consulting firm, Battelle for Kids. That work

was started, and in some cases finished, under a set of conditions that made Project ADVANCE

appear as a positive alternative to the status quo, or to an apparently inevitable state mandated

pay-for-performance plan. Those conditions included: (a) stagnant teacher salaries, (b) legislative

moves towards teacher pay-for-performance, and (c) a local supplement system that made

salaries in the CHCCS the highest in the region if not the state.

In the past year and a half many of these conditions have changed and it has become

apparent that many teachers are apprehensive, or even openly opposed, to the implementation of

Project ADVANCE. Specifically, in a 2015 program evaluation conducted by Dr. Matthew

Pepper it was reported that 62% of all teachers were either anxious or somewhat anxious about the implementation of Pepper (p. 21). Pepper goes on the highlight common concerns about the project. These common concerns include: (a) negative effects on staff collaboration, (b) lack of available high quality professional development, and (c) method for documenting student growth or other data in the model (Pepper, 2015, p. 22).

In this changing environment the Project ADVANCE Implementation Team is tasked with designing the specifics of a plan that will address the initial goals as set out in the long-range plan and the concerns expressed by teachers in the CHCCS. In stating this challenge as a problem of practice, I will outline the problem and how it was been affected by changing conditions. I will then review relevant literature on alternate forms of teacher compensation with a specific focus on knowledge and skills-based pay structure. I will participate in the project as the only Principal and senior school-based administrator on the Implementation team and work with that team to create a knowledge and skills-based pay structure and communicate the specifics of the plan we have created to teachers, staff, and other stakeholders within the CHCCS. This work will serve as the main plan, do, study, act (PDSA) cycle of this Improvement Science project. The effect of this PDSA cycle will be measured by the percentage of eligible teachers who opt-in to Project ADVANCE for the 2016-2017 school year as compared to the percentage of teachers who felt anxious or somewhat anxious about the proposed plan in the spring of 2015 when Dr. Pepper conducted his review.

Background

In early 2012 in the midst of frozen teacher salaries and low teacher morale the Chapel Hill-Carrboro City Schools under the leadership of our then new Superintendent, Dr. Thomas Forcella, set about the task of writing a new long-range plan. In the process of creating this plan

it came to light that teachers were not satisfied with their professional development and career growth. As a result the Long-Range Plan (LRP) includes an overall goal to address this issue. Goal 4 states "Professional Development and Training will be Embedded into All New and Existing Initiatives in Order to Sustain Successful Programs Over Time" (CHCCS, 2013, p. 9). More specifically the sub-goals contained in Goal Four outlined the need to create and clarify several new systems around how teachers progressed through their careers and how they were rewarded for that progression. Those sub-goals are:

- Goal 4.1 Create a model for career and financial advancement based on instructional excellence and professional growth.

- Goal 4.4 Create an in-house leadership development model (CHCCS, 2013, p. 9).

The commitment to this work was made in an environment in which three important conditions were true and could have made a locally designed differentiated pay system attractive to many teachers in the CHCCS:

- Teacher salaries were stagnant and low in both national and regional comparisons and the CHCCS system for awarding local supplement did not include raises for teacher in the first half of their careers.

- Some form of pay-for-performance imposed by the North Carolina legislature seemed inevitable.

- Despite overall dissatisfaction with teacher pay, the pay offered by CHCCS was the highest on average among local school districts.

While no formal surveys were conducted at the time, the fact that teacher career and financial advancement emerged as a high priority during the inclusive and collaborative process used to create the long-range plan makes it clear that it was, at the time, a serious concern for

teachers and other stakeholders in the CHCCS. In the sections below, I will outline each of these conditions in order to make the argument that it is reasonable to assume that the conditions listed above were major contributors to those concerns. In the final section of this chapter I will outline how these conditions have changed and how that has altered the challenge facing the Project ADVACNE Implementation Team.

Low State Salaries

Teachers in North Carolina are some of the lowest paid in the nation, in fact the most recent National Education Association annual report of public school ranking and estimates placed North Carolina 47th out of 50 states in terms of teacher pay based on 2013-2014 data and cited that North Carolina teacher salaries had decreased by 17.4% between 2003 and 2013 when normalized for inflation (NEA, 2015). At the time when the CHCCS long-range plan was written, in 2012, teachers in the CHCCS and throughout the state were completing the third straight year in which teachers received no raises or step increases (NCAE, 2013). In short, three years in which salaries were frozen. In 2012-2013 teachers received a 1.2% increase in state salaries, this amounted to an increase of approximately of $492 based on an average state salary of $41,032 included in a 2013 report on the recent history of North Carolina teacher salaries completed by the North Carolina Association of Educators (NCAE).

In addition to low and frozen state salaries the local supplement system used in the CHCCS disproportionately awards local dollars to teachers who are in the later years of their teaching careers and did not provide for increases in the first fifteen years of a teacher's career. Figure 1 shows the percentage of teachers who fall into each of the four local supplement bands and the percentage of total local supplement dollars each group receives. Figure 1 was created
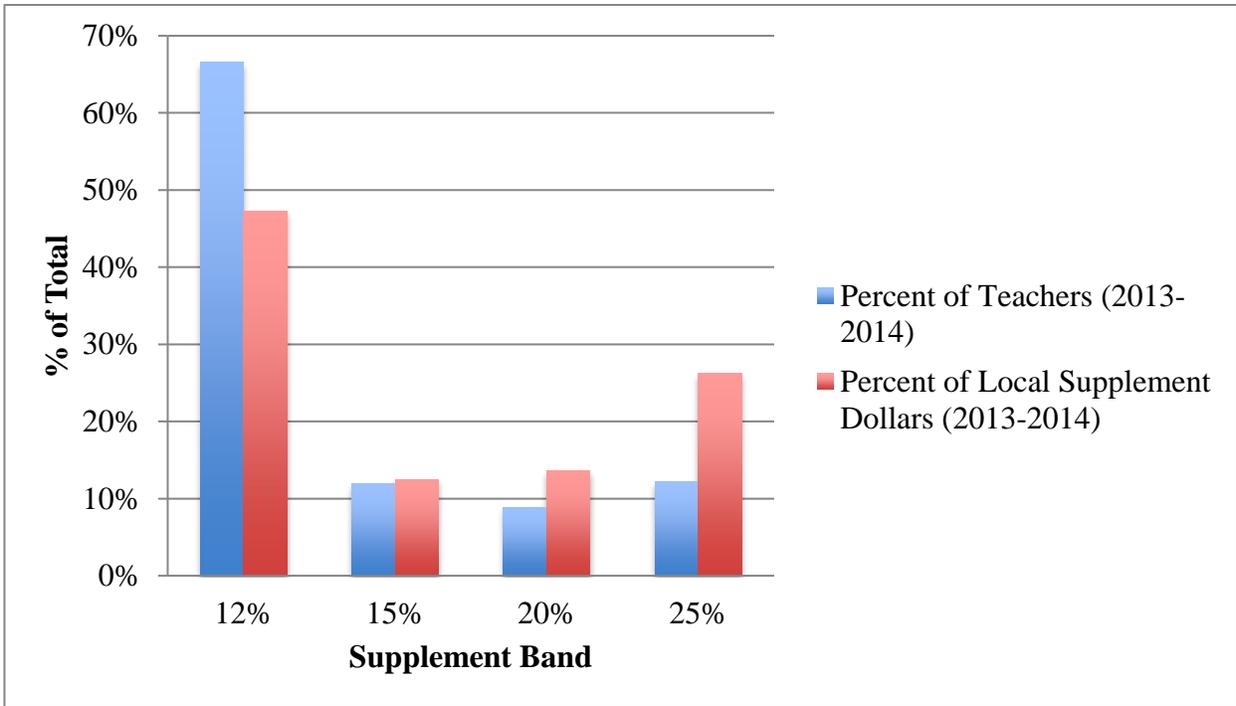
Figure 1. Distribution of teacher population and local supplement salary expenditures by

supplement band (Pittman, R. personal communication, 2015).

using data for the 2013-2014 school year as reported to CHCCS Assistant Superintendent, Dr. Todd LoFrese by CHCCS Senior Executive Director of Finance, Ms. Ruby Pittman. Figure 1 highlights that while two-thirds of teachers are in the lowest, or 12%, band they receive less than 50% of the local supplement dollars. In comparison, about 10% of teachers are in the highest, 25%; band and they receive over 25% of the total dollars spent on local supplements for teachers. In addition to disproportionate distribution the current local supplement system in CHCCS does not include an increase in local supplement until a teacher has fifteen years of experience.

Taking the local supplement system and stagnant state salaries into account we can see that at the end of the 2013-2014 school year, before the Design Team had begun working on the knowledge and skills-based pay system, two-thirds of the teachers in the CHCCS were earning the lowest local supplement on top of low and unchanging state salaries. In addition timing of increases in local supplement meant that many of these teachers were years away from an increase in local supplement. Evidence of dissatisfaction with the system can be found in data from the CHCCS finance department that shows that more than 70% of the teachers who left the district at the end of the 2013-2014 school year were in the 12% supplement band at the time they left (Pittman, R. personal communication, 2015). Given this the idea of a system that would allow for faster career, and salary, advancement would seem very appealing to a large portion of the teachers in the CHCCS.

The Political Push for Pay-for-Performance in North Carolina

The idea of differentiated pay for teachers is not new. In the 1970s and 1980s some school districts began to experiment with performance-based compensation. At the time these systems struggled to make a major impact due to small rewards and questionable or unreliable

measures of effectiveness. As a result of these difficulties experiments with differentiated pay were seen as failures and phased out (Battelle, 2010).

In recent years the movement toward differentiated teacher pay has gained increased momentum. This wave of support has been bolstered by a variety of factors including government and foundation funding for such programs, changes in public opinion, political pressures, and a sense that our schools, and education systems, are failing and need major overhaul to keep up with other nations (Battelle, 2010).

North Carolina is one of several states that have been moving toward encouraging, incentivizing, or even forcing districts to adopt differentiated pay plans for teachers. In May of 2014 North Carolina Governor Pat McCrory outlined a proposed system of differentiated pay as part of his budget proposal (McGowan, 2014). Later that year the move toward differentiated pay for teachers was codified when the legislature passed, and Governor McCrory signed, Senate Bill 744, known as the Appropriations Act of 2014. Within this wide-ranging appropriation bill is a specific section on differentiated teacher pay, section 8.41. The section states that it is the intent of the General Assembly to make additional funding available to districts that enact differentiated pay systems. The section also calls for districts to make proposals for models of differentiated pay by January 15, 2015. The bill then lays out some very general guidelines for those proposals (S. Bill 744, 2014).

At the end of 2014 all of the signs coming out of the State Legislature appeared to point to pay-for-performance systems being mandated in districts across the state. In the face of the apparent move to required pay-for-performance, the potential for a "collaborative, home-grown model" (Pepper, 2015, p. 23) for differentiated teacher pay would seem very favorable

particularly in a community, such as Chapel Hill, where there is little support for the Republican led legislature or for the Governor.

The Position of CHCCS Salaries as Compared to Other Local Districts

While state pay in North Carolina is low, teachers in the CHCCS have traditionally earned a relatively generous local supplement. For many years CHCCS was known to have one of the highest local supplements in the state. In fact according to a chart released on the WRAL website in March 2014, teachers in the CHCCS have the highest average local supplement in the state of North Carolina. Based on the data used in this report the average teacher supplement received by a teacher in the CHCCS in 2013 was over $2,800 higher than the average local supplement received by all teachers in North Carolina. In addition the average supplement in the CHCCS was higher, and in some cases significantly higher, than the average supplements in neighboring systems including Durham County, Wake County, and Orange County (WRAL, 2014).

This position as the highest paying district in the state was important as the CHCCS embarked on creating a knowledge and skills-based pay structure. In their 2008 book *How to Create World Class Teacher Compensation*, Odden and Wallace emphasize the importance of base pay being adequate for a knowledge and skills-based pay structure to be successful stating "Something like knowledge and skill-based pay (KSBP) or a school-based performance award (SBPA) will not work if pay levels are not adequate" (p. 31). The sense among teacher in the CHCCS that they were receiving competitive, if not superior, salaries to their counterparts in neighboring districts meant that a knowledge and skills-based pay structure could be well received.

Changes in Conditions

In the summer of 2014, after years of frozen salaries or small increases. The state legislature took action to significantly raise teacher salaries. According to a 2015 report from the NEA, the move increased average teacher salaries by 6.2%. This increase moved North Carolina from 47th in the nation to 42nd. While average teacher salary in North Carolina is still well below the national average the recent raise decreased this gap significantly from $11,620 to $9,596. Perhaps more significantly the 2014 pay raise closed the gap between average salary in North Carolina and the average for the southeast region by more than half from a gap on $3,410 in 2014 to an estimated gap on $1,617 in 2015 (NEA, 2015). Additionally, there is a strong sense that another significant raise for teachers is in the offing for the summer of 2016. The variety of politically expedient reasons for this are perhaps best laid out by Representative Graig Meyer in a September 2015 blog post. In that post Meyer predicts a sizable raise for teachers in the upcoming year in stating, "After years of tiny raises, no raises, or bonuses, giving state employees a sizable raise during the 2016 election cycle would be very smart from the perspective of political gamesmanship. It will be an act of generosity after years of starvation" (Meyer, 2015).

Whatever the political motivation, these changes mean that teachers in the CHCCS, and throughout North Carolina, may not be as desperate to explore options for increased compensation, as they were when work on Project ADVANCE began.

In addition to raises there has been a significant change to the sense that some sort of pay-for-performance was going to be mandated by the state legislature. In June 2014, Superior Court Judge Robert Hobgood struck down the state legislature's 2013 repeal of career status for teachers, commonly known as tenure. This ruling also repealed the plan for district's to identify

and reward the top 25% of their teachers (Stancill, 2014). The so-called '25% plan' was the first attempt by lawmakers to mandate pay-for-performance. Since Hobgood's ruling we have seen the legislature move from a mandated plan, to a call for proposals, to the most recent state budget including no mention of teacher pay-for-performance. These changes mean that the argument to support Project ADVANCE because if we don't create our own plan one will be thrust upon us, no longer holds as much weight.

Finally the largest and most significant change was from recent actions by the Wake County Public School System (WCPSS) that have altered the position of the CHCCS in terms of local competition and the sense that base pay in the CHCCS was adequate. As mentioned above adequate base pay is necessary for any form of knowledge and skills-based pay to be successful (Odden & Wallace, 2008). Table 1 is prepared by CHCCS Assistant Superintendent, Dr. Todd LoFrese, for a recent meeting of the CHCCS Board of Education. Table 1 shows the 2014-2015 local supplement rates for local and regional school districts, most of which have not changed for 2015-2016. Table 1 also includes the recently adopted changes to local supplement in the WCPSS.

As Table 1 shows, the supplement offered in CHCCS is no longer the gold standard it once was. Table 2 shows teacher salaries in WCPSS and CHCCS based on salary schedules in effect for the 2015-2016 school year. Table 2 is also adapted from one created by Dr. Todd LoFrese and presented to the CHCCS school board in February 2016.

Looking at Table 2, you can see a teacher with a master's degree in WCPSS with zero to twenty years of experience will earn a higher annual salary than they would in CHCCS. In addition a fictional teacher working an entire thirty-year career under these pay scales would earn more than $36,000 more in Wake County than in CHCCS, or an average of more than

Table 1

Local Supplements Rates for the CHCCS as Compared with Other Local and Regional Districts

2014-2015 District	0-5 Years	6-9 Years	10-14 Years	15-19 Years	20-24 Years	25+ Years
CHCCS	12%	12%	12%	15%	20%	25%
Chatham County	$3,774	$3,876	$3,978	$3,700	$4,080	$4,182
Durham Public	12.50%	12.50%	13.50%	13.50%	14.50%	14.50%
Orange County	10%	11.50%	14%	14%	14%	14%
Alamance-Burling	9%	9%	9%	9%	9%	9%
Guilford County	10.7-12.6%	10.70%	10.70%	10.70%	10.70%	10.70%
Winston-Salem	8.2-8.5%	8.6-8.7%	8.7-9.5%	9-9.1%	9.9-10.5%	10-13.8%
Charlotte-Mecklenburg	14.99%	15.02%	15.02%	15.53%	16.03%	16.03-17.05%
Wake County	14.25%	14.75%	15.25%	15.75%	16.50%	17.25%
*Wake County	17-18%	18.25%	18.50%	18.75%	19-20%	20.5-13.5%

Note. *2015-16.

Table 2

Comparison of Teacher Salaries in WCPSS and CHCCS for a Teacher with a Master's Degree throughout His/Her Career

		Regular Teacher Masters - NonNBPTS			
	Wake	Wake	CHCCS	CHCCS	
Years	Supplement	Total	Supplement	Total	Delta
0-2	17.75%	45,333.75	12%	43,120.00	*2,213.75*
3-4	18.00%	45,430.00	12%	43,120.00	*2,310.00*
5-7	18.00%	47,377.00	12%	44,968.00	*2,409.00*
8-9	18.25%	47,477.38	12%	44,968.00	*2,509.38*
10-12	18.25%	52,030.00	12%	49,280.00	*2,750.00*
13-14	18.75%	52,250.00	12%	49,280.00	*2,970.00*
15-17	18.75%	56,821.88	15%	55,027.50	*1,794.38*
18-19	19.25%	57,061.13	15%	55,027.50	*2,033.63*
20-22	19.25%	60,996.38	20%	61,380.00	383.63
23-24	20.00%	61,380.00	20%	61,380.00	0
25-27	20.50%	66,275.00	25%	68,750.00	2,475.00
28-29	22.75%	67,512.50	25%	68,750.00	1,237.50
30+	23.75%	68,062.50	25%	68,750.00	687.50

$1,200 a year throughout his/her career. This difference is even more drastic early in this teacher's career. The same fictional teacher would earn a total of $23,507.01 more in the first 10 years of his/her career or an average of $2,350 a year for those ten years (see Table 2). These differences, especially at the start of a teacher's career when money may be tightest, will almost certainly lead to problems recruiting the best and brightest teachers to the CHCCS. These changes mean that many teachers in the CHCCS may no longer feel that the base pay they are offered is appropriately competitive. This condition will need to be addressed in order for Project ADVACNE to be successful.

Conclusion

The changes to these conditions mean that the Project ADVANCE Implementation Team is now faced with a more difficult challenge. When the work began on Project ADVANCE there were a number of compelling reasons for teachers across the CHCCS to support the plan as a way of addressing stagnant salaries and a potential state mandate for some sort of differentiated pay. In addition the work was being done in an environment in which base pay was considered too low, but at least the highest in the state. Now, the Implementation Team not only has to create a high quality plan for knowledge and skills-based compensation but also design a system that will regain the enthusiasm for change that teachers appeared to show in 2012. This project will examine the steps taken by the Implementation Team, of which I am a member, to improve teachers' perceptions of Project ADVANCE as measured by their willingness to opt-in to Project ADVANCE in the first year of implementation, and provide some insights and analyses of why teachers choose to opt-in, or not.

CHAPTER 2: LITERATURE REVIEW

"The current teacher compensation system is obsolete. On that point, there appears to be wide agreement" (Eckert & Dabrowski, 2010, p. 88). Jonathan Eckert and Joan Dabrowksi open their 2010 article on the use of value-added measures in performance pay with this statement. While the statement makes for a good opening, with all due respect to Eckert and Dabrowski, I would say that there does not appear to be wide spread agreement on any part of the debate around teacher compensation, including whether or not change is necessary. In this chapter, I will present a review of scholarly literature on the subject of alternate forms on teacher compensation. The focus on this literature review will be to provide an overview of alternate forms of teacher compensation, provide a more focused review of literature about what are known as knowledge and skills-based pay systems, and then provide review of some available case studies about schools or districts who have implemented alternative compensation systems. At the end of this chapter, I will engage in a brief review of literature on choice architecture and motivation. Works in this last section will become important as the team working on Project ADVANCE works to create a system that will encourage to opt-in.

Overview of Alternate Forms of Teacher Compensation

The largest expense for all schools and school districts are the salaries paid to the educators who work in that school or district. A 2010 article by Allan Odden opens with the eye-opening statistic that most districts spend 85% of their total budgets on salaries and benefits. This number confirms the idea that the people in a school district are the most important and valuable asset and need to be managed accordingly. With this is mind it is not surprising that districts have been debating the best way to compensate teachers for quite a while.

The idea of differentiated pay for teachers is not new. In the 1970s and 1980s some school districts began to experiment with performance-based compensation. At the time these systems struggled to make a major impact due to small rewards and questionable or unreliable measures of effectiveness. As a result of these difficulties experiments with differentiated pay were seen as failures and phased out (Battelle, 2010).

In recent years the movement toward differentiated teacher pay has gained increased momentum. This wave of support has been bolstered by a variety of factors including government and foundation funding for such programs, changes in public opinion, political pressures, and a sense that our schools, and education systems, are failing and need major overhaul to keep up with other nations (Battelle, 2010). The literature reviewed for this study does not date back as far as the beginnings of alternate teacher pay models in the 1970s. For the purposes of this study I limited my review of sources to those that were part of the discussion in the past 15 years.

In January of 2001, Gail Gaines of the Southern Regional Education Board wrote an article in Education Week that hinted at the need to reexamine teacher salaries. While the bulk of the article serves as a critique of the use of salary averages as a way of measuring and setting goals for adequate teacher pay in her conclusions Gaines brings up the need to reexamine how we view teacher salaries. Gaines (2001) asks the question that is central to the idea of alternate forms of teacher pay, "Do salaries, incentives, and opportunities encourage the best teachers to remain in classrooms?" This questions is central to the discussion of alternative forms of teacher pay because if salaries, incentives, and opportunities don't keep the best teachers in our classrooms or in the profession, then why work on alternate ways to compensate them?

The effectiveness of incentives or alternate pay structures on teacher retention and student outcomes is a matter of much debate.

Before reviewing the debate and articles critical of alternate compensation plans it is important to define what we mean when we discuss different types of compensation plans. Heneman, Milanowski, and Kimball provide a clear definition of different types of compensation systems in a 2007 brief written for the Consortium for Policy Research in Education. In that brief the authors draw a significant distinction with school-based performance awards and knowledge and skills-based pay plans. While Heneman et al. (2007) state that all of these fall under the broad umbrella of pay-for-performance they are careful to draw the distinctions. School-based awards are bonuses paid to teachers, and sometimes other staff, for reaching district or state established student outcome goals. This is a familiar system to those of us in North Carolina. The old North Carolina ABC bonuses were an example of a school-based performance award. In contrast a knowledge and skills-based pay plan increases base pay as teachers acquire and demonstrate important teaching skills and competencies. To put it another way knowledge and skills-based systems focus on the inputs to the instructional process, what a teacher knows and what he or she does in the classroom. School based awards and other value-add pay plans focus on the outcomes of the instructional process, almost always in the form of proficiency or growth scores gleaned from a standardized test (Henemen et al., 2007).

Moving forward in this discussion in order to clarify the varying terms that authors use differently or interchangeably I will refer to alternative pay structures as either output based or input based. Understanding the different types of alternative compensation structures is

important in working with the Project ADVANCE Design and Implementation Team as we put together the best compensation system for the CHCCS.

Critiques of Output Based Teacher Compensation

Donald Gratz provides some excellent critique of output based compensation systems and their effectiveness in changing student outcomes. In articles written in 2009 and 2010 for Education Leadership and The Phi Delta Kappan respectively Gratz does a great job of capturing the arguments against some kinds of alternative teacher pay. Gratz points out that output based pay-for-performance systems, those that base teacher pay on student test scores, are built on some questionable assumptions. In his 2010 article, Gratz sums up the argument about these assumptions by stating:

"If poor teaching causes low student test scores, what causes poor teaching? Test-based compensation plans suggest that teacher motivation is the primary cause, and financial incentives are the primary solution. The assumptions implied in this reasoning are troubling:

- Many teachers aren't trying hard enough because they aren't motivated.

- These teachers know what to do, but they don't do it because they lack a financial incentive.

- Financial incentives are more important to teachers than student success." (p. 18)

This is a solid argument against output based pay-for-performance systems and one that must be kept in mind in considering developing any pay-for-performance system.

Further critique of output based pay-for-performance systems can be found in the writing of Richard Rothstien as part of a book 2009 put together with co-authors Adams and Heyward.

Rothstein reviews the pitfalls of single measure performance accountability in both the public and private sector. Rothstein's argument is important as it provides further evidence that simple value add bonuses based on test scores alone may not have the desired impact on education.

In a 2010 article for the Phi Delta Kappan, Eckert and Dabrowski add their voices to those whom caution against purely output based pay-for-performance systems. The authors provide some very important analysis of the use of value-added scores or ratings as a basis for performance pay. Eckert and Dabrowski review the statistical shortcomings of value-added scores based on a single assessment. It is interesting to note that despite their critique of output based or value add performance bonuses the authors don't eliminate the possibility of including them in a more comprehensive pay structure. In fact they conclude that value-added measures are an important piece of teacher evaluation and possible pay-for-performance but that districts should also be encouraged to develop systems that include other measures including observations and standards based evaluations. A pay structure that includes both inputs (knowledge and skills) and outputs (value-add scores) is what Heneman et al. (2007) call a Combined Pay Plan.

One can find further questioning and critique of alternative pay structures for teachers in articles and writings by Hullman and Barron (2010) and Springer and Gardner (2010). It is important to note that in all of these cases the authors who are critical are examining the best known forms of alternative pay for teachers, those that focus on the outputs of the instructional process. The availability of so much research and writing that is critical of alternative compensation systems could be seen as a reason to be hesitant about an initiative such as CHCCS' Project ADVANCE, or even reason to not embark on such an effort at all. However, for the purposes of this project, and for my work in helping to designing and implement Project ADVANCE, I view this criticism as an overwhelming argument to create a

system that is based on instructional inputs rather than outputs. To design a system that pays teachers for what they know and do.

Sources Specifically About Knowledge and Skills-Based Pay Structures

The sources reviewed above make it clear that output only systems are ineffective, flawed, and unpopular. With that in mind, the Project ADVACNE Implementation and Design Teams must turn their minds to input based systems, often referred to as knowledge and skills-based pay systems. This section will provide a review of some of the most significant literature about those systems.

Allan Odden is the leader in research in the area of knowledge and skills-based pay structures and his work on the subject begins with writings published in the mid-nineties and continues to his more contemporary work. A review of literature about knowledge and skills-based pay structures must center on a review of Odden's work.

Some of Odden's earliest work on this subject is a 1995 article he co-authored with Sharon Conley for Education Evaluation and Policy Analysis. This work lays out three different general models for differentiated teacher pay; individualized performance pay, job based pay, and knowledge and skills-based pay. The article goes on to discuss the relative merits of knowledge and skills-based pay and provide examples and ideas about how a district might go about setting up such a system.

Odden followed the 1995 article with a full length titled *Paying teachers for what they know and do: New and smarter compensation strategies to improve schools*. The book was published in 1997 and co-authored with Carolyn Kelley. This book is a central text regarding alternate approaches to teacher compensation. The text lays out the current state of teacher

compensation, reviews the same three models for compensating teachers discussed in the 1995 article, and reviews ways to develop and design alternative teacher compensation plans.

In 2001, Odden and Kelly collaborated with Herbert Heneman and Anthony Milanowski to put together a report for Pew Charitable Trust titled 'Enhancing Teacher Quality through Knowledge and Skills-based Pay'. This report describes what a knowledge and skills based-pay structure is and make recommendations for how states and districts can strengthen capacity through implementing a knowledge and skills based-pay structure. The report also draws lessons learned from early adopters of these types of pay structures.

In a 2004 article for School Administrator, Odden collaborated with Marc Wallace to provide another examination of creative ways in which districts can compensate teachers. They provide a similar introduction to the concept of knowledge and skills-based pay structures as previous articles. This article also presents brief case studies on systems implemented in Denver, Colorado and at The Vaughn Next Century Learning Center in Los Angles as examples of how this can be done.

A 2004 article written by Odden independently and a 2006 brief written by Heneman, Milanowski, Kimball, and Odden both discuss the role of standards-based teacher evaluation in designing a knowledge and skills-based pay structure. In his 2004 article Odden draws lessons learned about how to assess teacher performance with a focus on performance-based teacher evaluation. Odden concludes that educators have learned how to properly design performance-based teacher evaluation that have sufficient reliability and validity to use for high-stakes decisions such as pay structures. The 2006 Heneman et al. article also addresses the question of whether or not standards based teacher evaluations can be used as the basis of knowledge and skills based-pay structures. The authors conclude that there is great promise in connecting

standards based evaluations to new pay structures but caution that the evaluation and the pay

structure have to work together and align with other district or state improvement initiatives.

These works are very important to the design work of Project ADVANCE. The CHCCS

are trying to implement a system in an environment in which the state mandated standards-based

teacher evaluation tool is not popular and in which there are questions about inter-rater reliability

of the system. Due to these concerns initial design work of the CHCCS model has not been

closely tied to levels of teacher evaluation within the state mandated evaluation tool. The

question will arise as to whether or not the CHCCS can design a true knowledge and skills-based

system without a close tie to a standards-based teacher evaluation.

Odden and Wallace continue their collaboration, which began with their 2004 article, and

in 2007 and 2008 the pair publish two sources that serve as step-by-step guides for schools or

districts looking to implement a knowledge and skills-based pay structure. In 2007, Oden and

Wallace published *Rewarding teacher excellence: A teacher compensation handbook for state*

and local policy makers. This 50-page handbook provides input on how to determine adequate

base pay levels, how pay structures could or should be established, and how to measure teacher

performance in the context of a knowledge and skills-based pay system. A year later, Odden and

Wallace published *How to achieve world-class teacher compensation.* This full length book not

only provides the practical steps provided by *Rewarding teacher excellence: A teacher*

compensation handbook for state and local policy makers, but also walks through the process

from making the case for change, to building the new system, and finally how to implement

these system. These two works provide very valuable input for the teams working to create a

knowledge and skills-based pay structure for the CHCCS. The sources could also provide a basis

to critique the process followed by CHCCS by comparing the actions taken to those suggested in either of these two step-by-step guides to creating a new pay system.

One important work in this field that was not written by Odden, but by his frequent collaborators is a 2007 brief written for the Consortium of Policy Research in Education by Heneman et al.. In this brief the authors provide an outline of what a knowledge and skills-based pay structure is and how it can or should be designed and implemented. The brief synthesis research and evidence from a few pilot programs to make some broad conclusions and recommendations regarding pay-for-performance plans in general and more specifically knowledge and skills-based pay structures. For the most part the conclusions and recommendations in this brief echo those of the work of Odden and Wallace in their 2007 and 2008 works. One important feature of this brief is how clearly and succinctly the authors state the importance of competitive base salary in creating a differentiated pay structure. Heneman et al. (2007) state: "The salary and benefits package must be competitive before embarking on a performance pay program. It is fruitless and self-defeating to build a performance pay plan atop noncompetitive salary and benefits" (Heneman et al., 2007, p. 5). The idea of adequate base pay has become a very important one in the CHCCS as changes made by the WCPSS have changed the perception regarding the relative adequacy of current pay in the CHCCS.

In these works published between 1995 and 2008 we can see Odden and his collaborators move from an idea about teacher compensation to a step-by-step guide to creating alternative pay structures. These works provide the backbone of the literature on knowledge and skills-based pay structures. These works also provide significant guidance for the teams working to design and implement Project ADVACNE for the CHCCS. The sources also raise some questions about the

work being done to in the CHCCS, most notably how the system will be implemented given the perceived flaws with the state mandated teacher evaluation system.

Review of Case Studies

As mentioned above, the discussion of alternative pay structures for schools is not new and some schools and school districts have implemented a variety of these plans. Below is a brief review of some of the case studies available regarding schools or districts that have tried different ways to compensate their teachers.

In a 2010 report for the Joyce and Bill and Melinda Gates Foundations, Jonathan Eckert reviews the progress of six pay-for-performance initiatives in six school districts. The Teacher Incentive Fund (TIF) funds or funded all six programs. All six of the sites studied implemented plans that were a mix of input and output based systems, though the value of input and output measured varied greatly.

Eckert (2010) identifies six common themes for effective implementation of these programs. The themes were:

- "Performance compensation is most effective when integrated with professional development, collaboration, and evaluation as a comprehensive approach to system-wide improvement.
- Wide stakeholder involvement is essential to the design, implementation, and effectiveness of compensation reform efforts.
- Financial incentives reward additional work and success, but are valued as a component of a broader emphasis on improving teaching and learning.

- Nearly all of the sites created teacher leader positions with significant additional compensation to provide school-based support, evaluation, and oversight for instructional improvement.

- Success in implementing these challenging reforms with fidelity is enhanced when states and districts provide staff positions, offer programmatic support and tie local efforts to state policies and funding.

- Financial sustainability is enhanced when state and district funds and reallocated to support performance compensation reforms." (Eckert, 2010, pp. 2-4)

The six themes could be used as criteria for Project ADVANCE as the Design and Implementation teams build and implements the model.

Another report that covers multiple case studies is Anthony Milanowski's 2003 work for the Educational Policy Analysis Archives. In this work Milanowski reviews the implementation of seven knowledge and skills-based pay structures in six public schools districts and one charter school. In his conclusions Milanowski makes the important point that the seven programs were all implemented to address different issues or goals within the districts or schools. This is important to keep in mind as the CHCCS Implementation Team works to build Project ADVANCE. The team working on Project ADVANCE will have to ask, does the model address the goals of the district? Are the goals of the district clear to all stakeholders?

In addition, Milanowski's 2003 work includes an important section that directly addresses provisions made in each of the studied programs to win teacher acceptance. These include important examples of opt-in structures, increases in base pay, and other provisions made to increase teacher buy-in. These examples could prove to be very useful to the Project

ADVANCE Implementation Team as we work to overcome negative attitudes to the proposed pay structure.

One of the earliest district-wide attempts to create a knowledge and skills-based or input based pay structure began in Coventry, Rhode Island in 1996. In 2001 Odden, Archibald, Milanowski, and Conti published a review of the work in Coventry, RI. This example is very informative for this paper and the efforts of the Chapel Hill-Carrboro City Schools because of the high level of similarity of the districts and what we are attempting to design and implement in the CHCCS.

In 2005, Eileen Kellor published a paper for the Education Policy Analysis Archives titled Catching Up with the Vaughn Express: Six Years of Standards-Based Teacher Evaluation and Performance Pay. This paper provides a detailed review of the work done at the Vaughn Next Century Learning Center, a public conversion charter school in the Los Angeles Unified School District. This review is important to the work in creating the Project ADVANCE model particularly because it provides detailed review of the bridge programs to move teachers from old to new pay structures and the apprehension, concerns, and anxiety that surrounded that move.

In 2003, Brad White reviewed of the initial creation of an alternate pay structure in Minneapolis for the Consortium of Policy Research in Education. The article was published just a year after the work began so White focused on the initial work to set up an alternate pay structure. White concludes that the Minneapolis plan is not a knowledge and skills-based pay plan because it does not include a teacher evaluation component. This is an important example for CHCCS' Project ADVANCE as we work to develop a system in an environment in which the state mandated teacher evaluation system enjoys little support from teachers and there are serious concerns about inter-rater reliability.

All of these case studies provide valuable lessons for the Implementation and Design Teams that are working to put together Project ADVANCE for the CHCCS. The cases provide ideas of what we should do, what we may need to avoid, and what issues, problems, and resistance we should predict.

Choice, Motivation, and Nudges

All of the literature reviewed in the previous sections of this chapter set the context for what alternative pay structures can look like and provide potential guidance for how those systems can be created. These sources inform the creation of Project ADVANCE in terms of what it should include, how it should be structured, and who should be involved in its design. The sources for the most part do not address how the teams working on Project ADVANCE will overcome significant initial anxiety, concern, and apprehension about such a plan. The Project ADVANCE Implementation Team will have to be careful in their design and communication of the plan to ensure that the plan is appealing to a significant number of teachers, leading them to opt-in to the plan. To look at the factors that may affect the choices teachers make about opting in or out we have to examine a few key sources from outside of the world of education scholarship.

In considering how people make decisions and how those decisions can be influenced I will examine two key and current texts on the topic. The first is Daniel Pink's 2009 book *Drive: The surprising truth about what motivates us*. The second key text will be *Nudge: Improving Decisions about Health, Wealth, and Happiness* by Richard Thaler and Cass Sunstien, also published in 2009.

In *Drive*, Pink lays out a theory that in modern times, people's motivation in not based on a traditional carrot and stick model of rewards and penalties but is instead built on three pillars of

autonomy, mastery, and purpose. Autonomy is the amount of control someone has over how they achieve a given goal. This can include autonomy over the task, technique, time, and team with which they work. Pink makes reference to results only work environments in which people have a great deal of autonomy and don't have schedules or regular work hours. While this degree of autonomy would be impossible in a school setting, teachers have to be present when the kids are there to teach, a knowledge and skills-based pay structure can provide some autonomy for a teacher in terms of how quickly they move through their career stages and levels of knowledge.

Mastery is the idea that people are motivated to continually get better at their chosen profession or task. It takes into account the satisfaction and motivation encompassed in taking on challenging tasks and solving complex problems. Again mastery may not look the same in education and it does in the business world, but a well-designed knowledge and skills-based pay structure must define what masterful teaching looks like. This definition can be made through a standards-based teacher evaluation or through clear expectations of what excellent teaching looks like in a given school or district.

Purpose is the aspect of Pink's theory on motivation that best fits into the field of education. Pink argues that people are not completely motivated until they feel that they are part of something greater than themselves. Teachers and educators feel this every day; it is the reason most of us got into the profession. To make the world a better place, to help people, to reach and teach kids. Educators are very clear on purpose, but purpose alone does not always lead to the motivation to make necessary changes to improve at our craft.

Pink's work is important to consider in the design of Project ADVANCE as the project provides an opportunity to define mastery and provide some level autonomy over career advancement that hasn't previously existed in the CHCCS. If Project ADVANCE can provide

those motivating factors it could lead to large numbers of teachers opting in during the first year of implementation.

In *Nudge: Improving Decisions About Health, Wealth, and Happiness*, Thaler and Sunstien (2009) introduce their theories about what they term choice architects and choice architecture. The authors state that a choice architect is anyone that "has responsibility for organizing the context in which people make decisions" (p. 3). By this definition the Project ADVANCE Implementation Team are choice architects as they have the responsibility to designing, organizing, and communicating what Project ADVANCE will look like which will affect how many of our teachers choose to opt-in.

The team will work to ensure that Project ADVANCE provides a better professional and/or financial situation for the majority of the teachers in the CHCCS. The team will also, have the opportunity to nudge individuals into what the team sees as the decision that is best for those individuals. These nudges may be in design elements of the program, in how the program is communicated, or in the incentives the program may provide. As they engage in these nudges the team is engaging what Thaler and Sunstien call libertarian paternalism. That is to say that while choice architects will attempt to steer people towards the best choices, which is paternalistic, people will still be free to make whatever choice they want, which is libertarian. Thaler and Sunstien (2009) address this potential negative sounding idea by saying:

> The libertarian aspect of our strategies lies in the straightforward insistence that, in general, people should be free to do what they like and to opt out of undesirable arrangements if they want to do so. Libertarian paternalism is a relatively weak, soft, and non-intrusive type of paternalism because choices are not blocked, fenced off, or significantly burdened (Thaler & Sunstien, 2009, p. 5).

In designing and implementing Project ADVANCE in a way that will encourage significant numbers of teacher to opt-in to the plan, the tenants of choice architecture and the most current thinking on what motivates people must be considered. In the final analysis of why teachers do or do not choose to opt-in to Project ADVANCE, I will examine the work of the Design and Implementation Teams and how it relates to the best and current thinking on how and why people make choices and what motivates them to do their best work.

CHAPTER 3: METHODOLOGY

This project will look at the work done to create a knowledge and skills-based pay structure for the CHCCS, known as Project ADVANCE, through the lens of improvement science. Specifically this project will review one already completed plan, do, study, act (PDSA) cycle and then examine the work of the Implementation Team in a second, related, PDSA cycle. At the end the effectiveness of the PDSA cycles that are used to create Project ADVANCE will be measured not by examining the model created but my measuring the popularity of that model with teachers and staff in the CHCCS. The specific measure of improvement will be the percentage of teachers who chose to opt-in to the program for the 2016-2017 school year. This percentage will be compared to the percentage of teachers who responded that they were anxious about the plan in the spring on 2015. The work of the Implementation Team will be considered successful if more than 50% of eligible teachers chose to opt-in to Project ADVANCE for the 2016-2017 school year. Additionally, I will analyze the decisions made by teachers to see what may have influenced those decisions. Included in this analyses will be a look at how the Implementation Team acted as choice architects to provide teachers with nudges to help guide them toward the desired decision without preventing them from making whatever decision they want to make. Thaler and Sunstein define as a nudge as something that guides someone toward a choice without forbidding any other choice. To illustrate this point they provide this example: "Placing the fruit at eye level counts as a nudge. Banning junk food does not" (Thaler & Sunstein, 2009, p. 6).

Improvement Science

Improvement Science as described by Langley et al. in the 2009 book *The Improvement Guide* is built on three essential questions and the PDSA cycle of action. The three essential questions of improvement are:

- What are we trying to accomplish?

- How will we know that a change is an improvement?

- What changes can we make that will result in improvement? (Langley et al., 2009)

In setting up this project it is important to answer these questions to clarify the purpose and scope of this problem of practice.

What are We Trying to Accomplish?

Overall Project ADVANCE can be seen as working to accomplish many goals for the CHCCS. Possible positive outcomes of the implementation of Project ADVANCE include improved teacher morale, more effective professional development, clarity of what best practices are, increases in student achievement, and the closing of the achievement gap. In fact in many ways one could see the desired and hoped for effects of Project ADVANCE to be a panacea for all that ails the CHCCS. However, most of these effects, if they come to pass, will not be measurable within the time frame of this problem of practice. For this project we are trying to create and communicate an alternative compensation system that teachers view favorably enough to opt-in to when given the choice.

How Will We Know that a Change is an Improvement?

I will measure the change in teacher attitude toward Project ADVANCE based on the percentage of eligible teachers who choose to opt-in for the first year of implementation, 2016-2017. That percentage will be compared to the teacher perceptions cited in Dr. Matthew Pepper's

2015 report on the initial work done to set up Project ADVANCE. In that report Dr. Pepper (2015) stated that 62% of the 305 teachers who responded to a survey indicated that they were somewhat anxious or anxious when asked the following question; "Please select the option below that best represents your current feelings about the potential implementation of a professional growth, leadership and compensation model in Chapel Hill-Carrboro" (pp. 19-20). In addition Pepper's data show only 18% of respondents were excited or somewhat excited when asked the same question. The complete data for this question are included in Figure 2.

Based on these data one could assume that if teachers were given the option or opting-in to Project ADVANCE in the spring of 2015 that significantly less than 50% of eligible teachers who have chosen to do so. With that as a starting point, we can know that the work of the Implementation Team was successful in changing teacher attitudes to Project ADVANCE if at least half (50%) of eligible teachers choose to opt-in to the system in the first year of implementation.

What Changes can We Make that Will Result in Improvement?

What changes need to be made to create the desired improvement will be the major portion of the work of this project. These changes will be seen in the work of the Implementation Team as we work to design a system that teachers will want to be a part of. In designing the system the Implementation Team will have to react to the information gained by Dr. Pepper's study and also to feedback that we receive both privately and publically throughout the design process. The work of the Implementation Team is the 'Act' portion of the first PDSA cycle related to the creation of Project ADVANCE. That work will be the 'Plan' and 'Do" portions of a second PDSA cycle. These two cycles are nested within one another and the second cycle is a

	Anxious	Somewhat Anxious	Ambivalent	Somewhat Excited	Excited
Elementary School	25	36	20	14	4
Middle School	22	33	24	15	7
High School	33	35	20	11	1
All Teachers	26	36	21	14	4
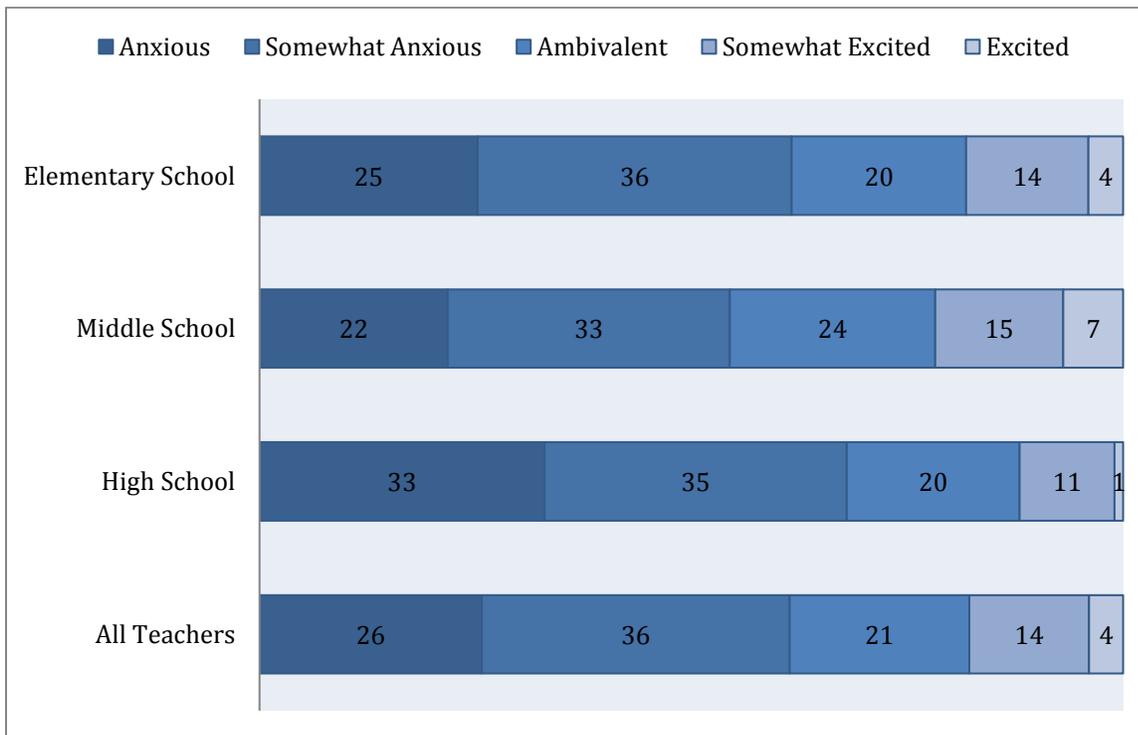
Note. (n=305).

Figure 2. Teachers' current perception of potential model implementation (Pepper, 2015, p. 20).

result of what was learned in the first cycle. This is consistent with what we know about Improvement Science in that "multiple PDSA cycles are often needed to make successful change" (Langley et al., 2009, p. 25).

Plan, Do, Study, Act Cycles

The work to create Project ADVANCE has been ongoing for several years. This work can be summarized into two large, or macro, PDSA cycles. The first of these cycles, which we will call PDSA 1 and is described later in this chapter, involves:

- Planning in the spring, summer, and fall of 2014, around how to create a compensation plan that addresses the goals set out in the CHCCS Long-Range Plan.

- The work of the Design team that occurred from October 2014-March 2015.

- The study of that work and the reaction to it, including a summary report prepared by Battelle for Kids and a process evaluation prepared by Dr. Matthew Pepper.

- Actions taken to move Project ADVANCE forward, in light of the work completed by the Design team and the information gained in the study stage.

This cycle is represented in Figure 3.

The second PDSA cycle, PDSA 2, is currently ongoing and will make up the bulk of this problem of practice. That cycle includes, or will include:

- Planning how to further the work of the Design Team and respond to teacher reaction to that work. This includes the hiring of an Executive Director to oversee Project ADVANCE, and the creation of the Implementation Team.

- The Implementation Team's work throughout the 2015-2016 school year to create the details that will make up Project ADVANCE.

Figure 3. Model of PDSA Cycle 1.

- A study of teacher reaction to the Implementation Teams work as measured by the percentage of teachers who choose to opt-in when given the opportunity in the spring of 2016 and a survey of teachers asking them why they did, or did not, opt-in to the program. The survey will be conducted in the fall of 2016.

- A recommended plan of action based on the data gained from the study phase to make changes or improvements to Project ADVANCE moving forward.

This cycle is represented in Figure 4.

PDSA Cycle 1

The work described below as part of the first PDSA cycle has already occurred. I participated in this work as a member of the Design Team. In addition I was invited to participate in meetings between senior level district administration and the principal consultant from Battelle for Kids working on this project, Mr. Brian Gibson. During those meetings feedback and suggestions were given that helped drive the direction of the next Design Team meeting.

PDSA1 Plan Phase

In a January 2015 memorandum to the Superintendent, Assistant Superintendent, Dr. Todd LoFrese outlines much of the work done on Project ADVANCE up to that point. This summary includes a good synopsis of the work done in the planning phase of this first PDSA cycle. That work included:

- March of 2012: The Greenhouse project brought together around 300 stakeholders from across the CHCCS to discuss goals and priorities for a new Long-Range Plan. One of the focuses that came out of that event was the desire to create meaningful, job-embedded, professional development for staff.
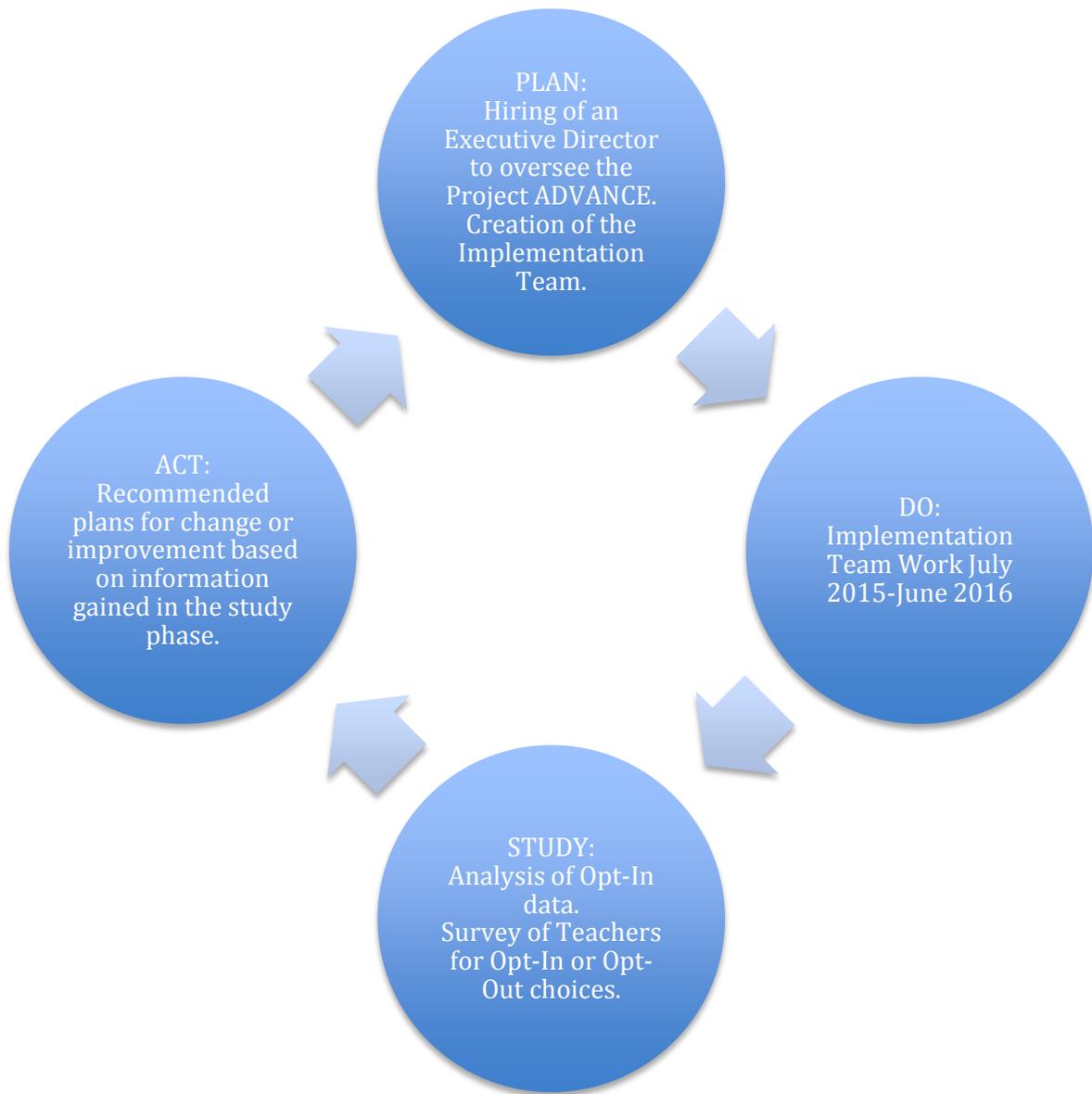
Figure 4. Model of PDSA Cycle 2.

- The 2013-2018 CHCCS Long-Range Plan (included as Appendix A) was written to include two goals, goal 4.1 and 4.3 that relate directly to the creation of Project ADVANCE.

- In the fall of 2013: the district surveyed teachers to seek feedback on what a new compensation model should include. The district also held an all day workshop with the Superintendent's Teacher Advisory Council, which includes teacher representatives from all schools, to discuss how to address LRP goals 4.1 and 4.3

- February 2014: The district conducted a conceptual financial analysis to ensure that new compensation model would be affordable.

- August 2014: A team of teachers and administrators met with respondents to a district request for proposals for companies to work with the district on creating a new compensation system. Battelle for Kids was the recommended choice and they were brought on board to work on the project.

- September 2014: Volunteers for the Design Team were solicited and a team was selected that included 18 teachers and 12 administrators. The team varied in areas of practice and years of experience. The team was also supported by outside advisors and observers from a variety of institutions including The University of North Carolina at Chapel Hill, The Department of Public Instructions, and the Office of the Governor of North Carolina. A complete list of Design Team participants in included in this paper as Appendix B.

PDSA 1 Do Phase

The Design Team began meeting in October of 2014 to create an outline or framework for what was to become known as Project ADVANCE. The team met a total of six times. Brief

summaries of each of the meetings are also below. These summaries are drawn from my experience as a member of the Design Team and from the summary report submitted to the district from Battelle for Kids in April of 2015.

Meeting 1: The first meeting of the Design Team occurred in October of 2014. The main goals of the meeting were for team members to get know one another, become familiar with our long-range task, and to establish ground rules for how the team would operate. In addition the team also began to establish guiding principles that the new compensation model should adhere to.

Meeting 2: This meeting, in November of 2014, was used to finalize the guiding principles of the plan and the ground rules for team operation. Between this meeting and the next team members were asked to complete a series of online modules to learn more about strategic compensation.

Meeting 3: Held in December of 2014, this meeting centered on a review of existing models for strategic compensation from Charleston, SC and Denver, CO. These models were reviewed by the team with an eye of what should or should not be included in a CHCCS model. Based on this input an initial draft of a model framework was developed. A survey of team members was administered between meetings three and four.

Meeting 4: This meeting was occurred in early January 2015 and centered around bringing consensus around a CHCCS model that could be presented to the Board of Education and submitted to the state legislature in response for their call for pilot proposals for strategic compensation that was included in their budget plan (SB-744, 2014, p. 49-50).

Meeting 5: This meeting occurred in February 2015 and centered on key details of the CHCCS model. This included defining the levels of a teacher's career that were included in the

model, discussing how quickly a teacher could move through those stages, and how to transition existing staff into the model. A detailed version of the model as it stood at this stage of the process is included in this paper as Appendix C. An overview graphic is shown in Figure 5.

Meeting 6: During the final Design Team meeting in March of 2015 worked to provide extensive input and guidance the Implementation Team as they move the project forward during the 2015-2016 school year.

PSDA 1 Study Phase

Following the work of the Design Team Battelle for Kids and the district administration set about studying teacher and stakeholder reaction to the proposed model. This study phase took two main forms. The first was the summary report submitted by Battelle for Kids in April of 2015. This report included a summary the work done during the 2014-2015 school year, a financial sustainability report based on the model created, and recommendations for actions and considerations moving forward.

The second aspect of the study phase was a program evaluation conducted by Dr. Matthew Pepper. As mentioned previously, this evaluation paper included survey data that indicated that teachers were anxious about the implementation of Project ADVANCE. This report also included potential 'Sand Traps' or points of difficulty in moving forward in implementation. The report cited "Transitioning from the current system" (Pepper, 2015, p. 25) as the most significant if these possible 'sand traps', this consideration would prove very important for the work of the Implementation Team. Finally, the report provided recommendations for moving forward in implementation, key among these recommendations was the need to maintain "copious communication" (Pepper, 2015, p. 25)
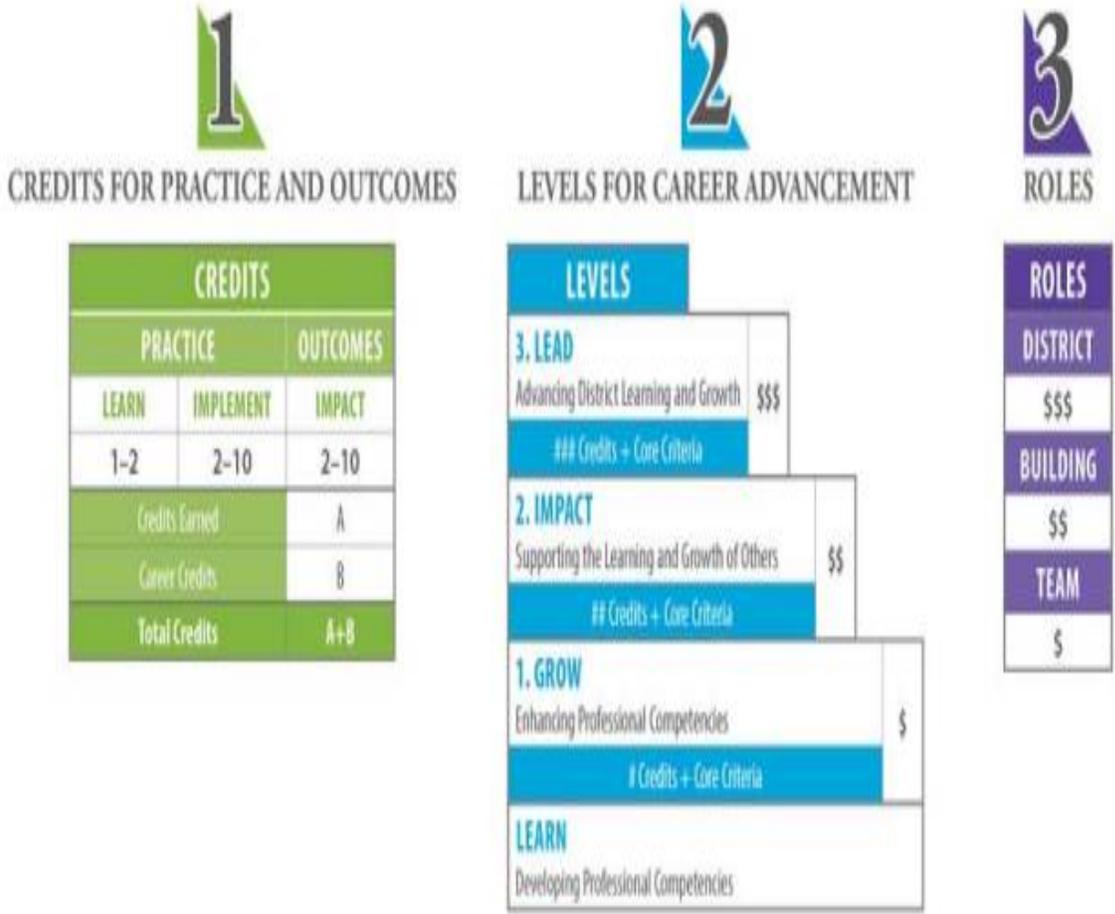
Figure 5. Overview graphic of the initial Project ADVANCE model created by the design team.

PDSA 1 Act Phase

Langley et al. (2009) say that the Act phase of a PDSA cycle should ask: "What changes should be made?" and "Next cycle?" (p. 97). In order the answer the first of these questions as it pertains to Project ADVANCE the CHCCS formed an Implementation Team to address the need to add detail and specificity to the plan and to respond to the recommendations, next steps, and feedback garnered from the Study phase. The work of the Implementation Team has become a PDSA cycle of its own. The second cycle, PSDA 2, is currently ongoing and the will make up the bulk of the work of this problem of practice.

PDSA Cycle 2

This second PDSA cycle is currently ongoing. The planning phase described in detail below occurred in the spring and summer of 2015. The 'Do' phase of this cycle consists of the work the Implementation Team is currently doing to finalize the details of Project ADVANCE and its initial implementation. This work is briefly outlined below but will be described in more detail in Chapter 4 of this project as I analyze that work as it pertains to effecting the desired changes in teacher attitude about Project ADVANCE. The study phase as described below is the proposed work I plan to do to measure improvement of teacher attitude, or a lack thereof, and analyze the factors that may or may not have led to that improvement. The action phase of this PDSA cycle will be the actions or changes that I suggest based on the analysis gained from the study cycle. These recommendations will be in terms of continuing to improve teacher perception and buy-in through increased opt-in to Project ADVANCE.

PDSA 2 Plan Phase

Following the completion of the Design Team's work, the administration of the CHCCS began to plan for the next steps in implementing Project ADVANCE. These plans were derived

in many cases from the recommendations made in the summary report submitted by Battelle for Kids and the evaluation completed by Dr. Pepper. This planning included the hiring of an Executive Director for Professional Development and Project ADVANCE. This position was to replace the position of Executive Director of Professional Development, the person holding that position had retired. By including Project ADVANCE in the title of the position the district made it clear that the person holding that post would lead the implementation efforts for Project ADVANCE. Dr. Rydell Harrison was selected for the position in May of 2015. Dr. Harrison had been a member of the Design Team and previously served the district as the principal of Phillips Middle School. Under Dr. Harrison's Leadership the district set up the Implementation Team.

This twelve-person team is made up of five teachers from a variety of levels, areas of practice, and career stages, a school social worker, a full-time teacher mentor, two central office administrators, one assistant principal, and one principal. I serve of the team as the building principal. Dr. Harrison provides overall leadership on the team and acts as the thirteenth team member. The team met first met over the summer of 2015 to plan the work for the year ahead.

PDSA 2 Do Phase

The 'Do' phase of PDSA 2 is ongoing during this school year. In this phase the Implementation Team in working with Dr. Harrison to achieve a number of tasks that will lead to a more complete model for Project ADVANCE that will be ready for initial implementation for the 2016-2017 school year. The specific tasks of the team are laid out in a report made by Dr. Harrison to the CHCCS Board of Education in October of 2015. The report outlines the work done up to the date of the report and the tasks still to be accomplished. Some of the key tasks to be accomplished by the Implementation Team in the 'Do' phase include:

- Establish a communication plan

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- Establish the Core Competencies for teachers at the 'Learn' level

- Establish a *bridge plan* to move existing employees into the new model

- Establish a Professional Learning Ecosystem and a system for crediting, or badging, to document professional learning.

- Define roles and establish criteria for who will serve in those roles

- Complete a professional learning curriculum including units of study for teachers at the learn level.

These tasks outline the work of the Implementation Team for the 2015-2016 school year.

PDSA 2 Study Phase

The Study phase of the second PDSA cycle will focus on the analysis of teacher reaction to the completed model created by the work of the Implementation Team. The key measure of teacher attitude and reaction will be the percentage of teachers who chose to be part of the system by opting-in during the first year of implementation. Opt-in decisions for the 2016-2017 school year will be made in early May of 2016. Once teachers have made their decisions I will analyze the percentage of those who chose to opt-in and those who chose to remain with the status quo pay structure. I will disaggregate those data based on years of experience in the profession, years in the CHCCS, and current supplement percentage and note any variations in opt-in rates for those groups. In the fall of 2016 I will work with district administration and Dr. Harrison to design a survey that will endeavor to discover why teachers chose to opt-in or chose to stay with the status quo.

This survey will ask a variety of questions aimed to ascertain the effect of different motivators and suggestions, or 'nudges', on the decisions teachers made. In designing the survey and analyzing the data I will examine the choices teachers made through three lenses. The first of

these lenses will be what Langley et al. call the human side of change. The authors state that knowledge of the human side of change "helps us to predict how people will react to a specific change and how to gain commitment" (Langley et al., 2009, p. 83). Langley et al. lay cite Everett Rogers' work on attracting people to change in laying out five attributes of a change that can lead to people choosing to adopt that change. Those attributes are:

- Relative advantage of the change over other changes or the status quo

- Compatibility with current culture and values

- Minimal complexity in explaining the change

- Allowing people to try and test the new change

- Opportunities for people to observe the success of the change for others (Langley et al., 2009, p. 85)

In analyzing teacher's reasons for making a given choice I will have to analyze whether or not the choice to opt-in to Project ADVANCE allowed for these attributes.

In addition to understanding the human side of change laid out by Langley et al, I will also endeavor to discover what other motivators, suggestions, or 'nudges' effected the decisions teachers made regarding participation in Project ADVANCE. In their 2009 work on choice architecture, *Nudge*, authors Sunstien and Thaler define a nudge as "any aspect of the choice architecture that alters people's behavior in a predictable way without forbidding any options" (p. 6). The authors define a choice architect as anyone who "has the responsibility for organizing the context in which people make decisions" (Sunstien & Thaler, 2009, p. 3). Based on this definition the members of the Implementation Team are all choice architects and it is reasonable to analyze the work of our team through the lens of choice architecture provided by Sunstein and Thaler.

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The third lens through which I will analyze the choices teachers made is through the lens of motivators laid out in Daniel Pink's book *Drive*. In *Drive*, Pink lays out his theory that people are motivated by three key factors; autonomy, mastery, and purpose. Autonomy is the ability to have control over some aspects of your work. Mastery is the desire to get better at your chosen job or profession. Purpose is the human desire to be part of something great than our selves. In creating the survey given to teachers after they have chosen to opt-in or not, I will work to include questions that get at whether or not Project ADVANCE allowed the opportunity for more autonomy and/or a clearer sense of mastery for our teachers. Purpose is a constant in the world of public education; we are all here for a greater good. I do not believe that Project ADVANCE will change teacher's perceptions about their purpose.

PDSA 2 Act Phase

The Act phase of the second PDSA will be made up of my suggestions and recommendations for changes to be made to either the Project ADVANCE model itself or how the model is communicated to teachers. These recommendations will be based on the analysis of data performed during the Study phase of this PDSA. These recommendations will be rooted in the analysis of how the Implementation Team and the leadership of the CHCCS considered the human side of change and the motivators and nudges that help people make complex decisions.

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Summary

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The implementation of a knowledge and skills-based pay structure such as Project ADVANCE is a huge undertaking for any school or school district. There are a myriad number of factors to consider and implementing such a system can have wide-ranging effects on the operations of the school or school district. Implementation of Project ADVANCE is without a doubt what Archibald refers to as an "ill-structured problem" (Archibald, 2014, p. 1).

The work to create and implement Project ADVANCE could probably provide the basis for practitioners to review and work on several problems of practice. For the purposes of this dissertation I have boiled this work down into two large-scale, or macro, PDSA cycles in which I have been, or will be, directly involved. One of those cycles was completed during the 2014-2015 school year. The second of those cycles is currently ongoing. As mentioned before Project ADVANCE has the potential to make a number of improvements in the CHCCS, however, for this project I am not attempting to measure all of those improvements. For the purposes of this project I am proposing that I measure the work done to improve teacher attitude and enthusiasm about Project ADVANCE in light of the negative attitudes captured by survey data in the spring of 2015. The effectiveness of this work will be measured by the percentage of eligible teachers who choose to opt-in to Project ADVANCE during the first year of implementation. Once decisions have been made to opt-in or not, teachers will be surveyed to attempt to uncover what led them to make those decisions. Those data will be analyzed to determine what changes or improvements should be made to move Project ADVANCE forward and increase participation levels.

When complete this work will not only be able to inform the leadership of the CHCCS in terms of next steps for Project ADVANCE but this work could also be useful for others schools or districts looking to implement similar efforts and wanting to maximize stakeholder support, or buy-in. This problem of practice, because it focuses on the decisions teacher will make and how those decisions were guided and influenced, could also inform schools or school districts who are working on unrelated but similarly major reforms or changes and wanting to increase enthusiasm for those changes. In these ways the problem of practice has leverage beyond the project and district in which it is based.

CHAPTER 4: RESULTS

The 2013-2018 strategic plan for the CHCCS included a goal to "Create a model for career and financial advancement based on instructional excellence and professional growth" (CHCCS, 2013, p. 9). In order to address this goal leadership and other staff within the CHCCS have been working to design and implement what Allan Odden and other researchers call a knowledge and-skills based pay system (Odden, Kelley, Heneman, & Milanowski, 2001). This work has included two Plan, Do, Study, Act (PDSA) cycles. The first of these cycles, PDSA 1, involved:

- Planning in the spring, summer, and fall of 2014, around how to create a compensation plan that addresses the goals set out in the CHCCS Long-Range Plan.

- The work of the Design team that occurred from October 2014-March 2015.

- The study of that work and the reaction to it, including a summary report prepared by Battelle for Kids and a process evaluation prepared by Dr. Matthew Pepper.

- Actions taken to move Project ADVANCE forward, in light of the work completed by the Design team and the information gained in the study stage.

The second cycle, PDSA 2, included or planned to include:

- Planning how to further the work of the Design Team and respond to teacher reaction to that work. This includes the hiring of an Executive Director to oversee Project ADVANCE, and the creation of the Implementation Team.

- The Implementation Team's work throughout the 2015-2016 school year to create the details that will make up Project ADVANCE.

- A study of teacher reaction to the Implementation Teams work as measured by the percentage of teachers who choose to opt-in when given the opportunity in the spring of 2016.

- A recommended plan of action based on the data gained from the study phase to make changes or improvements to Project ADVANCE moving forward.

The second PDSA cycle, which is the focus of this chapter and chapter five, is represented in Figure 6.

This chapter will review results in two forms. The first of these is a review of the process and product created in designing the specifics of Project ADVANCE. This work represents the "Do" portion of the second PDSA cycle described and pictured previously. The second type of results will be the data generated from the opt-in/opt-out process for the first year of implementation of Project ADVANCE. This section was initially also going to include analysis of a survey given to teachers asking about why they chose to opt-in or opt-out. However, changes to the district implementation plan made it impossible to collect those data. This work represents the "Study" portion of the second PDSA cycle, described and pictured previously.

The Design Work and Product

The work to create the specifics of what Project ADVANCE would look like and how it would operate occurred during the meetings of the Project ADVANCE Implementation Team during the 2015-2016 school year. That team was asked to advise and assist Dr. Rydell Harrison, the Executive Director of Professional Learning and Project ADVANCE, in completing the following tasks:
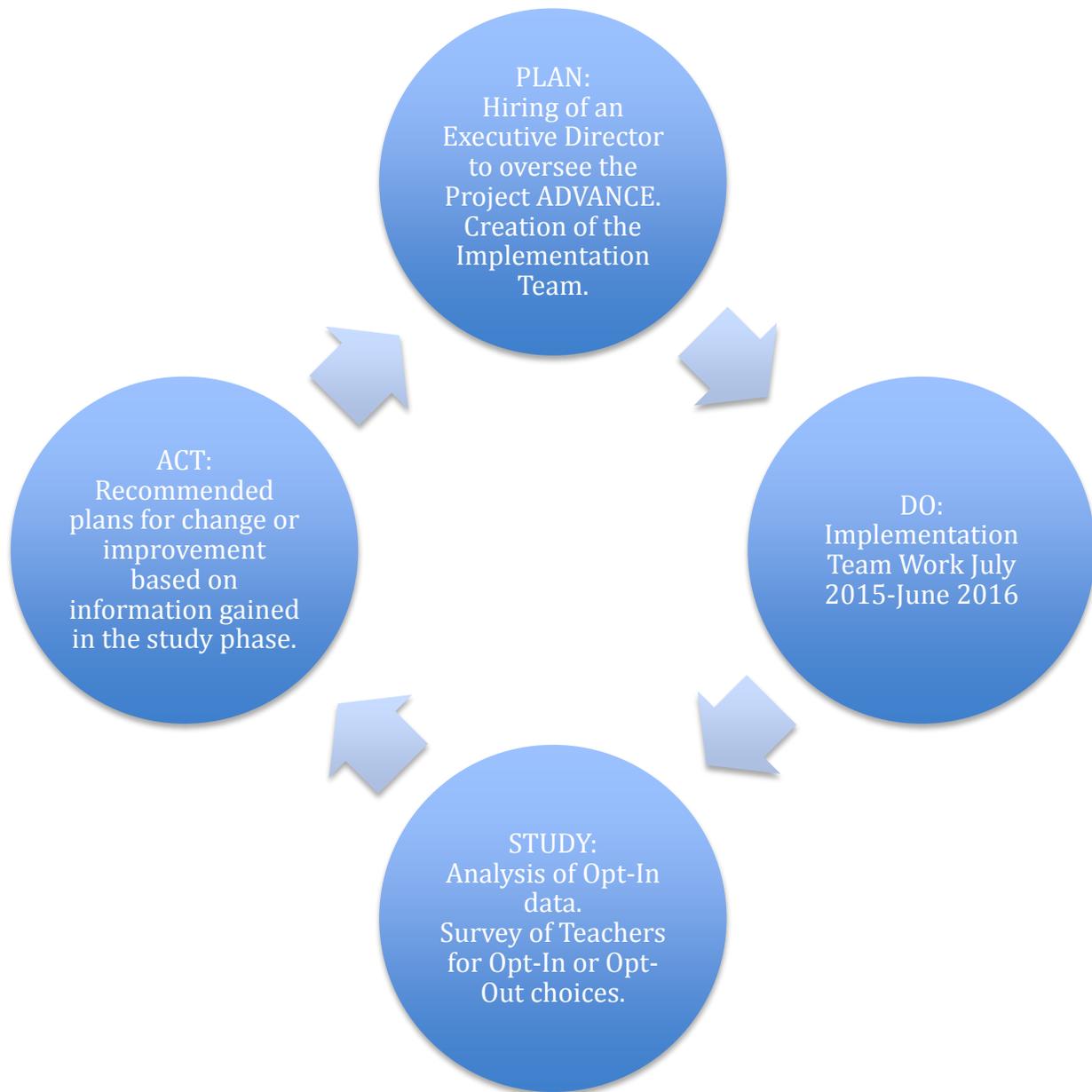
Figure 6. Model of PDSA Cycle 2.

- Establish a communication plan

- Establish the Core Competencies for teachers at the *Learn* level

- Establish a bridge plan to move existing employees into the new model

- Establish a Professional Learning Ecosystem and a system for crediting, or badging, to document professional learning.

- Define roles and establish criteria for who will serve in those roles

- Complete a professional learning curriculum including units of study for teachers at the learn level.

This work is outlined in a report made by Dr. Harrison to the CHCCS Board of Education in October of 2015. This report is included as Appendix E.

In working to achieve these tasks the Project ADVANCE Implementation team met as a group six times throughout the year. These meetings occurred in July 2015, August 2015, November 2015, January 2016, February 2016, and March 2016. While no formal minutes were taken at those meetings, based on my own notes as a member of the team and notes shared with me by Dr. Harrison I have constructed the following outline of the team's work. The work done by the Implementation Team as well as work done outside of these meetings by Dr. Harrison and other district leaders, including myself, to design the specific model for Project ADVANCE makes up the "Do" portion of the second PDSA cycle described earlier in this chapter.

July Meeting

The meeting in July served as an introduction of the team members and an outline of the work to be accomplished throughout the year. The team included five teachers from a variety of levels, areas of practice, and career stages, a school social worker, a full-time teacher mentor,

two central office administrators, one assistant principal, and one principal. I served as the

principal on the team.

At this meeting the team was introduced to one another and introduced to the work ahead

of us. This work was made up of the tasks listed above. In addition to introducing the work for

the year, Dr. Harrison shared that district administration was planning on using our district's

traditional convocation time to gather information that we would use in planning what

professional learning should be included and the Learn level of Project ADVANCE.

Traditionally, the CHCCS had taken one day during the week of teacher workdays that

precedes the school year to gather as a whole district or as groups of elementary and secondary

staffs to kick off the school year. This event usually served as a sort of pep-rally for the school

year and featured presentations from the Superintendent, the district's teacher of the year, and

others. However, for the 2015-2016 school year the district departed from this format and

instead had teachers from throughout the district meet in *job alike* groups in classrooms at one of

the district high schools. Within these *job alike* groups teachers would provide feedback on what

they felt were the core competencies for their job. In other words, what a new person in their

role would need to know, and be able to do, to be effective within that role. This data would

then be used to develop the required learning at the Learn level for Project ADVANCE.

The plan to use the convocation time to gather data was shared with the Implementation

Team in July. Along with this plan, the team was also presented with and discussed four main

areas or categories for teacher learning within Project ADVANCE. These four areas were, (a)

Data Literacy, (b) Content, (c) Instruction, and (d) Diverse Populations. These four areas of

competency were derived from our district's vision and long-range plan (CHCCS, 2013) and

would remain as the four core competency areas into which all professional learning in the

CHCCS would be categorized once Project ADVANCE was implemented.

August Meeting

This meeting was held just a few days before the scheduled convocation event. At this

meeting Dr. Harrison shared final plans for convocation including the data gathering tool that

would be used and the information that would be provided to the facilitators that would work

with each group. This information included a set of instructions for how the meeting time with

each job group should run and definitions of each of the competency areas. The team also

discussed how we could disaggregate the data once it was gathered and what the best methods

for sharing those data with teachers and other stakeholders might be.

November Meeting

Between the convocation event and the November meeting Dr. Harrison had done

significant work to disaggregate the data that had been collected at convocation to determine the

patterns and find what was common. At the November Implementation Team meeting Dr.

Harrison shared this work and the team began to discuss what the professional learning would

look like at the Learn level. The goals of this work was to include professional learning at the

Learn level that would ensure that all teachers had the knowledge and skills that were necessary

to be effective in their jobs.

In addition the team began to discuss how a veteran teacher might be able to prove that

they already had the training necessary to be effective in their position and therefore not have to

complete the professional learning that would be included at the Learn level of Project

ADVANCE. This was the initial discussion of a credit by demonstrated mastery or CDM

process that is discussed in greater detail in a later section of this chapter.

January Meeting

By the time the Implementation Team met in January the Wake County Public School System (WCPSS) had implemented changes that meant that they local supplement percentages now far exceeded those offered by the CHCCS during the first half of a teachers career. The administration of the CHCCS had also outlined plans to provide increased and competitive local supplements to teachers who chose to opt-in to Project ADVANCE. These new local supplements would be available in addition to Project ADVANCE differential payments that teachers could earn by progressing through the levels of Project ADVANCE.

These plans for pay structure were discussed with the Implementation Team along with discussions about how to bring veteran teachers on board with Project ADVANCE. This plan to bring veteran teachers into Project ADVANCE in a way that honored their previous work was known as the bridge plan. Discussions and decisions around the bridge plan led to a number of important choice architecture decisions, or nudges, that are discussed at length in the next section of this chapter.

At the January meeting the Implementation Team also discussed the need to develop personal stories for theoretical teachers so that teachers could see how Project ADVANCE would or could work for someone in their approximate career stage. These theoretical teachers, later named Jerry, Elaine, and George, would become important in ensuring that potential participants could see the benefit of opting in to Project ADVANCE rather than staying with the status quo. Langley et al. (2009) point out this is an important concept in getting participants to adopt a proposed change (p. 83).

February Meeting

The February meeting focused on continuing the work that was started earlier in the year to establish what the Learn level courses should look like and what should be included in the Project ADVANCE course book. In addition a sub-group of the committee, led by me, worked on creating advanced teaching roles within Project ADVANCE. The plan had been to include these roles, and the related extra-duty contracts and pay for those roles, as part of Project ADVANCE. This work was included in Project ADVANCE as a way to establish standards for teacher leadership positions in our district. This work on teacher roles was shared with principals and district leaders but was not included in the first year of implementation of Project ADVANCE.

March Meeting

The March meeting included a lengthy discussion of orange badges. Orange badges are those designed to designate a satisfactory evaluation. Staff would be eligible to receive an orange badge each year they worked within the district and received a satisfactory evaluation. Each level of Project ADVANCE has a minimum number of orange badges that are required to complete that level. These minimum orange badges, which are effectively the minimum numbers of years that a teacher needs to spend at that level, were created to set pacing for teachers as they worked through the levels of Project ADVANCE. Pacing was important to ensure that teachers did not attempt to simply engage in as much professional learning as possible in one year without having sufficient time to implement what they are learning. Pacing is also important for district financial planning.

At the March meeting the main question about orange badges was whether or not to grant veteran teachers orange badges for previous years of experience. If so, should they be granted an

orange badge for every year that they have been in the district, even if evaluations from those years are not available? In the end, the team decided that teachers should be allowed to bring up to five orange badges with them into Project ADVANCE. This number was based on the number of years that the latest teacher evaluation system had been in place, and based on mapping that was done that showed that bringing in five orange badges would allow veteran teachers to move at a quicker but still appropriate pace through the Learn and Grow levels of Project ADVANCE.

During these meetings and in conversations and consultations done outside of these meeting the leaders in charge of designing and implementing Project ADVANCE were engaged in not only a design process but also a process of choice architecture. The major choice architecture decisions, or nudges, that came out of this process are described in detail in the next section.

Six Major Nudges

In reviewing the design decisions that came from the meetings described above and design work done to create Project ADVANCE by Dr. Harrison and others in leadership roles throughout the 2015-2016 school year we can identify six major design decisions that serve as important choice architecture decisions, or nudges as Sunstein and Thaler call them in the 2009 book; Nudge. A nudge as defined by Thaler and Sunstein (2009) is "any aspect of the choice architecture that alters people's behavior in a predictable way without forbidding any options" (p. 6). For example; "Placing the fruit at eye level counts as a nudge. Banning junk food does not (Thaler & Sunstein, 2009, p. 6). Those six nudges are described and analyzed in the next section of this chapter.

Using Digital Badging Not Points or Credits

The model of Project ADVANCE that came out of the work the Project ADVANCE

Design Team did during the 2014-2015 year mentions teachers earning points for learning and

implementing new knowledge and skills. Early reaction to this model showed that there were

serious concerns about competitiveness within Project ADVANCE, that teachers would turn

away from collaboration in favor of earning more points for themselves. In his 2015 program

evaluation Dr. Matthew Pepper cites concerns that the implementation of Project ADVANCE

would threaten teacher collegiality as one of the most often mentioned concerns. He includes a

represented quote that sums this concern up very well. The quote reads; "I currently work on

one of the best PLCs I have ever worked on I am worried that our 'all for one and one for all'

mentality would suffer" (Pepper, 2015, p. 22).

In considering options to reduce that concern, a decision was made to use digital badging

as the way to track progress towards higher rungs on the Project ADVANCE career ladder. The

badges would be earned for attending a professional development session and then verified by

evidence that a teacher had implemented the knowledge or skills acquired through that

professional development session.

In making the decision to move to digital badging, also known as micro-credentialing,

two sources of information were very important. The first was a 2015 Ed Week article by Leo

Doran that stated that while relatively few teachers are aware of what digital badging or micro-

credentialing is, once they learned about it, a significant majority were likely to try to earn a

badge or credential (Doran, 2015). The second source of support or using digital badges was a

study from the Friday Institute for Educational Innovation at North Carolina State University that

chronicled lessons learned from early adopters of micro-credentialing. Three important findings

from this study that make micro-credentialing a good fit for Project ADVANCE are that: (a) teachers who earn a micro-credential are very likely to want to earn another one, (b) Micro-credentialing led to more application of skills to classroom practice than normally seen in traditional professional development, and (c) micro-credentialing is not a one-size-fits-all model and allows for high levels of differentiation in professional development, which is something teachers strongly desire (Acree, 2016).

This last idea, the need to provide differentiated professional development is something that has come up as an area for improvement in Teacher Working Conditions Survey data in the CHCCS. In 2014, Teacher Working Conditions survey data show that only 44% of teachers in the CHCCS responded positively when asked in professional development was differentiated. This compares negatively to state wide data. State wide, 66% of teachers responded positively to the same question. In general Teacher Working Conditions survey data from the CHCCS compares favorably to state averages so this 22% negative difference is noteworthy. The ability to provide differentiated professional development could be considered a nudge in and of itself, however since it is more of an overarching goal of Project ADVANCE and not a specific piece of choice architecture I am not considering that to be a nudge for this study.

Not Strongly Linking Project ADVANCE to the NC Teacher Evaluation System

Much of the research by Odden and others (Conley & Odden, 1995; Heneman et al., 2006; Odden, 2004; Odden, 2009; Odden & Wallace, 2007; Odden & Wallace, 2008) states that the most effective way to implement a knowledge and skills-based pay or career structure is to tie that structure to a standards-based evaluation tool. In fact Heneman et al. published a brief in 2006 titled; Standards-Based Teacher Evaluation as a Foundation of Knowledge-and Skill-Based Pay. In this article the authors review four schools or districts that have implemented knowledge

and skills-based pay structures that are strongly linked to standards-based teacher evaluation systems. These schools or districts are; Cincinnati, Vaughn Charter School in Los Angeles, Washoe County in Nevada, and Coventry Public Schools in Rhode Island. Based on their research the authors conclude that "standards-based teacher evaluation systems can have a meaningful relationship with measures of student achievement" and that their findings suggest "that standards-based teacher evaluation systems could be used as the foundation of a KSBP plan" (Heneman et al., 2006, p. 8).

In theory, and in the examples cited in the 2006 brief, the district or school implementing the knowledge and skills-based pay structure had opportunity to build, adopt, or alter their own standards based teacher evaluation model to go along with their career ladder and pay structure. In the case of CHCCS implementing Project ADVANCE, CHCCS was tied to using the North Carolina Educator Evaluation System also known as NCEES. The NCEES system is based on a standards-based teacher evaluation that was implemented statewide during the 2010-2011 school year.

Since the current evaluation model has been implemented teachers in the CHCCS have had questions about the reliability of the evaluation model and there have been concerns about inter-rater reliability within schools and between schools. Teachers on the Project ADVANCE Design Team expressed these concerns. In addition, "Observations are not rigorous enough to include within the model" (Pepper, 2015, p. 22) was an issue mentioned more than five times in responses to open-ended survey questions that Dr. Matthew Pepper asked as part of his 2015 program evaluation.

To address these concerns the decision was made to not closely tie advancement through the levels of Project ADVANCE to particular ratings earned or awarded through the NCEES

system. Instead teachers and other certified staff will be able to earn an orange badge for each year they work in the district and receive a satisfactory evaluation. Satisfactory evaluation is defined as a summative evaluation that includes no developing or not demonstrated ratings. This is the same standard that ensures contract renewal and avoids a monitored or directed action plan. Tying advancement within Project ADVANCE to just the minimum expected standard for all teachers within the NCEES system rather than allowing for accelerated advancement through earning higher ratings was a piece of choice architecture designed to assuage the fears of teachers and other staff that an instrument they saw as subjective and/or unreliable would not have a great effect on their ability to earn higher salaries and progress through the career stages of Project ADVANCE.

Nudges Designed to Increase Veteran Teacher Opt-In

One of the major challenges of implementing Project ADVANCE is how to include veteran teachers in the system. While contractual agreements would prevent any teacher's individual salary being reduced, many veteran teachers wondered if they would need to start Project ADVANCE at the lowest level or if their years of experience and previous work would be credited. Dr. Matthew Pepper noted this concern in his program evaluation. He termed this concern "A Desire for Years of Experience to be Valued Within the Model" and the representative quote he included was; "As a veteran teacher who has been VERY active within the school district for the past 20+ years, I am curious if all the prior work I've done will come into play in my compensation" (Pepper, 2015, p. 22). The plan to integrate veteran teachers into Project ADVANCE was known as the bridge plan, and within that plan are two nudges aimed at getting more veteran teachers to opt in to Project ADVANCE and addressing some of their concerns about credit for previous work.

The Ability to Get Credit for a Course by Demonstrating Mastery of the Content

The first of these nudges was building a system for teachers to demonstrate mastery of certain required professional development courses through a system of credit-by-demonstrated mastery (CDM). This system would allow teachers to receive digital badges for certain courses that they feel they understand or have already completed. In order to receive badges they would need to demonstrate they understood the content of the professional development course in question and that they implement that knowledge into their practice.

The Project ADVANCE CDM process was modeled after a North Carolina statewide process that allows students to earn high school credits by demonstrating mastery in certain courses without having taken the course. In the NC CDM process students take a multiple choice test to show a basic understanding of the course content and if they meet the passing threshold on that test they then are asked to demonstrate mastery through a more task based approach. In the Project ADVANCE CDM process teachers will take a brief test or quiz about the material in question and then provide authentic artifacts that demonstrate how they utilize that knowledge or skills in their practice. The bridge plan included an ability to apply for CDM for almost all the Learn level courses.

The inclusion of a CDM process addresses the desire for veteran teachers to have the work they have previously completed honored within the Project ADVANCE system. Including this system into the design of Project ADVANCE is a piece of choice architecture designed to nudge veteran teachers towards opting-in to the Project ADVANCE system.

The Ability to Carry in Orange Badges for up to Five Years of Experience

The second nudge included in the bridge plan was the ability of veteran teachers to bring up to five orange badges with them into the program. Orange badges are awarded each year for

receiving a satisfactory evaluation. They are important in terms of progressing through the

levels of Project ADVANCE because each level requires a minimum number of orange badges

to complete that level. The inclusion of these orange badge minimums was designed to set up

pacing for how quickly a teacher could move through the levels of Project ADVANCE. The

minimums for each level of included in the Table 3.

Based on these minimum orange badge requirements the fastest possible path of

movement through the levels is established. A teacher coming to the CHCCS new in 2016-2017,

the first year of Project ADVANCE implementation, could complete the Learn level in three

years, complete the Grow level in five more years (eight years total), and complete the Impact

level in seven more years (15 total). That teacher would then spend the remaining 15 years of a

theoretical 30-year career at the Inspire level, earning the highest available Project ADVANCE

differential payment during each of those 15 years. This pacing, and especially the ability to

earn the highest local supplement 10 years earlier than in the previous salary structure, could be

considered a nudge in itself, however, for this paper we will examine that aspect of choice

architecture as part of the overall salary related nudge.

This pacing is important to understand in reviewing the bridge plan nudges because

without the ability to bring some orange badges into the system this pacing could hold back

veteran teachers from moving quickly through the first two levels of Project ADVANCE based

on their previous knowledge. In other words, if a teacher was able to utilize the CDM system to

prove that they had a good working knowledge of the required elements of the Learn level, but

they were not able to bring in orange badges from previous years of experience, that teacher

would be stuck at the Learn level until they amassed the three required orange badges. The

decision to allow veteran teachers to carry in some orange badges from previous years of

Table 3

Expected Years to Complete and Minimum Number of Orange Badges for Each Level of Project

ADVANCE

Level	Minimum Number of Total Orange Badges to Complete Level	Expected Number of Years Spent Within This Level
Learn	3	3-5
Grow	8	5-8
Impact	15	7-15
Inspire	NA	*Remaining Years in District*

experience helps to honor teacher's previous work and allows our veteran teachers to move through the first two levels of Project ADVANCE relatively quickly.

The question may then be asked, why only five orange badges? This decision was made because the CHCCS had implemented the newest North Carolina Teacher Evaluation system during the 2010-2011 school year. This newest evaluation system was completed, and ratings stored, online meaning that by the end of the 2015-2016 school year the district would have six years of digitally stored and easily searchable evaluation records. After discussions with CHCCS Human Resource staff it was learned that the records for the 2010-2011 school year, the first year of implementation, were not complete due to issues of initial implementation. Based on this it was decided that we would allow teachers to bring in up to five orange badges representing up to five years of previous satisfactory, or better, evaluations which could be verified by existing digital records.

The Ability to Earn Increased Salary, Short and Long Term

The biggest nudges toward opt-in for Project ADVANCE were undoubtedly the ability to earn more money both in the short and long-terms. I will examine the short-term salary gains of opt-in and the potential long-term salary increases as two separate nudges though the two are interrelated. The previous nudges have all been designed mostly to appeal to participants psyches, aimed at making Project ADVANCE feel like the right choice for them by assuring that it is perceived as innovative, fair, and honor the work that they have previously done. The salary related nudges, on the other hand, speak to the economic interests of the participants. As a result these two nudges together, or perhaps each by itself, likely had the largest effect on the number of teachers who chose to opt-in to Project ADVANCE.

Short –Term Salary Increases for Opting-In to Project ADVANCE

As mentioned in the first chapter of this paper, one of the major events that changes the environment in which the CHCCS were working to implement Project ADVANCE was the decision by the WCPSS to increase base supplement rates to rates that far exceeded the supplements offered by the CHCCS during the first half of a teacher's career (See Table 2 in Chapter 1). In order to address the concern that WCPSS was now paying a significantly higher supplement than CHCCS at the beginning of a teacher's career and to ensure that teachers in the CHCCS felt that their base salary was adequate, which is essential for successful implementation of a knowledge and skills-based pay structure (Odden & Wallace, 2008), a decision was made to increase the base-level supplement in CHCCS to 16%. This represents a four-percent increase for teachers in the first 15 years of their career and a one-percent increase for teachers in years 15 through 20.

If this step to increase in base supplement was made by itself it could be seen as a market reaction to the steps taken by the WCPSS in order to ensure that the CHCCS didn't lose current or potential future teachers to the much larger WCPSS. However, this move can be seen as a nudge toward opting-in to Project ADVANCE because, after much debate, the decision was made to offer this initial increase during the 2016-2017 school year only to teachers who opted in Project ADVANCE. Specifically, any teacher who was making a local supplement less than 16%, which would have been all teachers in the CHCCS with less than 20 years of experience, would see an immediate increase in local supplement to 16%. Teachers would also then to eligible to make the level related Project ADVANCE supplements on top of their 16% supplement. Teachers who were already making a local supplement greater than 16%, 20% or 25%, would continue to be paid their current supplement rate, and teachers making the 20%

supplement who were within two years of moving to the 25% supplement would be moved to 25% when they reached that level of experience.

Taken all together this meant that no one would see any immediate salary decrease by opting-in to Project ADVANCE, and many would see a significant and immediate increase in salary. Table 4 shows immediate salary increases that would be seen by a teacher in the CHCCS who holds master's degree and chose to opt-in to Project ADVANCE. Table 5 shows the total salaries offered to teachers for with zero to 20 years of experience who hold master's degrees in the old CHCCS pay structure, the Project ADVANCE opt-in pay structure, not including Project ADVANCE level differential payments, and the pay scale adopted by the WCPSS in October of 2015.

As we can see from these tables, a teacher with less than 20 years of experience who chose to opt-in to Project ADVANCE would see an immediate and significant salary increase. The average increase for teachers with less than 20 years of experience would be $1,346.13. This number is higher for teachers in their first 15 years of work whose supplement would increase from 12% to 16%. For those teachers the average salary increase would be $1,635.33.

These immediate increases also significantly cut the difference between what a teacher would be earning in the CHCCS and what that same teacher could potentially be earning by taking a position in the WCPSS. The average difference for teachers in their first 20 years drops by more than 50% from $2,373.77 to $1,027.64. Again the effect is more pronounced for teachers in their first 15 years. For that group of teachers the average difference between their CHCCS salary and potential Wake County salaries drops by 65% from $2,527.02 to $891.69 a year.

Table 4

Comparison of Teacher Salaries for a Teacher with a Master's Degree in CHCCS Under the Old

and New Local Supplement Salary Schedules Throughout His/Her Career

Years of Experience	Old CHCCS Supplement	Old CHCCS Total	New CHCCS Supplement	New CHCCS Total	Delta New to Old CHCCS
0-2	12%	$43,120.00	16%	$44,660.00	$1,540.00
3-4	12%	$43,120.00	16%	$44,660.00	$1,540.00
5-7	12%	$44,968.00	16%	$46,574.00	$1,606.00
8-9	12%	$44,968.00	16%	$46,574.00	$1,606.00
10-12	12%	$49,280.00	16%	$51,040.00	$1,760.00
13-14	12%	$49,280.00	16%	$51,040.00	$1,760.00
15-17	15%	$55,027.50	16%	$55,506.00	$478.50
18-19	15%	$55,027.50	16%	$55,506.00	$478.50
			Average Increase		$1,346.13

Table 5

Comparison of Teacher Salaries in WCPSS and CHCCS Under Both the Old and New Local

Supplement Schedule for a Teacher with a Master's Degree throughout His/Her Career

Years of Experience	Wake Total	Old CHCCS Total	Delta Old CHCCS to Wake	New CHCCS Total	Delta New CHCCS to Wake
0-2	$45,333.75	$43,120.00	$2,213.75	$44,660.00	$673.75
3-4	$45,430.00	$43,120.00	$2,310.00	$44,660.00	$770.00
5-7	$47,377.00	$44,968.00	$2,409.00	$46,574.00	$803.00
8-9	$47,477.38	$44,968.00	$2,509.38	$46,574.00	$903.38
10-12	$52,030.00	$49,280.00	$2,750.00	$51,040.00	$990.00
13-14	$52,250.00	$49,280.00	$2,970.00	$51,040.00	$1,210.00
15-17	$56,821.88	$55,027.50	$1,794.38	$55,506.00	$1,315.88
18-19	$57,061.13	$55,027.50	$2,033.63	$55,506.00	$1,555.13
	Average Difference		$2,373.77		$1,027.64

As cited in Chapter 1, according to 2013-2014 data provided by the CHCCS Finance

Department, 79% of teachers in the CHCCS fall into either the 0-15 year or 15-20 year career

bands, with a full two-thirds in the 0-15 year band. Teachers in these career bands were

receiving a 12% or 15% supplement based on the old salary structure. This means that tying an

immediate salary increase to opting-in to Project ADVANCE was a choice architecture decision

that would have a not insignificant financial impact on a large majority of teachers in the

CHCCS both in terms of absolute salary and in terms of comparative salary when compared to

their peers in the WCPSS.

The potentially large immediate financial impact of opting-in to Project ADVANCE is

large enough that it could be argued that this particular choice architecture decision is not, by

definition, a nudge. Thaler and Sunstein (2008) define a nudge as "any aspect of the choice

architecture that alters people's behavior in a predictable way without forbidding any options or

significantly changing their economic incentives" (p. 6). They go on to say "To count as a mere

nudge, the intervention must be easy and cheap to avoid" (Thaler & Sunstein, 2008, p. 6). In

order to determine if the immediate salary increases associated with opting-in to Project

ADVANCE were in fact a nudge, one would have to be able to define the rather vague terms

significant and cheap, within the economic context of the person making the decision of whether

or not to opt-in.

If we look at the case in which a teacher considering such a decision has the most to gain,

a teacher with 10 years of experience, we can see that he or she would stand to gain a 4% salary

increase by opting in. Based on the 2015-2016 salary schedule for teachers with master's

degrees this is a $1,760 increase over the course of a year. On the surface this certainly seems to

be a significant increase. However, if we think about that increase in terms of increased gross

salary per month over a 10-month contract it becomes an increase of $176 per month. If we

conservatively estimate that the teacher in question nets 85% of their gross salary each month

after taxes and deductions then this increase becomes $150 a month. Whether or not $150 a

month is significant to the individual making the decision, and therefor potentially considered

cheap to avoid, depends entirely on the financial situation of the teacher making the decision.

I have little doubt that this increase would be considered significant for a teacher who is a

single-parent head of household whose salary is the sole means of providing for his/her family.

However, $150 a month may not be thought of as significant for a teacher whose spouse is

earning a healthy six-figure salary and whose income is not the main source of providing

resources for their family. Given the vagueness of this definition and the fact that the

significance of the increase is dependent on the person making the decision, it is difficult, if not

impossible, to say whether or not the choice architecture decision to tie immediate salary

increases to opting-in to Project ADVANCE fits into the definition of a nudge. For the purposes

of this paper I am considering this aspect of the choice architecture to be a nudge, though

certainly a strong nudge, but I also acknowledge that for some teachers the potential immediate

salary increase could make them feel as if they had little or no choice but to opt-in to Project

ADVANCE.

Potential Long-Term Salary Increases

While teachers in the first 20 years of their careers would see immediate increases in

salary by opting in to Project ADVANCE there were also potential long-term salary advantages

for teachers opting in to Project ADVANCE. These long-term salary increases would be

available for teachers at all stages of their careers. However, these long-term salary increases are

harder to measure or understand. In order for the long-term salary gains to be thought of as a

nudge, or fully understood by the teachers who were deciding to opt-in or out, the leadership in charge of designing Project ADVANCE had to provide what Thaler and Sunstein call mapping. Mapping as defined by Thaler and Sunstein is any steps that are taken to help someone making a choice make sense of the options available. Mapping usually means putting the consequences for certain decisions into units that make sense to the decision maker.

One example cited by Thaler and Sunstein (2009) is that of selecting or evaluating a digital camera. Digital cameras, whether as stand-alone devices or as part of a new phone, are usually referred to by the number of megapixels they offer and while an average consumer might have a sense that more megapixels is better they probably don't fully understand the difference between four or five megapixels. Since cameras, or phones with cameras, are usually differentiated in price based in part on megapixels it may be important for a potential buyer to know what difference more megapixels would make to their future photography. Thaler and Sunstein suggest that this decision could be mapped into units that the consumer could understand by referring to the cameras by the size of print the camera is recommended for. In this case a consumer would be told that one camera could produce a clear image for up to a 4 x 6 print and another camera could produce a clear print for up to a 9 x 12 print. By mapping the difference in megapixels into units the average decision maker can understand the choice architects have made it easier for the decision maker to make the decision that is best for him or her (Thaler & Sunstein, 2008, pp. 94-95).

In mapping the opt-in or opt-out decision for Project ADVANCE the leadership in charge of designing the program needed to be able to provide comparisons for opting-in and opting out in terms of actual salary differences over a given amount of time. Providing this mapping was particularly important because several members of the Project ADVANCE implementation team

had discovered through anecdotal conversations that many teachers were not aware of their place, or step, on the state salary schedule, which supplement band they were currently in, or what the existing structure for local supplement increases was. In other words many teachers had a vague sense of how much money they made but did not know why their salary was what it was, or when they might expect it to go up. This lack of understanding meant that teachers thinking about whether or not to opt-in had difficulty mapping their decision in terms that made sense to them.

In order to help with this mapping, and to make clear the long-term financial implications of opting-in to Project ADVANCE teachers were provided with two important tools to map their individual decisions. The first was an email sent to all teachers in the CHCCS that clearly explained what their local supplement would be if they opted-in or out. The second and more impactful tool was a calculator that allowed teachers to enter their years of experience, their level of education, and adjust their speed at which they thought they would complete certain levels of Project ADVANCE. The calculator would then calculate their potential salary over the next five years if they chose to opt-in to Project ADVANCE and provide a comparison of that salary to their salary if they opted out and to their salary under the old salary structure. A copy of the calculator completed for a teacher with a master's degree and 10 years of experience is provided in Appendix F**.** Table 6 was created by using the Project ADVANCE calculator that was provided to teachers to illustrate the information available to teachers as they weighed their opt-in or opt-out decision. In all cases the potential Project ADVANCE level differential payments are included in the calculations assuming that all the theoretical teachers move through those levels at an average rate of speed.

Table 6

Comparison of the Opt-In and Opt-Out Salaries over the Next Five Years for Five Theoretical

Teachers in the CHCCS Created Using the Project ADVANCE Salary Calculator

Teacher	Years of Exp	Level of Education	Opt-In 5 Year Total Salary	Opt-Out 5 Year Total Salary	Difference
Teacher 1	1	Bachelors	$209,480.00	$199,360.00	$10,120.00
Teacher 2	10	Master's	$259,700.00	$246,400.00	$13,300.00
Teacher 3	14	Bachelors	$252,740.00	$244,900.00	$7,840.00
Teacher 4	17	Master's & NBPTS	$320,797.20	$319,243.50	$1,553.70
Teacher 5	23	Master's	$333,510.00	$329,010.00	$4,500.00

As we can see from Table 6 the effect that opting in would have on a teacher's salary over the next five years depends greatly on where a given teacher is in terms of years of experience and education or training level. This factors where complicated further by the decision to freeze teachers local supplements at their current rate, or the new 16% base rate, unless they were within two years of a scheduled increase to either 20% or 25%. This is why Teacher 4 in the Table 6 has the least to gain by opting in to Project ADVANCE. Teacher 4 is earning a high base salary from the state because she possess a Master's degree and National Board certification and with 17 years of experience is earning a 15% supplement under the current system and would earn that same 15% if they chose to opted-out. If Teacher 4 opts-in their supplement would increase by one-percent to 16% but they will not receive the increase to 20% that they may have been planning on because they are currently just three years away from that increase. Because Teacher 4 earns a high base salary the supplement increase that they would have received after 20 years of experience would be significant and the Project ADVANCE level differential payments barely make up for losing the planned supplement increase to 20%. The decision to freeze supplements was contentious, particularly among veteran teachers, but I will examine that further later in this chapter.

In order to further help individuals to map their opt-in decision a meeting was held for veteran teachers during the opt-in time period. At this meeting Dr. Rydell Harrison, who was the Executive Director of Professional Learning and Project ADVANCE at the time, shared the calculator with veteran teachers who chose to attend the meeting, and walked them through their individual situations. As part of the Project ADVANCE implementation team I also created a separate document that mapped the potential earnings of a series of theoretical teachers over the remainder of their potential 30-year careers. This document was shared with teachers who had

individual questions and I created individual versions for specific teachers upon request. The original document is included in this study (see Appendix G).

Once the long-term potential salary increases of opting-in were understood teachers could make a more informed decision about balancing the perceived work related to Project ADVANCE and the potential financial payoffs of that work. In this situation as with the immediate pay increases for early career teachers an argument could be made that the financial increases are large enough to mean that they do not qualify as a nudge based on Thaler and Sunstein definition because they are so significant that they effectively mean some teachers will feel they have no choice but to opt-in. However, as with the immediate increases because the idea of significant economic increase is subjective and dependent on the financial circumstances of the decision maker, for the purposes of this paper I am considering the long-term salary increase to be a firm nudge.

With the choice architecture seemingly complete and the model communicated to staff in many formats, the CHCCS moved forward in opening up the opt-in/opt-out window in May of 2016.

The Opt-In/Opt-Out Process

This section will review the final conditions and procedures of the opt-in and opt-out process that occurred in May of 2016. This review will include an examination of one last-minute nudge that was made in response to feedback from veteran teachers, a review of the decision to allow for passive opt-out.

Timing of the Opt-In/Opt-Out Process

After eight months of working to create the structure of Project ADVANCE including the nudges discussed in the previous section teachers in the CHCCS were given the opportunity to

opt-in or opt-out of Project ADVANCE for the 2016-2017 school year, the first year of implementation. The initial opt-in window was from May 2nd through 16th, 2016. Later that window was extended through May 23rd. Teachers here also made aware that there would be addition opportunities to opt-in to Project ADVANCE during the following two school years. These opportunities would occur in the spring of 2017, for the 2017-2018 school year, and in the spring of 2018 for the 2018-2019 school year. After these three opt-in opportunities teachers who were not participating in Project ADVANCE would not be able to join. All CHCCS employees hired for the 2016-2017 school year and beyond would automatically be part of Project ADVANCE. The timing of the opt-in/opt-out process, along with information to help teachers make their opt-in/out decision was communicated through a series of emails sent to all staff by Dr. Rydell Harrison, the Executive Director of Professional Learning and Project ADVANCE. Those emails are included as Appendix H.

The Responsive Nudge

At the start of the opt-in period, on May 2nd, 2016, Dr. Harrison held a meeting with veteran teachers regarding the opt-in/opt-out process. The meeting was designed to discuss the opt-in/opt-out decision with individual teachers and to hear the concerns that veteran teachers held. Based on the feedback that Dr. Harrison received at this meeting a change was considered and eventually made to the conditions for opting-in that certainly qualifies as one final nudge.

Prior to the change teachers opting-in to Project ADVANCE who were earning a local supplement lower than 16% would be moved immediately to 16%, teachers earning a local supplement great than 16% (20% or 25% in the old local supplement system) would remain at their current supplement and become eligible for the Project ADVANCE leveled differential payments on top of that local supplement percentage. In addition teacher who were within two-

years of a supplement change, either from 15% to 20% or from 20% to 25% would be allowed to make that bump when their reached the corresponding years of experience based on the old local supplement structure. This meant that a teacher with 23 years of experience who opted-in would continue to be paid their 20% local supplement, be eligible to receive Project ADVANCE level differential payments when he earned them, and receive a local supplement increase to 25% when he reached 25 years of experience. However, another teacher with 21 years of experience who opted-in would remain at her current 20% supplement for the duration of her career.

This *within two-years* rule was a point of contention for many veteran teachers who argued that the two-year number was arbitrary and in some cases unfair. After hearing and considering these concerns, Dr. Harrison in consultation with district leadership and a few members of the implementation team, including myself, made the decision to change this provision to allow that teachers within five-years of a supplement change would be eligible for that supplement increase when they reached the corresponding number of years of experience. This meant that any teacher with 15 years of experience or more would be able to attain the 20% supplement level when they reached 20 years of experience and any teacher with 20 years of experience or more would be able to attain the 25% supplement level when they reached 25 years of experience. These supplement increases would be in addition to any Project ADVANCE level differential payments they earned. This change was communicated in an email from Dr. Harrison to all certified staff on May 16th, 2016. The email is included as part of Appendix H. In addition to announcing this change the email stated that the opt-in period would be extended through Monday, May 23rd. The email also stated that teachers who had already completed the opt-in/opt-out form and wanted to change their response could do so and the later response would be taken.

This change to local supplement eligibility is clearly a choice architecture nudge designed to encourage veteran teachers to opt-in to Project ADVANCE. This nudge was not included in the section of this paper that exams the six big nudges because it was a decision that was made once the opt-in process had already started and therefore many teachers in the district made their opt-in decision prior to this decision being made. However, it is important to note as it may have changed several teachers decisions and because it provides an example of flexibility in the design of Project ADVANCE and demonstrates how a choice architect or architects can be responsive to real-time feedback and data. Dr. Harrison and a few others were able to see the opt-in/opt-out responses as they came in and would have known how many veteran teachers were opting-in and out as this decision was being made.

Passive Opt-Out

In *Nudge*, Thaler and Sunstein (2009) stress the importance of setting the default outcome when designing a choice. The authors state "if, for a given choice, there is a default option – an option that will obtain if the chooser does nothing – then we can expect a large number of people to end up with that option, whether or not it is good for them" (Thaler & Sunstein, 2009, p. 85). The authors amusingly refer to this as the "yeah, whatever heuristic" (Thaler & Sunstein, 2009, p. 35). Setting the default one way or another can shift the outcome of a choice dramatically. To illustrate this importance and the power of defaults even in the most sensitive and personal decisions Thaler and Sunstein present evidence that the default choice has a large effect on the number of people who agree to be organ donors. In one experiment they cite, when donation was the default, known as presumed consent, 82% of participants agreed to be organ donors. When the default was to not be a donor, known as explicit consent, only 42% of participants agreed to be a donor. In this experiment the time and effort cost one way or another was a

simple click on a computer, much as it was for people to opt-in or out of Project ADVANCE. Even with this low cost in terms of time and effort and with something presumed to be so personal and sensitive as organ donation we see a 40% swing based on which option is set as the default (Thaler & Sunstein, 2009, p. 180).

This idea on explicit or presumed consent is familiar in the world of education. Schools routinely send notes home to parents informing them that they will be teaching students about some potentially controversial or sensitive material, that the school or teacher feels is important to teach the students. In most cases the school informs the parents and assumes consent. If a parent doesn't want their child exposed to the material they must take some action such as return the letter with a box checked or email a teacher or principal. If the default were set the other way and schools required explicit consent it is fair to assume that far fewer eighth graders would participate in the human sexual reproduction lessons in health, and many would be sitting out not because of any particular religious or cultural objection, but simply because their parents had prescribed to Thaler and Sunstein's (2009) '"yeah, whatever heuristic" (p. 35) and failed to return the requisite form. If we believe it is important for 14-year-olds to fully understand where babies come from, then we can see the importance and power of setting the default option to garner the outcome the choice architects are hoping for.

With this in mind it is important to note that for the Project ADVANCE opt-in or opt-out choice presented to staff in May of 2016, the default option was set to opt-out. That is to say that a teacher who did not fill out the Google form would be considered to have opted out of Project ADVANCE for the 2016-2017 school year. The decision was made to set the to opt-out for three main reasons; (a) the availability of future opt-in windows, (b) the need for teachers to actively participate in Project ADVANCE when they opt-in, and (c) the immediate financial cost to the

district of raising local supplement rates for teachers with zero to fifteen years of experience who chose to opt-in. We will examine each of the reasons briefly below.

When teachers were asked to opt-in or out of Project ADVANCE in May of 2016 it was made clear that there would be opportunities to opt-in in the spring of 2017 and in the spring of 2018 for those who chose to opt-out during the first window. This staggered opt-in strategy is not unusual when systems like Project ADVANCE have been implemented in other districts. In fact in his 2003 article comparing seven such similar pay structures Milanowski (2003) notes that in four of the seven examples participation was voluntary for some teachers and entry into the program was staggered. If the eventual goal of having all teachers in the CHCCS participating in Project ADVANCE it is not as important to get many as possible to opt-in during the first window if there will be additional windows. For this reason the availability of future opt-in windows contributed to the decision to set the default to opt-out.

As a knowledge and skills-based compensation system, Project ADVANCE requires active participation in order for teachers to advance through the different levels of the structure. While all teachers, regardless of opt-in or opt-out status, will still be required to participate in professional learning that is required by the district or their school, they would not necessarily need to be as engaged in professional learning as a teacher who is participating in Project ADVANCE. This need for active participation was a major contributing factor in deciding to set the default to opt-out.

The final contributing factor in setting the default choice to opt-out was that a large majority of teachers who opted-in would see an immediate increase in their local supplement. These increases would come entirely from the CHCCS local budget and while financial models were created to ensure that the district could afford these increases even if every eligible

employee opted-in there is still a cost associated with giving each of these raises, and a saving associated with not giving them. There was a strong feeling among those in leadership positions around the implementation of Project ADVANCE, including the Superintendent of the CHCCS, that we should not reward a failure to respond with a pay raise. This feeling strongly influenced the decision to set the default to opt-out during the May 2016 opt-in/opt-out window.

Thaler and Sunstein (2009) advise that choice architects should carefully set defaults to maximize the choice that they feel is best for those making the choice. In this case if the leadership of the CHCCS feels that participation in Project ADVANCE is best for the teachers in the CHCCS then one would think that the default would be set to opt-in in order to maximize the number of teachers who would participate in the Project ADVANCE during the first year of implementation. However, because of the factors discussed above it was decided that the default option within the opt-in/opt-out window would be for teachers who did not respond to be considered to have opted-out. As we examine the opt-in/opt-out data in the next section, we will see that this decision made a significant difference in the number of teachers who were considered to have opted-in and opted-out.

Opt-In/Opt Out Data

This section will provide data on the number of teachers who opted-in and opted out, either actively or passively, during the May 2016 window. In addition, this section will provide breakdowns of the data by years of experience, local supplement pay rates, and level of school taught. Analysis of these data is included in Chapter 5 of this study.

The Opt-In/Opt-out Form

Teachers were asked to indicate their choice to opt-in or opt-out of Project ADVANCE by way of a Google form response. The form asked teachers to provide the following information:

- Last Name

- First Name

- Current school location

- Current job assignment

- Overall years of teaching experience (within 5 year ranges)

- Years of experience within the CHCCS (within 5 year ranges)

- Best phone number to reach them if needed

After providing this information, staff members would then take them to a screen on which they would indicate if they agreed to opt-in or wished to opt-out. Those selecting to opt-in were then taken to a screen that asked them to confirm that they understood various conditions of the opt-in process. Those choosing to opt-out were taken to screen where they were asked to confirm that they understood various conditions of opting out.

The Data

The data presented and analyzed below come from the responses to the opt-in/opt-out form and an analyses of CHCCS Human Resources records that was used to determine how many staff members did not respond to the form in any way, and thereby engaged in passive opt-out. Figure 7 shows that of 1099 eligible staff members 77%, or 834, chose to opt-in to Project ADVANCE and only 3%, or 32, chose to actively opt-out. An additional 20%, or 223, did not
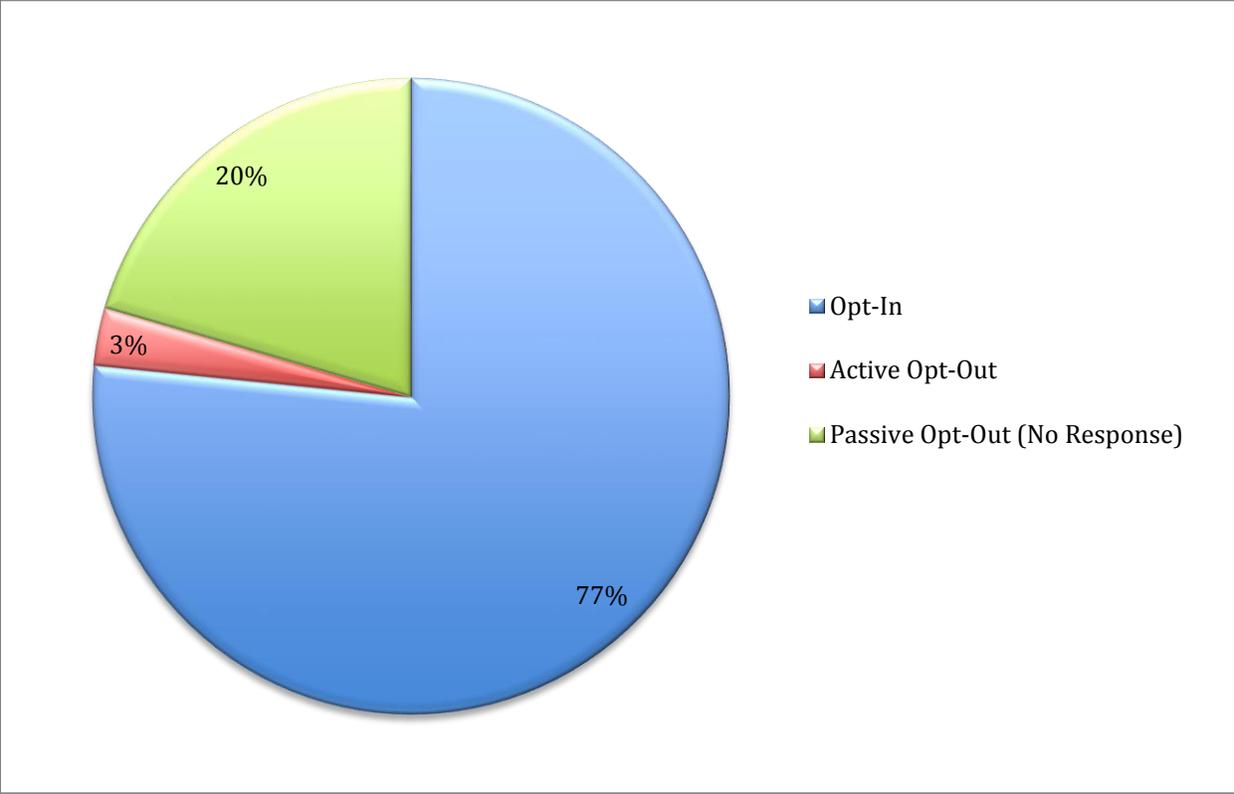
Figure 7. Opt-in and opt-out choices for all eligible staff in the CHCCS.

complete the form and therefor passively opted-out of Project ADVANCE. Figure 8 shows the opt-in/ opt-out data broken down by overall years of experience in the educational field.

Figure 8 shows that teachers with more years of experience were more likely to both actively and passively opt-out of Project ADVANCE. This is understandable, as teachers with 20 or more years of experience would not see an immediate salary increase by opting in. Those with 15-19 years of experience would see a one-percent increase in their local supplement. Teachers with less than 15 years of experience would receive a four-percent increase in their local supplement. These differences in immediate salary increase may explain why active opt-out rates seem to be directly related to years of experience. Passive opt-out data also seem to be linked to years of experience with the exception of a relatively high-rate of passive opt-out, or no response, by teachers in their first 5 years of their careers. Just over 19% of teachers who had between zero and four years of experience did not respond to the opt-in/opt-out form at all. In thinking about why this may have been the case one should remember that it is often reported that many teachers leave the professional after just a few years. Unfortunately the CHCCS does not report teacher turnover by years of experience so we can't know if several of these early career teachers chose not to respond because they had already decided to move on from teaching or from the CHCCS. While it is impossible to know for sure, this is at least one possible explanation for the relatively low response rate by teachers in their first five years.

Figure 9 provides an examination of the opt-in/opt-out data by current local supplement percentage mirrors the analysis broken down by years of experience. However, it is interesting to note that as the chart below shows by combining teachers with 0-14 years experience into the 12% supplement group we see a correction for the increased passive opt-out we saw with
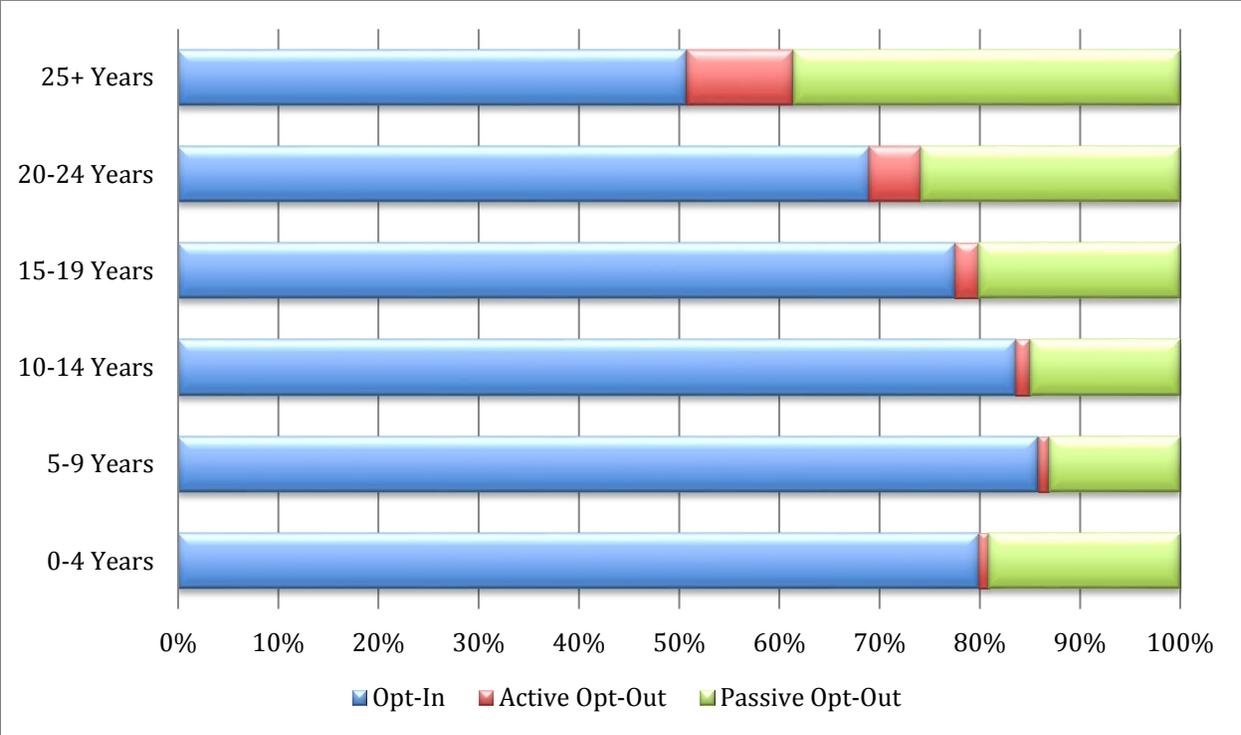
Figure 8. Opt-in/opt-out choice data by years of teacher experience.
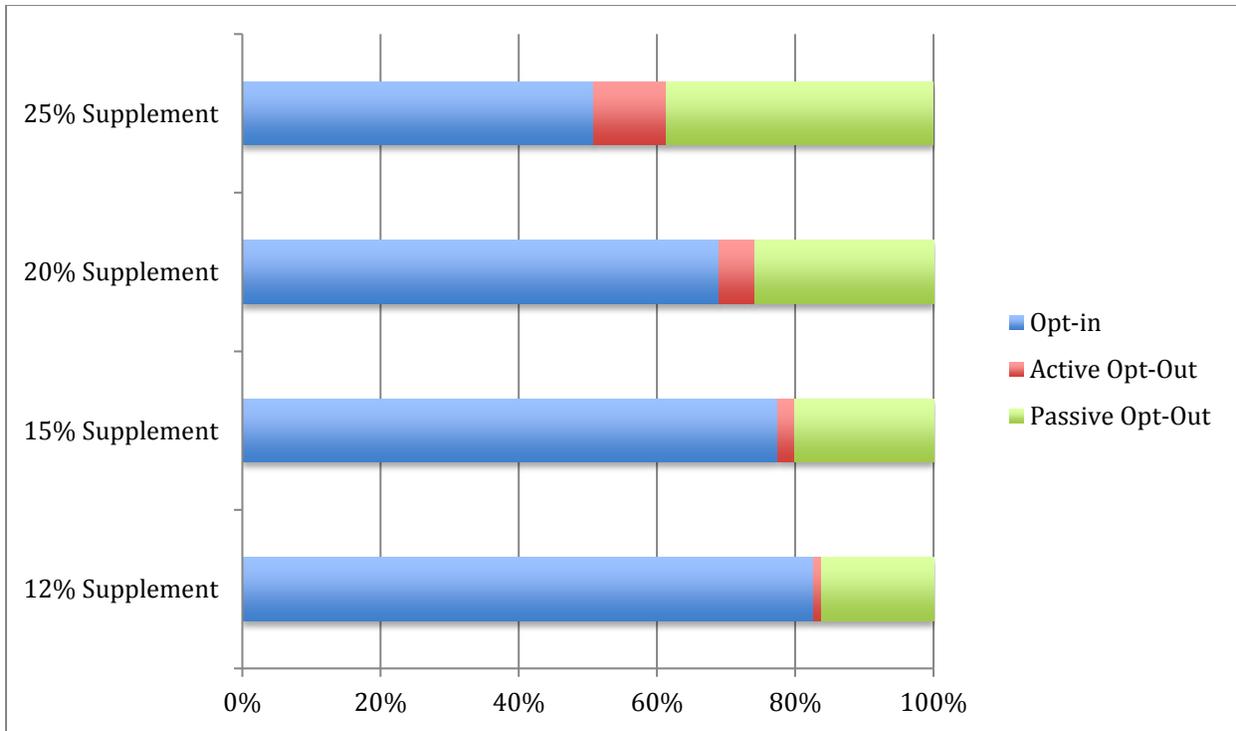
Figure 9. Opt-in/opt-out choice data by 2015-2016 local supplement band.

teachers in their first four years of their career's. Figure 9 shows a direct, and unsurprising, correlation between opt-in rates and current, as of the end of 2015-2016, local supplement rates.

The final way that I will examine a breakdown of the opt-in/opt-out data is by level taught, elementary, middle, or high school. This data breakdown and analysis is important because in his study of the initial design work done for Project ADVANCE in 2014-2015 Dr. Matthew Pepper provided data regarding how many teachers were excited or anxious about the implementation of Project ADVANCE and he disaggregated those data by level taught. Looking at opt-in/opt-out data in the same way allows us to more closely examine whether or not the choice architecture decisions that went into the design of Project ADVANCE worked to shift attitudes of teachers at those various levels. Figure 10 shows us that opt-in/opt-out rates varied greatly by level. Dr. Pepper (2015) similarly found that perceptions of Project ADVANCE in the spring of 2015 varied by level with high school teachers feeling the most anxious and middle school teachers feeling the least anxious. It is interesting to note that the opt-in/opt-out data match this same variance.

Overall, all of the data show a significant increase in the percentage of eligible staff that chose to opt in as compared to those who felt positively about the implementation of Project ADVANCE when surveyed in the spring of 2015. Further analysis of these data is included in Chapter 5 of this study.

The Shove

Following the opt-in/opt-out window leaders from the Chapel Hill-Carrboro Association of Educators (CHCAE) continued to meet with Dr. Harrison and the then Superintendent of CHCCS, Dr. Thomas Forcella, to express their concerns about the implementation of Project ADVANCE. There concerns centered on the fact that teachers who opted-in or out who were
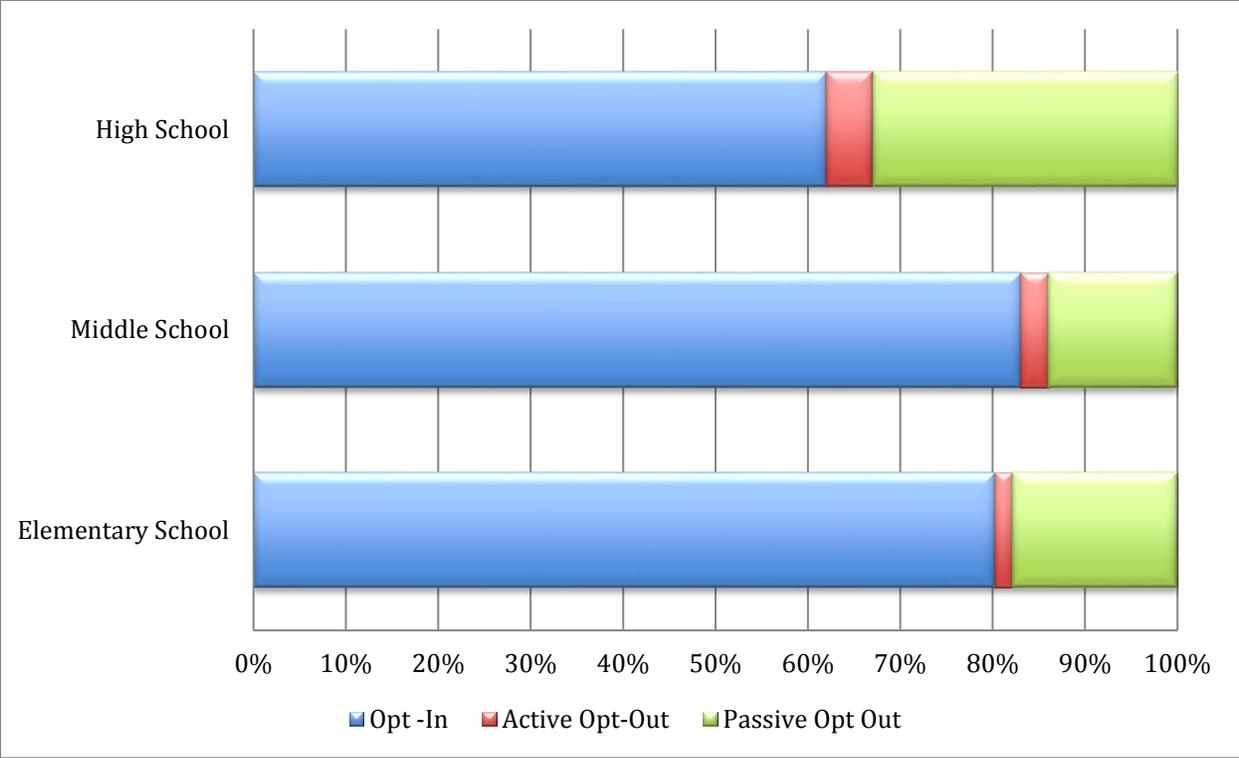
Figure 10. Opt-in/opt-out choice data by level taught.

not within five years of local supplement increase based on the old supplement schedule would have their supplements frozen at that level. Teachers who opted-in would have the opportunity to earn the Project ADVANCE leveled differential payments on top of their supplement percentage but would not see an increase in their supplement percentage for the remainder of their career. This concern was partial assuaged by the responsive nudge described above that changed eligibility for local supplement increases from within two years to within five years. However, concerns remained particularly around the idea that a teacher would only be earlier to have their local supplement increased once more within their career. That is to say a teacher with 15 years of experience would be eligible to receive an increase to the 20% supplement level when they reached 20 years of experience but not the 25% supplement when they reached 25 years of experience.

The differences in potential local supplement increases could not only affect a teacher's salary during their career, but since retirement income is calculated based on an average of a teacher's highest paid three years the decisions around local supplement increases could have lifelong consequences for teachers in the CHCCS.

In response to this concern, and considering that over 75% of eligible employees had already opted-in to Project ADVANCE, and that the eventual goals was to have 100% of eligible employees participating, Dr. Forcella proposed one last change to the opt-in/opt-out process for Project ADVANCE. He proposed that all existing certified employees as of June 30, 2016 be grandfathered in to the local supplement system that pays them a 16% supplement for the first 19 years of their careers and then increases that supplement to 20% at 20 years of experience and 25% at 25 years. In exchange all eligible staff would be considered to be participating in Project ADVANCE and would be expected, at a minimum, to engage in and complete the professional

learning that is required at the Learn level and the required elements of the Grow level of Project ADVANCE. The leadership of CHCAE agreed that they would fully support the implementation of Project ADVANCE with the adjustment to grandfather all existing employees into the supplement system proposed by the administration. Dr. Forcella, Dr. Harrison, and Assistant Superintendent Dr. Todd LoFrese brought this proposed change to the CHCCS Board of Education at their June 2016 meeting.   The board approved the proposed change and accepted the potential long-term salary implications this change would have. The proposal that was brought to the board is included as Appendix I.

With this new compromise Dr. Forcella and Dr. Harrison had ensured that 100% of eligible staff would participate in Project ADVANCE starting in their first year of implementation. They also made the previously existing opt-in/opt-out process null and void. I have called this decision, the shove, as it does not meet the definition of a nudge within choice architecture because while it offers participants a reward, in the form of higher salaries, it comes with a mandate for employees to participate. Hence, I refer to this as a shove, rather than a nudge.

With the opt-in/opt-out process now annulled by the new compromise the plans to survey teachers and staff about their opt-in/opt-out decisions were abandoned as those decisions were no longer informative from a district perspective, and surveying teachers about them would have been at best difficult and at worst detrimental to implementation of Project ADVANCE. Instead the district, focused on initial implementation for all eligible staff.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This chapter will review what we can learn from the process of developing and implementing Project ADVANCE. Changes in real world circumstances mean that we do not have data to complete the detailed analysis that I planned. However, general conclusions can be drawn about the implementation of Project ADVANCE through the lenses of Langley et al's (2009) human side of change, Thaler and Sunstien's (2009) choice architecture as laid out in *Nudge*, and Daniel Pink's (2009) theories on what motivates people as described in *Drive*.

Conclusions

The Human Side of Change

In discussing the human side of change Langley et al cite the work of Everett Rogers' on attracting people to change. Langley et al lay out Rogers' five attributes of a change that can lead to people choosing to adopt that change. Those attributes are:

- Relative advantage of the change over other changes or the status quo

- Compatibility with current culture and values

- Minimal complexity in explaining the change

- Allowing people to try and test the new change

- Opportunities for people to observe the success of the change for others (Langley et al., 2009, p. 85)

In examining the design process of Project ADVANCE one can see that work was done to show people the advantage of opting in to Project ADVANCE rather than opting out. This work was most notably done in the creation and sharing of the Project ADVANCE calculator that allowed staff to input information specific to them and see their potential salaries for the next five years if they opted-in or out. This calculator also allowed people to try or test the

change, at least theoretically. While there were concerns expressed the compatibility of this change with the existing culture of the CHCCS, several decisions were made that are discussed in detail below, to be responsive to those concerns and tweak the system to better fit within the existing culture while still pursuing change to that culture.

Several attempts were made to minimize the complexity of explaining the change but in the end the implementation of Project ADVANCE is a complex process that was going to affect each staff member differently so it was difficult to minimize complexity when explaining the system. In addition, district leadership did not provide an opportunity for people to observe the success of the change with others. The original plan would have allowed those who initially opted-out to observe the change for a year or two and then choose to opt-in. The changes made in June of 2016 brought everyone into Project ADVANCE and ended the opportunity for some to observe the program before participating.

In general terms the design process of Project ADVANCE addressed three or the five attributes that attract people to participate in a change.

Did the Nudges Have the Desired Affective?

In Chapter 3 of this study stated that the overall effectiveness of the choice architecture decisions, or nudges, made in designing the specific model for Project ADVANCE would be evaluated based on how many eligible staff chose to opt-in. The perception data reported by Dr. Matthew Pepper in his 2015 analysis of the initial Project ADVANCE design work will serve as the baseline data with which to compare the opt-in/opt-out data.

As Figure 11 shows, in his 2015 study Dr. Pepper found that overall 62% of teachers who responded to his survey felt anxious or somewhat anxious about the implementation of Project ADVANCE. An additional 21% felt ambivalent about the implementation and only 18%

Legend: ■ Anxious ■ Somewhat Anxious ■ Ambivalent ■ Somewhat Excited ■ Excited

Category	Anxious	Somewhat Anxious	Ambivalent	Somewhat Excited	Excited
Elementary School	25	36	20	14	4
Middle School	22	33	24	15	7
High School	33	35	20	11	1
All Teachers	26	36	21	14	4
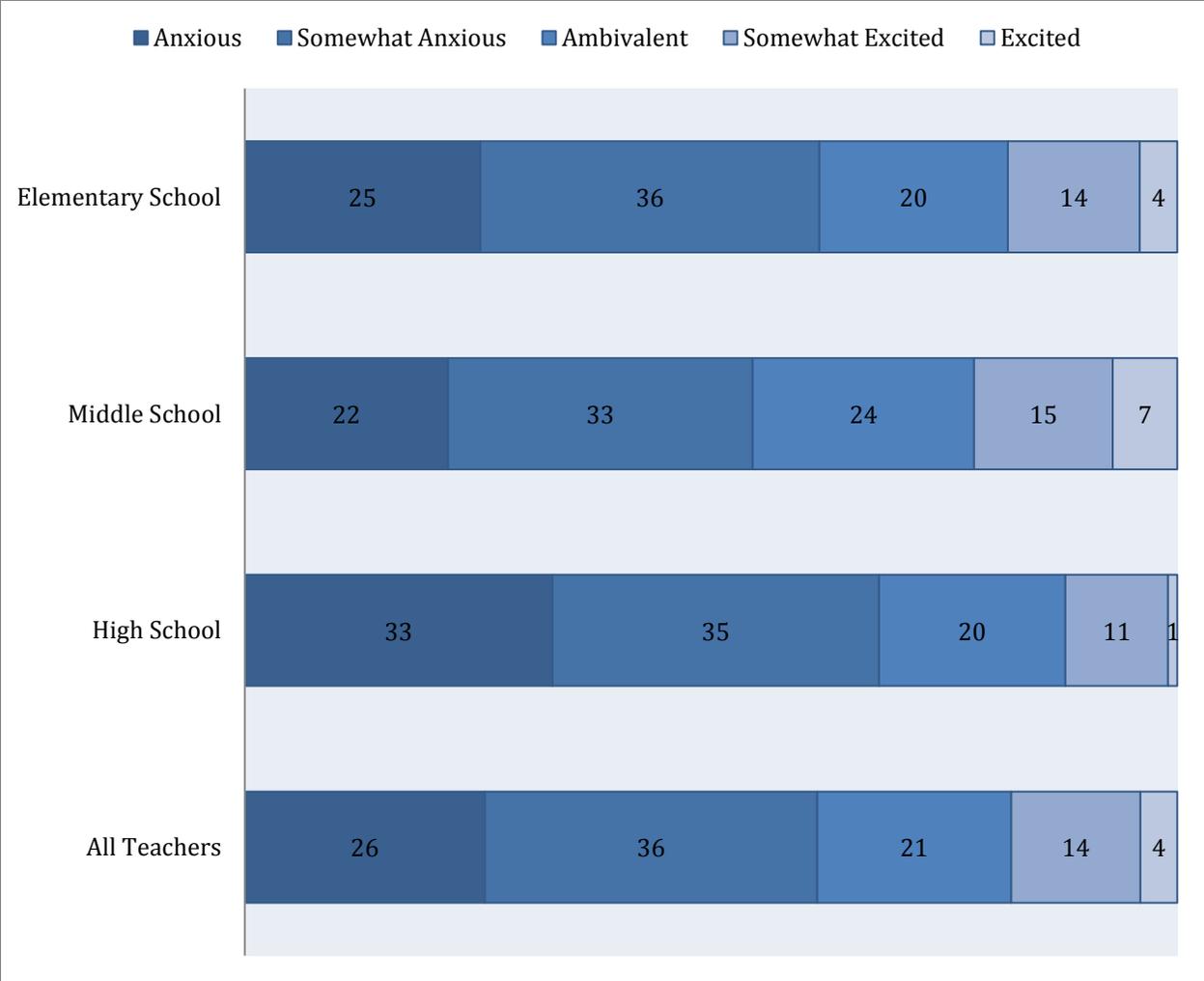
Note. (n=305).

Figure 11. Teachers' current perception of potential model implementation (Pepper, 2015, p. 20).

identified themselves as excited or somewhat excited about the implementation of Project ADVANCE (see Figure 11).

These data show a great deal of anxiety regarding the implementation of Project ADVANCE and it is safe to assume that if there had been an opt-in opportunity in the spring of 2015, the opt-in rate would have been fairly low. However, we know that in the spring of 2016 a significantly higher number of teachers opted into the program than may have done a year earlier. To illustrate that increase the Figure 12 compares 2016 opt-in percentages to the percentages of teachers who felt either positive or neutral toward Project ADVANCE, in the spring of 2015.

As Figure 12 shows there were dramatic increases between the percentages of staff who had a positive perception of Project ADVANCE in the spring of 2015 and those who chose to opt-in to the program in the spring of 2016. Overall there was a 38-percentage point increase between those who chose to opt-in and those who perceived the program in a positive or neutral way in 2015. At the high school level, where perceptions were the least positive, and opt-in participation was the lowest we still saw a 40-percentage point increase. In Elementary school there was a 43-percentage point increase, the largest of the three level groups. In Middle school, where positive perception was the highest in 2015, there was still a 37-percentage point increase. These increases are large even when the 2015 data are looked at in the most favorable way possible by including all the staff who reported feeling excited, somewhat excited, and ambivalent in the group that had a positive or neutral feeling about Project ADVANCE.

The leadership who designed Project ADVANCE had planned to survey participants in the fall of 2016 to ask which aspects of the program design had the most influence on participants' decisions to opt-in. In addition, this survey asked new employees what role Project
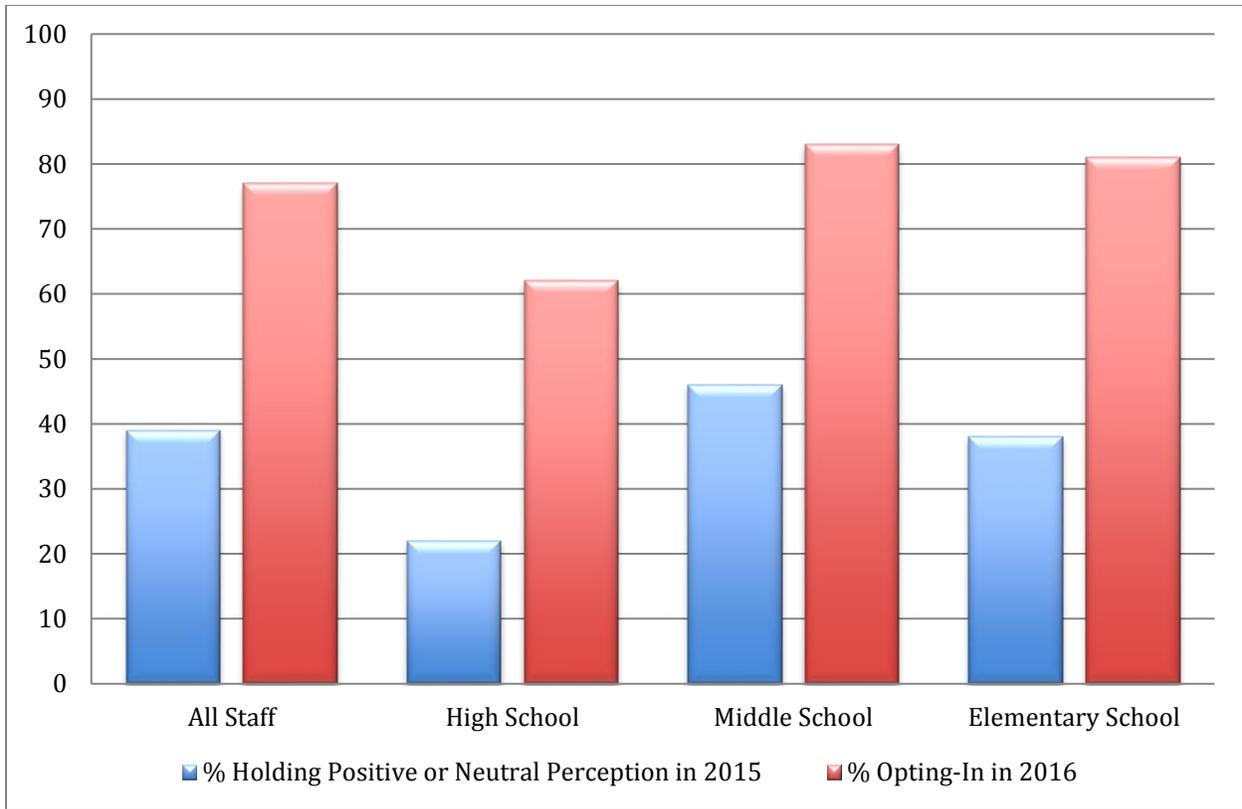
Figure 12. Comparison of opt-in percentage in 2016 and favorable perception in 2015 by school level.

ADVANCE played in their decision to work within the CHCCS. Finally, the survey asked those that opted-out why they had done so. The idea behind this survey was that it would inform further changes or adjustments that should be made to Project ADVANCE. The plan was to use these survey data to examine which of the nudges had the greatest effect on participants' opt-in/opt-out decisions. However, one last adjustment to the program, that I have termed, the shove, made this survey unnecessary from the district perspective and impractical, if not impossible, from the researcher's perspective because once the decision was made that all eligible staff would participate in Project ADVANCE, asking those staff members to complete a survey about why they chose to opt-in or opt-out would have yielded a low rate of return and could potentially highlighted feelings of resentment from those that had opted-out, and were now being forced to opt-in.

Without the additional survey data we are left reviewing the improvement regarding the perception of Project ADVANCE based solely on the opt-in/opt-out data and looking at the choice architecture as a whole without analysis of which decisions, or nudges, had the largest affect on the results. I believe it is fair to state that the 38-percentage point increase between teachers who felt positive about the program in 2015 and those who opted in in 2016 represents a large improvement and allows us to say that the design work, and the choice architecture that was part of that work, was success in changing attitudes about the implementation of Project ADVANCE.

Did Project ADVANCE Tap Into Motivation

The final lens through which to review the design of Project ADVANCE was that of Daniel Pink's theories of motivation that he laid out in his 2009 book; *Drive: The surprising truth about what motivates us.* In *Drive* Pink identifies three main components of motivation,

autonomy, mastery, and purpose. Again, while we do not have survey data to examine if

components of Project ADVANCE appealed to these components of motivation we can make

some general connections to aspects of Project ADVANCE and the components of motivation.

Pink describes mastery as the ability to get better at your job. Progress towards mastery

could be more easily perceived if an employee was presented with incremental steps towards

mastery or a level of mastery. In many ways this is the purpose of the micro-credentialing and

level system of Project ADVANCE. Interestingly, Pink also points out that mastery is a mindset,

specifically a growth mindset. Pink cites the work of Stanford psychology professor Carol

Dweck. In her book *Mindset: The New Psychology of Success*, Dweck outlines the difference

between a growth mindset, in which people believe that intelligence can be grown or developed,

and an entity mindset, in which people believe that intelligence is fixed or finite (Dweck, 2008).

Dweck's work on mindset is familiar to staff and teachers in the CHCCS as in recent years

leaders in the district have introduced much of Dweck's work in an effort to embed a growth

mindset about student ability in teacher's minds.

In reference to Dweck's work Pink states "although her research looks mostly at notions

of "intelligence," her findings apply with equal force to most human capabilities" (Pink, 2009,

pp. 118-119). The ability to work towards mastery within Project ADVANCE allows teachers in

the CHCCS to practice a growth mindset about their own abilities as a teacher. This may also

serve as a motivating factor for teacher participation and sustained teacher effort within the

program.

Autonomy as described by Pink (2009) is the ability to have control of aspects of your

work, specifically Pink states that people need autonomy over "task (what they do), time(when

they do it), team (who they do it with), and technique (how they do it)" (p. 222). The education

field does not lend itself well to some of the kinds of autonomy that we see in the business tech world, for instance it is hard for a kindergarten teacher to work from home. However, the personalized learning aspects of Project ADVANCE could be seen as building autonomy. These include the ability for teachers to have choice as to which professional learning courses they take, their task. Choice over when they take those courses, the time. Teachers are also allowed to engage in personalized professional learning with the colleagues of their choice, their team. Finally, participants in Project ADVANCE have autonomy on how they engage in the professional learning required by the system. The can take courses in a face-to-face environment, in a blended environment, or entirely online. This represents autonomy of what Pink calls the technique of how a task is addressed (Pink, 2009). These aspects of autonomy could help to motivate staff members, who often have little autonomy, to fully involve themselves in the system.

Pink's final driver of motivation is purpose. Purpose is a much more concrete thing in the field of education. While it may be hard for someone to explain the greater good they do by designing phone apps, teachers all know that they work for a greater good, for social justice, and for a better future. Purpose is usually not an issue in public education. However, the salary increases provided through Project ADVANCE may help to appeal to a teacher's desire to better provide for themselves and their family while still working toward those more altruistic goals. In this way one could say that Project ADVANCE may add addition purpose to the work of the teachers and staff in the CHCCS.

These conclusions, are all made by assuming that the aspects of Project ADVANCE cited through each of these lenses, had the desired affect of increasing teacher participation in Project ADVANCE. Without the survey it is difficult to know which aspects had a greater affect than

others, but one can say that overall the design of Project ADVANCE did have the desired affect of increasing teacher perception of the program as demonstrated by the overall opt-in rate.

Recommendations

Recommendations for Practice

This study was not able to provide the type of results that were originally hoped for, however, if in reviewing the process of design as a whole we can draw conclusions about that process and make recommendations that may be valuable for others looking to implement major changes with wide impacts.

Specifically there are four themes of the design process that are important to note in the success of this change and that could be informative for others making change. Those themes are; (a) formally involving stakeholder input, (b) being responsive and flexible, (c) being willing to take a risk, and (d) honoring the work that has been done prior to implementing a change.

Formally Involving Stakeholder Input

It would have been relatively simple to create a knowledge and skills-based pay structure without stakeholder input. Initial meetings with potential collaborators in the summer of 2014 included several presentations from organizations that offered ready-made products, systems, or solutions. However, according to discussions with Assistant Superintendent Dr. Todd LoFrese, one of the main reasons for choosing to collaborate with Batelle for Kids was that they did not intend to bring a ready-made product to the CHCCS. Their plan was to work with our district to create a system that fit our district culture and out district's needs. In his 2015 program evaluation Dr. Matthew Pepper cited this collaborative design process as one of his points of celebration, saying:

A collaborative, home-grown model. Change can be difficult, but change that is designed

and driven close to home is more likely to be successful. This allows for shorter feedback

loops and increased nimbleness. The model will also benefit from the collaborative

process from which it originated, as it is clearly not an "off-the-shelf" product, but

instead a model designed by Chapel Hill-Carrboro educators for Chapel Hill-Carrboro

educators (Pepper, 2015, p. 23).

This homegrown model was the work of the Project ADVANCE Design Team, a collaborative

group of teachers, administrators, and community partners who worked throughout the 2014-

2015 school year to design the basic outline of Project ADVANCE.

The collaborative and inclusive design process did not end with the Design Team. When

it came time to plan the details the 30-person Design Team became inefficient so the district

created the Implementation Team, a 13-member team made up of teachers and administrators

who had previously served on the Design Team members. This collaborative group not only

allowed for different perspectives to be included in the design work but also created a group of

ambassadors who could report out on the work at their schools or work sites between meetings

and gather informal input from other district employees.

The Implementation Team continues to meet during the 2016-2017 school year to advise

the Executive Director of Professional Learning and Project ADVANCE, a role I am now

serving in, on the implementation of the program. These meetings allow for feedback,

information dissemination, and for varied input in planning the future implementation of the

higher levels of Project ADVANCE. The team has expanded to include 18 members. The added

members represent different job types that were previously not represented and the current

President of the Chapel Hill-Carrboro Association of Educators.

Being Responsive and Flexible

Throughout the design process the leaders overseeing the design and implementation of Project ADVANCE were willing to be responsive and flexible in their design and implementation of the system. All of the choice architecture decisions, or nudges, described in Chapter Four were made in response to feedback that had been received or changes to outside factors.

The decision to use digital badging rather than the originally planned points system was made in response to formal and informal feedback that expressed concerns that the system would detract from collaboration and increase competition among teachers. These concerns were expressed in Design Team meetings and in the survey data reported by Dr. Matthew Pepper (2015). In response, a change was made to include the more innovative practice of digital badging as a way to take away the perceived competition of a points system.

The decision to not strongly link the system to teacher evaluation was also made in response to concerns. Again, in this situation the concerns were expressed informally at Design Team meetings and more formally through the survey data collected by Dr. Pepper (2015). In response to this input it was determined that including anything more than a badge for every year of satisfactory evaluation would detract from the implementation of the system overall. This response resulted in the creation and inclusion of orange badges to represent years of satisfactory performance and evaluation.

The two major nudges designed to increase veteran teacher buy-in; the ability to bring in orange badges and the ability get credit for a course through demonstrated mastery, were integral parts of a plan to increase veteran teacher buy-in and participation in Project ADVANCE. The bridge plan, as it was known, was a series of design decisions made to honor the previous work

teachers had done within the CHCCS and give them credit for what they had already learned. The bridge plan was created in response to concerns expressed by veteran teachers that their previous work would not be valued in the implementation of this new model.

The original plans to include both short and long-range salary increases were made in responses to outside conditions. The plan to include potential long-range salary increases was a driving force behind the earliest work to create a model that would eventually become Project ADVANCE. The initial impetus for this work were two goals included in the CHCCS long-range plan goals:

- Goal 4.1 Create a model for career and financial advancement based on instructional excellence and professional growth.

- Goal 4.4 Create an in-house leadership development model (CHCCS, 2013, p. 9).

It is important to remember that these goals were written in 2012 in the midst of years of frozen teacher salaries and North Carolina teacher salaries falling in comparison to other states. The inclusion of potential long-range salary increases provided the model for financial advancement that was stated as a goal in Goal 4.1.

The short-term salary increases were built into Project ADVANCE as a direct response to the changes made by the Wake County Public School System (WCPSS) to their local supplement schedule. These changes meant that teachers in the WCPSS were now earning significantly higher salaries in the early parts of their careers than teachers with the same levels of experience in the CHCCS. In order to address concerns about the WCPSS salary increase and to keep CHCCS competitive in the local market, immediate salary increases were included for early career teaches who opted in to Project ADVANCE.

The final adaptation made prior to implementation was made in response to feedback was the change referred to as, the shove. This change was made in response to concerns that veteran teachers would not be able to reach the 20% and 25% local supplement levels that were part of the previous local supplement plan. In response to these concerns a decision was made to grandfather all employees who began working in the CHCCS before July 1st, 2016 into the a system that featured the higher initial local supplement, 16%, and the 20% and 25% levels available for veteran teachers in the previous system. However, in this case the administration didn't make this responsive change without also receiving something in return. In addition to this change the administration also altered the expectations for who would participate in Project ADVANCE. Specifically, the administration stated that all eligible staff would be included in Project ADVANCE and would all be required to complete the Learn level and the required courses at the Grow level.

In all of these design choices and changes the leaders in charge of creating and implementing Project ADVANCE acted in response to feedback in order to create greater participation in Project ADVANCE. In *The Improvement Guide: A Practical Guide to Enhancing Organizational Performance* Langley et al. (2009) cite the potential need to make changes to a planned change in order to increase commitment (p. 191). All of the decisions described above are examples of how a planned change can be modified, given feedback or resistance, to increase participant commitment. The high rate of teacher opt-in, prior to the shove, shows that these responsive and thoughtful changes did increase participant commitment.

In fact the responsive nature of the design of Project ADVANCE hasn't stopped even during initial implementation. Since the beginning of the 2016-2017 school year, the first year of implementation, adjustments have been made to required courses, deadlines for completing

course work, and options for engaging in course work. By remaining responsive and flexible the leaders in charge of implementing Project ADVANCE continue to work with stakeholders to ensure that Project ADVANCE is relevant to their work and accessible and manageable within the scope of their existing workloads.

Being Willing to Take a Risks

Whenever an institution embarks on making a significant change there has to be a willingness to take some risks. In the implementation of Project ADVANCE the CHCCS showed a willingness to take risks in order to achieve the desired outcome. In reviewing the implementation process I believe there are four key points at which the CHCCS took an important risk that advanced the creation and implementation of Project ADVANCE.

The first such risk happened at the very start of the process, when the district was creating the 2013-2018 Long-Range Plan. The process to create this plan brought forward many issues that stakeholders saw within the CHCCS. One of these was the frustration teachers and staff felt with the current state of their compensation and the schedule for local supplement increases. At that time the district could have chosen to note this concern and make plans to address these concerns with a more traditional pay increase when the economic conditions allowed for such an increase. However, district leadership instead chose the take the risk of including goals in the Long-Range Plan around the creation of a teacher advancement system. Including this goal in the plan without having a clear picture of what this could look like was the first major risk that led to the implementation of Project ADVANCE.

The second notable risk that the leadership of the CHCCS took in implementing Project ADVANCE was moving forward with implementation despite changes in conditions and obvious resistance. As described in Chapter 1 of this study, when the initial long-range planning

work that served as the impetuous for the creation of Project ADVANCE was being done salaries were stagnant and some sort of mandated teacher pay for performance system seemed imminent. However, by the time the Design Team finished their year of work and planning teachers had seen a salary increase and Governor McCrory's initial proposal for a teacher pay-for-performance system had been defeated in court. In addition to these changes in conditions the surveys that Dr. Matthew Pepper conduct showed obvious and wide spread resistance and anxiety about the implementation of this type of model.

It would have been easy, and perhaps understandable given these changes and the evidence of resistance, for the leadership of the CHCCS to pull back from the planned implementation of Project ADVANCE. They could have put the project on hold, scaled it back to include fewer participants or operate on a smaller scale, or they could have scraped the idea entirely. They did not, they chose instead to adapt to the new conditions, be responsive to the feedback around anxiety, and move forward with implementing this innovative system.

The third moment of risk taking was done in the decision that I have previously termed the shove. When Dr. Forcella and other district leaders compromised with representatives of veteran teachers to grandfather all existing employees into a local supplement scheduled that include the 20% and 25% supplements while also requiring every eligible staff member to participate in Project ADVANCE they were taking a risk. This decision would be termed the "Just do it approach" by Langley et al. (2009). Langley et al. (2009) caution against this approach because "If unforeseen negative consequences occur the 'Just do it' approach will maximize their negative impact." They go on to advise, "If the change is complex and the system is large, one of two types of phased-in approach should be considered" (Langley et al., 2009, p. 178).

Project ADVANCE is certainly a complex and large-scale change and the initial plan to have teacher opt-in would have constituted a type of phased in approach. However, the initial opt-in process had seen 77% of staff choose to be a part of the initial implementation of Project ADVANCE. With that many staff already on board it no longer qualified as a small-scale trial group or trail period. At that stage with the vast majority of eligible staff participating the organization might as well find a way to bring everyone into the program. By doing so the district leadership is sending a strong message that the professional learning that will occur as part of Project ADVANCE is important, valuable, and not optional. Making this move and sending that strong message was another example of risk taking in the Project ADVANCE implementation journey.

The final example of risk taking within the implementation of Project ADVANCE was that district leadership chose to implement at the start of the 2016-2017 school year despite major transitions in district leadership that directly affected Project ADVANCE. In June of 2016, Dr. Thomas Forcella, the then Superintendent of CHCCS announced that he would be retiring effective August 1. Shortly thereafter Dr. Magda Parvey, the then Assistant Superintendent for Instructional Service, announced that she would be leaving the CHCCS to take a position in a school district in New York. Her last day was also set to be August 1. To address the immediate leadership vacuum that could occur the CHCCS Board of Education appointed an Interim Superintendent, Dr. Jim Causby, and elevated Dr. Rydell Harrison to Interim Assistant Superintendent of Instructional Service. In addition I was asked to move from my role as Principal of Smith Middle School to the role on Interim Executive Director of Professional Learning and Project ADVANCE, Dr. Harrison's previous role.

These changes meant that the leader who was the original driving force behind creating and implementing Project ADVANCE, Dr. Forcella, had now left the district. The leader who had headed up the design of the model, Dr. Harrison, was now in a new role. In addition, the leader who would now oversee implementation of Project ADVANCE, me, was entering central office administration for the first time. These changes alone could have been cause to delay implementation for a six-months or even a year. However, the leadership of the district felt strongly that we needed to get this program up and running before a new permanent superintendent started in the CHCCS. If we delayed implementation it would leave the decision as to when to implement or whether or not to implement to a superintendent who was new to our district and probably unfamiliar with Project ADVANCE. This would be a difficult decision to put on a new superintendent and could lead to a further delay in the implementation of Project ADVANCE. With this in mind the leadership, even in their interim roles, decided that we should move forward with the implementation of Project ADVANCE. This was a risk as there were elements of the program that were still being developed but the leadership, myself included, felt it was necessary to get the program up and running at the start of the 2016-2017 school year.

Honoring the Work Done Before the Implementing a Change

Perhaps the biggest personal take away that I had from this study, both as researcher and an active leader in the CHCCS was the need to ensure that we honor the work that was done in our district prior to the making this, or any other significant change. The implementation of Project ADVANCE involves a great deal of change to several long-standing practices within the CHCCS. In making the case for this change, or other major changes, we often set the new or revised policy, procedure, of practices against those that have come before or are currently in place. In so doing we can often deride or devalue those former practices, policies, or procedures.

Through my involvement in this change effort it has become clear to me that one needs to be cautious about setting up an adversarial relationship between old and new practices when implementing a change. More specifically, one needs to find a way to express honor, value, and appreciation for previous practice, and the people who have implemented those practices, while explaining why the proposed change is an improvement on those practices or more appropriate given current conditions.

For example, the experienced teachers in the CHCCS were not previously involved in disorganized professional learning because they wanted to be involved in disorganized professional learning, but because that was the professional learning that was available to them. In most cases teachers and staff in the CHCCS participated appropriately, and in some cases, enthusiastically in the opportunities they were given to grow as teachers. One shouldn't disparage those efforts because they don't match current thinking and research about professional learning, or demonize the teachers who participated in those opportunities and want to be sure their efforts are credited or counted in a new system. They were putting forth their best effort in the existing system.

This need to honor the practices and work of the past could be a universal need in the implementation of any large-scale organizational change. One must assume that the leaders, practitioners, and participants that came before engaged in the existing systems with the best intentions and used their best thinking and understanding of best practices to create the previously implemented systems or policies. If a change leader, or change agent, enters change implementation in this way then that leader will not only be honoring the work that has been done in their institution prior to implementing a change, but will also be working to increase participant willingness to make change by not devaluing the work that participants have done in

the past. In short, we need to convince participants to make change because we believe that this new system, whatever it is, is an improvement on the old system, not because the old system was bad or substandard.

Recommendations for Future Study

At the time of completing this study the CHCCS are in the midst of the first year of implementation of Project ADVANCE and while this study focuses on the design and implementation process there are several other opportunities for study that can be found in the long-term implementation of Project ADVANCE.

The first of these opportunities would be to evaluate whether or not the professional learning included in, or created for, Project ADVANCE successfully address CHCCS long-range plan goal 4.3 which states "Create new systems and practices and/or adjust current systems and practices that will sustain effective professional development and proven research based practices" (CHCCS, 2013, p. 9). The implementation of Project ADVANCE will mean huge changes in how the CHCCS provides professional learning and growth opportunities to teachers and staff within the district. After two to three years of implementation it may be useful for the district and informative for a researcher to examine whether or not these new professional learning practices have improved the quality, sustainability, and implementation of professional development and research-based practices.

Another opportunity for future study exists in studying the effects Project ADVANCE may have on teacher recruitment and retention in the CHCCS. Anecdotally we have heard that Project ADVANCE was a factor in new teachers choosing to work in the CHCCS. We have also heard veteran teacher say that the implementation of Project ADVANCE may encourage them to seek employment elsewhere. A study that could collected and interpret data regarding whether

or not Project ADVANCE helps or hinders recruitment and retention could provide valuable information for the leadership of the CHCCS. Such a study could also be potentially informative for others considering implementing similar career-ladder systems.

Conclusion

The purpose of this study was to determine whether or not the leadership tasked with creating the details of Project ADVANCE could design a program that could overcome an overall anxious or negative perception of the program and entice a majority of eligible staff to opt-in to the system. Based on the opt-in data one can say that overall the design of Project ADVANCE was able to persuade a mostly anxious or apprehensive group of staff to overwhelmingly agree to participate. At the time of writing this final portion of the study, based on data available to me as the Executive Director of Professional Learning and Project ADVANCE, the CHCCS have over 450 teachers involved in personalized professional learning courses through an online environment platform that will earn them Learn level badges within Project ADVANCE. In addition, 19 of 20 schools in the CHCCS are leading school based professional learning courses that will earn their staff badges towards completing the Learn level of Project ADVANCE. These data show that participation levels are high for the first year of implementation.

Having studied the design and implementation process for Project ADVANCE in detail I believe that these high levels of participation are due to three themes seen throughout the processes. Those themes are (a) formally involving stakeholder input, (b) being responsive and flexible, and (c) being willing to take a risk. These are the lessons that can be learned from the design and implementation of Project ADVANCE. By listening to stake holders, making changes based on that input, and being willing to take leaps of faith the CHCCS has been able to

design and implement an innovative solution to a problem that faces many districts, how do we ensure our teachers know and are doing what we want them to, and how do we reward them for it? These three themes are informative and should be recommended to any school district or other organization that plans on implementing a complex, significant, and wide-ranging change within their organization.

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APPENDIX A: CHAPEL HILL-CARRBORO CITY SSCHOOLS

2013-2018 LONG-RANGE PLAN

Long-Range Plan
2013-18

The Chapel Hill-Carrboro City Schools (CHCCS) is one of two public school systems in Orange County, North Carolina. Established in 1909, CHCCS is located near the flagship campus of the University of North Carolina and the world renowned Research Triangle Park. As a result of the district's proximity to higher education and research facilities, our community boasts one of the highest educated populations in the nation.

The district operates four high schools, four middle schools, eleven elementary schools, and one school for young people being treated at UNC Hospital. These schools serve more than 12,000 students.

Chapel Hill-Carrboro City Schools is pleased to introduce our new long-range plan. It will serve as our roadmap to excellence over the next five years.

There is no individual or group who can ensure the success of this plan. Instead, it will require the focused effort of our entire community. We must all be committed to implementing its components and holding ourselves accountable.

The plan is flexible and adaptable to change. It is designed to guide our work in a manageable way and will be reviewed each year, soliciting suggestions for additions, deletions and revisions based on the current educational landscape.

You will notice this plan contains five goals accompanied by 28 strategies. Multiple criteria will be utilized to measure the success of each goal. A mid-year progress update will be provided to the Board in February, and a final report will be presented at the conclusion of the school year.

Please take a moment to look through the goals and strategies and become familiar with the direction in which our schools are headed. You can also view the implementation schedule. Do not hesitate to contact our Office of Community Relations (919-967-8211...ext.28227) if you ever have a question.

Thank you to our community for the amazing support throughout the years. We look forward to a very promising future for our children, our schools and our community.

Vision

Our commitment to instructional excellence, focused on thinking and problem solving, will inspire and empower students to achieve and grow as globally competitive learners.

Mission

Chapel Hill-Carrboro City Schools will ensure that all students acquire the knowledge, skills, behaviors, and attitudes to achieve their learning potential.

Goal 1: Instructional Excellence Focused on Thinking and Problem Solving will be Evident in All Classrooms

Strategies

1.1 Develop a research-based curriculum template from which all written curricula will be aligned
- A timeline for the review and writing of curriculum PK-12 will be developed
- The process for curriculum development including participants, expectations, and oversight with regard to implementation will be included

1.2 Implement a system of common assessments in all academic areas in all schools
- Assessments will include in-house and commercial tools that will assist in benchmarking progress
- PLCs will examine assessment results and adjust instruction as required

1.3 Expand and intensify the coaching model in all schools
- Research new and innovative models that provide for coaching and classroom level expertise
- All program areas will be involved including but not limited to the Arts, EC, PE, and AIG

1.4 Provide for new, innovative and/or cost effective opportunities/options that will extend and improve learning to include among others:
- Telepresence
- Blended Learning
- Flipped Classrooms
- Virtual Learning
- Project-based Learning
- Apprenticeships
- STEM Focus

1.5 Provide clarity with regard to teacher expectations in the following areas:
- General planning
- Responsibilities to the school community
- Responsibility to the PLC
- Instructional focus and implementation of best practice

1.6 A specific plan for instructional improvement in area of Exceptional Children will be developed
- IEP requirements implemented with fidelity
- 2013 EC program review recommendations implemented
- Professional development and coaching will be included

1.7 Implement practices and procedures that reinforce a better understanding of implementation of best practice
- In-school Learning Walks aligned with Principles of Learning and a Growth Mindset
- District-level Learning Walks to assess the degree to which specific Professional Development and Principles of Learning are being implemented
- Provide professional development utilizing a common language about best practice and the implementation of the Principles of Learning

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Goal 2: Achievement Gaps will be Eliminated with All Students Experiencing a Minimum of One Year of Learning Growth Each Year and a Minimum of 1.5 Years of Learning Growth for Students Scoring in the Lowest (quartile/quintile)

Strategies

2.1 Embed and provide clarity regarding connections among culturally proficient instructional practices, growth mindset, Principles of Learning, and common core standards

- Coaching model used to train and reinforce
- Common language developed
- High expectations for all students
- Equity Focus
- RtI framework fully implemented at all schools

2.2 Implement a system of academic supports and re-teaching that address student needs in a timely and efficient manner

- Enlist volunteers and support staff
- Certified highly trained teachers should be working with students experiencing the most difficulty
- Provide systems that provide additional "time" to learn
- Create a data dashboard which will identify students who are in need of intervention as well as those who would do well in advanced classes

2.3 Create support systems and opportunities for typically under-enrolled segments of the student population to advance to Honors and AP level classes

- Review dashboard and results
- Pre-teaching strategies
- Mentors and interventionist provided
- Additional time provided for learning

2.4 Current equity teams both at the district and building level will assess progress four to six times a year of students identified as low achieving

- Monitor data both short and long-term and develop action plans
- Involve classroom teachers with plans to support struggling learners
- Parent involvement and education offered at building and district level

2.5 Conduct a review of exiting Pre-K programs with regard to access for fragile populations, parent education, and long-term facility needs

2.6 Conduct a review of current discipline protocols and procedures with a focus on the disproportionate representation of minority groups. This review to include:

- Minority parent and student involvement
- Review of classroom management expectations
- Review of data
- Current character development models to be examined
- Impact of SROs in schools as it relates to discipline
- Input from students solicited with regard to program effectiveness
- Administrative rules, regulations, and consistency of implementation
- Recommendations presented to the Board of Education

Goal 3: The Culture of the Chapel Hill-Carrboro City Schools will be One That Encourages Innovation, Risk-taking, Excitement for Learning, and Personal Growth in a Trusting Partnership with the Community

Strategies

3.1 Create a systematic process for external program review that will include recommendations for improvement for one major program area each year

- Timeline for reviews with annual revisions as appropriate
- Identify priority programs for review
- Central Office oversight to include Board of Education review of results

3.2 Create a support system for EC parents to better inform and include parents in the education of their child

- Navigating the IEP
- Advocacy training
- Educational opportunities i.e. Parent University
- Legal aspects and rights
- Emphasis on team approach
- Teacher and principal staff development regarding building positive relationships with EC parents

3.3 Create a process that will encourage and support innovation, excitement and creativity in our schools

- Innovation review panel established to include peers, administrators, and specialists
- Research-based foundation for all proposals
- Student learning focus for each project

3.4 Create a renewed emphasis on academic and personal integrity specifically at the high school level

- Specific school plans developed to address cheating
- SIT discussion and support
- Student focus groups
- Parent/student forum

3.5 Initiate a review and appropriate revisions to current service learning program

- Meaningful program focused on service to the community
- Provide for in-house opportunities
- HSSAC will review program annually and offer recommendations

3.6 Review the middle school and high school student schedules and consider recommendations for change

- Adequacy of learning time
- Ability to engage in diverse curriculum
- Schedule which provides time for effective teaching strategies
- Provides rigor
- In-line with a growth mindset and Principles of Learning
- Allow students to participate in the arts, CTE, and other elective areas

3.7 Implement a review of guidelines for school improvement teams with recommendations for improvement

- Consistency K-12
- Clarify roles and responsibilities

Goal 4: Professional Development and Training will be Embedded into All New and Existing Initiatives in Order to Sustain Successful Programs Over Time

Strategies

4.1 Create a model for career and financial advancement based on instructional excellence and professional growth

4.2 Professional growth as it relates to the implementation of best instructional practice as well as student achievement will be recognized and supported

- Committee created to develop a Professional Development Plan
- Create rubrics and assessments that measure student achievement as it relates to instruction

4.3 Create new systems and practices and/or adjust current systems and practices that will sustain effective professional development and proven research based practices

- Clarify teacher and leadership roles and responsibilities for professional growth
- Develop a system that will provide for in-house small group and individual training and development
- On-line and technology opportunities expanded

4.4 Create an in-house leadership development model

- Focus on current district initiatives and innovative leadership models
- Clear expectations regarding leadership in the CHCCS
- Teachers, Assistant Principals, Principals, and other district leaders
- Opportunities for distributed leadership examined
- Examine possibilities for advancement based on leadership effectiveness

Goal 5: A System of Accountability Measures will be Developed and Implemented to Accurately Report Growth in Student Learning and the Success of Future Direction Plan Strategies

Strategies

5.1 Create building-based individual student electronic learning portfolios to measure growth and attainment of curriculum related to content and skills

- Pilot process
- Measure taught curriculum
- State and National Tests included
- Picture of student performance over time

5.2 Create system to monitor success and level of student academic interventions and supports

- Track progress of students who are involved with regular interventions, supports and/or re-teaching

5.3 Develop an in-house "report card" type instrument that will track progress of Future Direction Plan over time

- Academic Benchmark Data
- State and National Tests
- Discipline Data
- Surveys
- Attendance Data
- Graduation Rate
- Other

5.4 Review current grading practices and other recommendations that accurately reflect student learning and growth

- Create consistently across schools with regard to grading practices
- Create common understanding regarding what constitutes specific grades

Long Range Plan Strategy Implementation
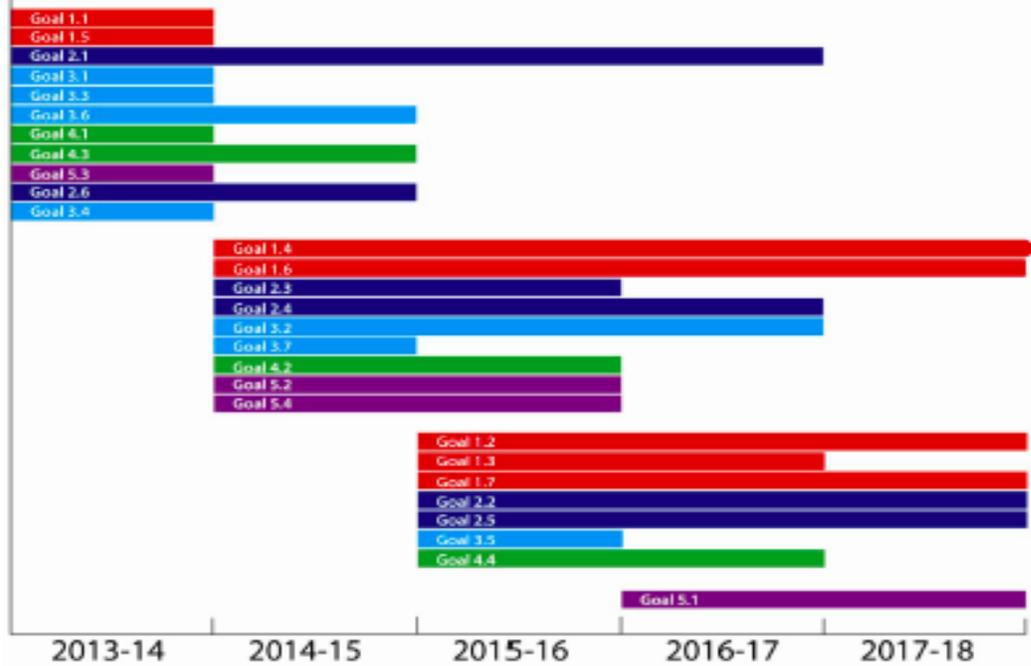
APPENDIX B: PROJECT ADVANCE DESIGN TEAM MEMBERSH

CHAPEL HILL-CARRBORO
CITY SCHOOLS

Chapel Hill-Carrboro City Schools
Design Team Membership
October 2014

Design Team

Name	Position	Location
Arasi Adkins	Executive Director of Human Resources	Lincoln Center
Sarita Allen-Medlin	Peer Assistance Teacher	All Schools
Ernetta Cagle	Math Teacher	Phillips Middle School
Mackenzie Casey	Physical Education Teacher	Smith Middle School
Tori Creamer	Principal	Ephesus Elementary School
Peggy Dreher	Math Teacher	McDougle Middle School
Eugenia Floyd	Grade 4 Teacher	Scroggs Elementary School
Tom Forcella	Superintendent	Lincoln Center
Robin Franklin	Literacy Coach	Glenwood Elementary School
Lisa French	Social Studies Teacher	Carrboro High School
Mary Gunderson	Teacher Recruitment Coordinator	Lincoln Center
Shanice Harrington	Grade 4 Teacher	Seawell Elementary School
Rydell Harrison	Principal	Phillips Middle School
Phil Holmes	Principal	Smith Middle School
Sheldon Lanier	Director of Equity	Lincoln Center
Tina Mansfield	Math/Science Specialist	Morris Grove Elementary School
Sherri Martin	Exec. Director of Professional Dev.	Lincoln Center
Bill Melega	Social Studies Teacher	Chapel Hill High School
Helen Motta	Gifted Specialist	Culbreth Middle School
Jeff Nash	Executive Director of Community Relations	Lincoln Center
Jackclyn Ngo	Math Teacher	East Chapel Hill High School
Magda Parvey	Assistant Superintendent	Lincoln Center
Erika Pawlowski	Music Teacher	Carrboro Elementary School
Ruby Pittman	Executive Director of Budget and Finance	Lincoln Center
Ellen Royer	FLES Teacher	Estes Hills Elementary School
LaShonna Smith	EC Teacher	Rashkis Elementary School
Angela Snider	Social Worker	Morris Grove Elementary School
Drew Ware	Principal	Estes Hills Elementary School
Alicia Adcock	CHCAE	Phoenix Academy High School
Dianne Jackson	Chapel Hill-Carrboro Federation of Teachers	

Project Administration

Todd LoFrese	Assistant Superintendent / Ex officio	Lincoln Center
Brian Gibson	Human Capital Senior Specialist	Battelle for Kids
Michael Sasscer	Central Office Intern	UNC Doctoral Student

Project Advisors

Eric Houck	Associate Professor of Educational Leadership and Policy	UNC Chapel Hill School of Education
Ray Reitz	Chief Technology Officer	Lincoln Center
Debra Atwater	21st Century Learning Coordinator	Lincoln Center
Diane Villwock	Executive Director of Testing and Evaluation	Lincoln Center
Peter Wooldridge	Vice President of Corporate and Continuing Education	Durham Technical Community College
Penny Gluck	Executive Dean Orange County Campus	Durham Technical Community College

Project Observers

Eric Guckian	Senior Advisor on Education	Office of Governor Pat McCrory
Frances Harris-Burke	Regional Lead	North Carolina Department of Public Instruction
Aaron Nelson	President	Chapel Hill-Carrboro Chamber of Commerce
Thomas R. Tomberlin	Director, District Human Resources	North Carolina Department of Public Instruction

The Project ADVANCE Model
Achieving our District Vision: Accelerating North Carolina Education

The Project ADVANCE Model Design

Over six sessions, the CHCCS design team created the ADVANCE model for professional growth, leadership, and compensation. The ADVANCE model provides a structure for CHCCS to achieve its vision of growing globally-competitive learners through instructional excellence, while also allowing staff the opportunity to take ownership of their growth and impact over the course of their career. The model is also flexible enough for districts across the state to adopt it to support their unique district goals, providing the opportunity for this model to accelerate teacher effectiveness across the state of North Carolina.

ADVANCE Model
Achieving our District Vision: Accelerating North Carolina Education
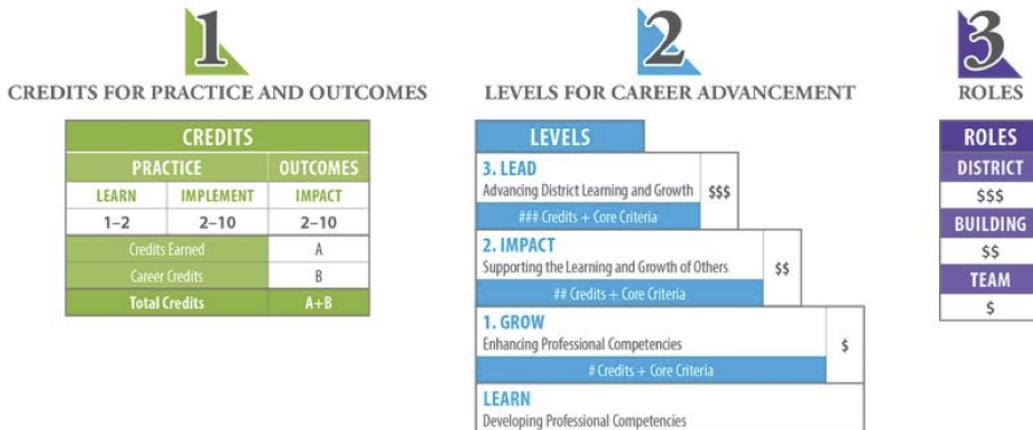
Key features of the ADVANCE model:

Credits for Practice and Outcomes. Ongoing professional learning and achieving meaningful results for students are cornerstones of the ADVANCE model. In this model, everyone—from individuals to teams to building and district leadership—plays a role in setting and aligning priorities for growing their skills, supporting others, and making an impact. Staff earn credits as they learn and implement new skills in their role, and achieve meaningful results for their students. Credits vary based on several factors, such as level of commitment and evidence of implementation for practice, and scale and quality of evidence for outcomes.

Levels. Staff advance to higher levels of compensation when they have accumulated enough credits 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.

Roles. Staff will be able to take on additional roles, as they choose, throughout the course of their career. CHCCS will clearly define roles, create job descriptions, and establish qualifications. While some roles will require that staff to be at higher levels, roles will be available to all staff in the GROW, IMPACT, and LEAD levels.

APPENDIX D: IRB APPROVAL

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building· Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** · **www.ecu.edu/irb**

Notification of Exempt Certification

From:	Social/Behavioral IRB
To:	Philip Holmes
CC:	
	Jim McDowelle
Date:	9/13/2016
Re:	UMCIRB 16-001242
	Choosing to Advance

I am pleased to inform you that your research submission has been certified as exempt on 9/11/2016. This study is eligible for Exempt Certification under category #4.

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The UMCIRB office will hold your exemption application for a period of five years from the date of this letter. If you wish to continue this protocol beyond this period, you will need to submit an Exemption Certification request at least 30 days before the end of the five year period.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418

IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

_____

Study.PI Name:
Study.Co-Investigators:

APPENDIX E: OCTOBER 2015 REPORT TO THE CHCCS BOARD OF EDUCATION

REGARDING PROJECT ADVANCE WORK FOR 2015-2016 SCHOOL YEAR

Board of Education
Agenda Abstract

Meeting Date: October 15, 2015 Agenda Type: Work Session Agenda Item #: 5a

Subject: Project ADVANCE

Division:	ISD	Department:	Professional
Person Responsible:	Rydell Harrison	Feedback Requested	

Previous Work Session	No	Date
Previous Discussion and Action	No	Date

PURPOSE:
To provide the Board with an overview of Project ADVANCE; introduce the Implementation Team and discuss the selection process, the purpose of the team and the process for representing district stakeholders; and review the Project ADVANCE timeline and progress towards our 2016 launch.

BACKGROUND:
Since its 2013 introduction, the Long Range Plan has served as the cornerstone for decision-making in our district. To achieve the Long Range Plan goals of instructional excellence and closing achievement gaps, we must ensure students are served by highly effective and well- trained teachers and support staff members that are motivated to meet the academic demands and social/emotional needs of our students. Goal 4 highlights the district's commitment to providing meaningful, job-embedded professional learning needed to ensure optimal learning environments. Strategies 4.1 and 4.3 of the Long Range Plan focus on the professional learning needs identified by teachers in our district. Specifically, these strategies are:

- 4.1 Create a model for career and financial advancement based on instructional excellence and professional growth
- 4.3 Create new systems and practices and adjust current systems and practices that will sustain effective professional development and proven research based practices

Over the course of the 2014-2015 school year, an inclusive team of teachers, administrators and key stakeholders developed Project ADVANCE—a strategic compensation model designed to connect

professional learning to teacher/support staff salaries. While traditional compensation   models pay teachers based on years of service and college credits earned, Project ADVANCE   provides multiple means of evidencing performance and financially rewards exceptional work.   Through Project ADVANCE, all teachers and support staff will be provided with opportunities   to participate in professional growth activities, support the learning of colleagues, translate their learning into practice, and evidence the impact of their professional growth on student learning.

Progress:
In July 2015, Project ADVANCE transitioned from the design and creation phase to a yearlong planning and implementation phase to prepare for an August 2016 launch. Table 1 details the completed work of the Project Leader (Rydell Harrison) and the Implementation Team—the 12- member team of teachers, support staff, and administrators who provide oversight and ongoing   input regarding the details of Project ADVANCE.

Next Steps:
To remain on target for our August 2016 launch, we have developed an aggressive timeline focused on filling in the framework of Project ADVANCE and establishing a robust professional learning curriculum to support the growth of our teachers and support staff. Table 2 highlights the next steps of the planning and implementation phase.

Challenges and Benefits:
As we prepare for the 2016 launch, we aware of the potential challenges and benefits of Project ADVANCE. According to a recent Hanover Research report, knowledge- and skill-based pay systems are more complex to administer than traditional compensation systems. The challenges are related to assessing teachers' knowledge and skills. To mitigate this challenge, our team will develop a transparent system for assessing implementation and providing ongoing peer-feedback. Through Project ADVANCE, teachers and support staff have been provided with multiple opportunities to provide feedback, give input and share concerns. Continuing this process will be critical as we move forward.

Project ADVANCE will have a direct impact on student outcomes and serve as catalyst for professional growth. Additionally, the team is excited about how Project ADVANCE will positively impact our district culture. By connecting compensation to professional learning, Project ADVANCE will clearly communicate the desired skills of teachers and support staff and encourage the skills that align with our district goals; help staff remain knowledgeable on current approaches to augmenting student outcomes; and foster a culture of collaboration across the district. and promote a growth mindset in our staff and our students.

Summary:
The Project ADVANCE Implementation Team has been working to create structures and systems that will both encourage innovation in teacher and support staff leadership and build the incremental systemic change needed to sustain teacher leadership in the short term. Recognizing the need for keeping all stakeholders informed throughout the planning and implementation phase, the project leader will provide monthly status reports to the executive team, share regular updates to the district and provide periodic updates to the Board.

FINANCIAL IMPACT:

PERSONNEL IMPACT:

RECOMMENDATION:	Not needed for work session
RESOLUTION:	Not needed for work session

Table 1

Item	Description	Completion Date/Status	Strategies	Notes
Create an Implementation Team	Create a diverse team of school-based and district staff to provide oversight and input regarding the details of Project ADVANCE	7/15/2015 Complete	Establish a team from the Project ADVANCE interest survey using the following criteria: - Limit the team to 12 people 6 from the Design Team and 6 new to the project - Include representation from all levels and include non-core and support staff - Include representation from multiple experience levels—early career, mid-career, and late-career Ensure the team is racially inclusive and gender- balanced	Implementation Team: - Carlos Lavin, - Katy McGovern, - Peggy Dreher, - Jacklyn Ngo, - Holly Loranger, - Erika Pawlowski, - Angela Snider, - Phil Holmes, - Danielle Sutton, - Debby Atwater, - Christy Stanley Sarita Allen-Medlin
Establish a Plan for Communication	Create a communication plan to ensure all stakeholders are aware of Project ADVANCE, receive regular updates, and are afforded with opportunities to provide feedback	7/31/2015 Ongoing	- Create an interactive Project ADVANCE website that provides stakeholders with regular updates and opportunities to provide feedback - Develop a recognizable logo for print campaign using ethos, pathos and logos that will supply stakeholders with an overview of Project ADVANCE and create excitement about its potential - Develop a video series to share information about Project ADVANCE and solidify its brand - Utilize multiple modes of communication (newspaper, focus groups, town hall meetings, etc.) to inform stakeholders and the wider community about Project ADVANCE Establish a schedule for small group meetings and school visits in conjunction with the superintendent (Superintendent's HS Advisory Council, SIT Chairs, etc.)	- Project ADVANCE already has a website that hosts some basic info and links to previously created PDFs. Scott Latimore has agreed to rebuild our site so that it is more exciting and provides more than the nuts and bolts found in the brochure. - We have developed a poster campaign that highlights some of the benefits of Project ADVANCE and features staff and students from our CHCCS community. - At convocation we introduced

				the first of several videos explaining the directions for the work session and providing a quick overview of Project ADVANCE.
				• Two articles were published in the N&O.
				   ◦ June 17, 2015- Peggy Dreher
				   ◦ August 21, 2015- Rydell Harrison
				• Two articles were published in the N&O.
				Tom Forcella and Rydell Harrison have begun small group meetings have been scheduled at each school, the Implementation Team hosted a virtual session for interested staff, feedback has been collected from various groups that represent district and community stakeholders

Establish the Learn Level	Establish the Core Professional Competencies criteria for the Learn Level based on the input gather	10/2/2015 Complete	• Restructure Convocation and create 90 minute sessions for staff to work in job-alike groups (PK-2 teachers, Music teachers, Social Workers, etc.) to brainstorm about the Professional Competencies for the learn level of Project ADVANCE • Establish four categories for professional competencies that are	• The four categories for professional competencies are Data Literacy, Content, Instruction and Diverse Populations. During the Convocation work sessions, staff worked collaboratively to determine how

	from teachers and support staff		applicable to all CHCCS Professionals (certified staff) and are aligned to NC evaluation criteria • Share feedback with teachers and support staff and create multiple opportunities to collect feedback • Use an external evaluator to review and consolidate the raw data, res-hare with teachers and support staff and solicit feedback • Develop proposed competencies during an all-day work session with Implementation Team (9/24) • Open to ISD Coordinators for review 9/28-10/1 Share proposed Core Professional Competencies and share with all stakeholders and collect feedback	these four categories should specifically be defined. For example, *What skills, abilities or capabilities would PK-2 teachers in order to be data literate?* • During this first level of analysis, the data were categorized by group (PK-2nd teachers, music teachers, social workers, etc.) into two areas- "know" and "do". Using "know" and "do" to consolidate the data will help us to relate the competencies to UbD (knowledge and skills) and connect to Odden and Kelley's book, **Paying Teachers for What they Know and Do** [Proposed Core Competencies](#) were shared with staff for feedback and comments
Create Professional Learning Teams	Create PL teams aligned to Core Professional Competencies	10/2/2015 In Progress	• Gather DLT input on creating teams and recommending school-based staff • Recruit/Create PL teams that consists of ISD administrators, school-based staff and administrators to develop	• A new professional learning course template was created and will be the model for new professional learning courses. The layout uses UbD framework and highlights alignment to the district's equity focus and

			PL content and trajectories that align with the Core Professional Competencies • Establish PL team leads, guidelines, meeting protocols and timelines for developing PL content Provide professional learning leaders (ISD administrators) with training on the national standards and research on adult learning theories	integration of digital learning strategies. • Two courses (LFL 101 & LFL 102) were created to build capacity on Learning-Focused lesson planning and will be piloted during centralized professional learning workshops. ISD administrators have been trained on the National Standards for Professional Learning.

Table 2

Establish a Bridge Plan and Salary/Supplement Shifts	Complete a bridge plan to transition current staff into Project ADVANCE and align salaries to levels	11/16/2016 In Progress	• Begin budget discussions with finance • Meet with teachers within two years of supplement changes • Determine criteria for demonstrating mastery of competencies at each level • Create a timeline or grace period for current staff members to demonstrate mastery of Learn Level competencies • Conduct a compensation analysis and compare to sustainability study to determine salary bands for each level • Develop a plan for teachers and support staff within two years of supplement increases Present proposed compensation plan to DLT and gather input
Establish a Professional Learning Ecosystem	Establish a digital PL ecosystem based on national Standards for Professional Learning	11/25/2015 In Progress	• Incorporate best practices for digital learning and infuse adult learning theories Select a Learning Management System to house, deliver and track professional learning Identify professional learning standards, best practices and adult learning theories to guide PD
Establish Credit/Badging System	Establish a process for documenting Professional Learning credits	12/22/2015	Research digital badges and microcredentials and create a process for documenting PL that is aligned to Core Professional Competencies
Define Roles	Define Roles and create a unified	12/22/2015	• Survey principals about current roles in schools • Solicit feedback regarding how roles should be defined and which roles should fall under Project

	process for compensation		ADVANCE Generate a list of potential roles designed to deliver, support and sustain our PL ecosystem
Create Onboarding Process	Create a summer onboarding process for novice teachers and newly hired staff	1/30/2016	• Align professional learning to Core Professional Competencies of Learn Level • Explore onboarding processes used by neighboring districts • Hire/Recruit district staff to design and deliver content Develop procedures for late hires
Establish criteria for Roles	Establish criteria for school-based and district Roles	2/13/2016	• Solicit input from DLT regarding school-based roles at January DLT meeting Create a document establishing criteria for roles and defining which school-based and district roles will be included in Project ADVANCE
Determine how to Measure Outcomes	Determine measures of professional learning effectiveness	5/6/2016	• Establish a framework of measurement Develop training for staff on rubrics and/or measurement strategies
Complete Professional Learning Curriculum	Share completed PL transfer goals and units of study aligned to the Core Professional Competencies of the Learn Level	5/16/2016	Create a Professional Learning Course Catalog that aligns future PL to competencies

APPENDIX F: SALARY CALCULATOR PROVIDED TO STAFF

Project ADVANCE Salary Calculator

Directions: Answer the two questions below using the drop-down menu. When you are finished, select the appropriate local supplement and Project ADVANCE Differential in the yellow to estimate your cumulative salary over the next five years.

What is your level of education?	*Masters*	*How many years of experience do you have?*	*10*

Opt-In	Level of Ed	Years of Exp	Base Salary	Local Supplement	Project ADVANCE Level & Differential		Total Salary
2016-2017	Masters	10	$44,000.00	16%	Learn	$0.00	$51,040.00
2017-2018	Masters	11	$44,000.00	16%	Learn	$0.00	$51,040.00
2018-2019	Masters	12	$44,000.00	16%	Grow	$1,500.00	$52,540.00
2019-2020	Masters	13	$44,000.00	16%	Grow	$1,500.00	$52,540.00
2020-2021	Masters	14	$44,000.00	16%	Grow	$1,500.00	$52,540.00
5 Year Total							$259,700.00

Opt-Out	Level of Education	Years of Experience	Base Salary	Local Supplement	No Project ADVANCE Differentials		Total Salary
2016-2017	Masters	10	$44,000.00	12%	N/A	-	$49,280.00
2017-2018	Masters	11	$44,000.00	12%	N/A	-	$49,280.00
2018-2019	Masters	12	$44,000.00	12%	N/A	-	$49,280.00
2019-2020	Masters	13	$44,000.00	12%	N/A	-	$49,280.00
2020-2021	Masters	14	$44,000.00	12%	N/A	-	$49,280.00

| 5 Year Total | | | | | | | $246,400.00 |

Current Schedule	Level of Education	Years of Experience	Base Salary	Local Supplement	No Project ADVANCE Differentials		Total Salary
2016-2017	Masters	10	$44,000.00	12%	N/A	-	$49,280.00
2017-2018	Masters	11	$44,000.00	12%	N/A	-	$49,280.00
2018-2019	Masters	12	$44,000.00	12%	N/A	-	$49,280.00
2019-2020	Masters	13	$44,000.00	12%	N/A	-	$49,280.00
2020-2021	Masters	14	$44,000.00	12%	N/A	-	$49,280.00
5 Year Total							$246,400.00

Opt-In Total	Opt-Out Total	Current Schedule	Opt-In vs. Opt-Out	Opt-In vs. Current
$259,700.00	$246,400.00	$246,400.00	$13,300.00	$13,300.00

APPENDIX G: DOCUMENT PROVIDED TO MAP SALARIES FOR VARIOUS

TEACHERS OVER 30-YEAR CAREER

	Ms. Rockstar	Mr. Potential	Ms. Dedication	Mick van Maney	Ms. Loyalty	Mr. Veteran
Exp at end of 2015-2016	College Grad	5	10	15	20	24
First Year in Grow	4	7	12	17	22	26
First Year in Impact	8	9	14	19	24	28
First Year in Inspire	15	16	21	26	NA	NA
Total Additional Earnings under Project ADVANCE	$95,321.50	$69,888.00	$36,754.00	$10,984.00	$7,500.00	$12,000.00
Average Additional Earnings	$3,177.38	$2,795.52	$1,837.70	$732.27	$750.00	$2,400.00
# of Years Earning Less Under Project ADVANCE	0	0	0	1	0	0

Ms. Rockstar

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2016-2017	0	0	$38,500.00	16.00%	Learn	$0.00	**$44,660.00**	12.00%	$43,120.00	**$1,540.00**
2017-2018	1	1	$38,500.00	16.00%	Learn	$0.00	**$44,660.00**	12.00%	$43,120.00	**$1,540.00**
2018-2019	2	2	$38,500.00	16.00%	Learn	$0.00	**$44,660.00**	12.00%	$43,120.00	**$1,540.00**
2019-2020	3	1	$38,500.00	16.00%	Grow	$1,500.00	**$46,160.00**	12.00%	$43,120.00	**$3,040.00**
2020-2021	4	2	$38,500.00	16.00%	Grow	$1,500.00	**$46,160.00**	12.00%	$43,120.00	**$3,040.00**
2021-2022	5	3	$40,150.00	16.00%	Grow	$1,500.00	**$48,074.00**	12.00%	$44,968.00	**$3,106.00**

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2022-2023	6	4	$40,150.00	16.00%	Grow	$1,500.00	**$48,074.00**	12.00%	$44,968.00	**$3,106.00**
2023-2024	7	5	$40,150.00	16.00%	Grow	$1,500.00	**$48,074.00**	12.00%	$44,968.00	**$3,106.00**
2024-2025	8	1	$40,150.00	16.00%	Impact	$3,000.00	**$49,574.00**	12.00%	$44,968.00	**$4,606.00**
2025-2026	9	2	$40,150.00	16.00%	Impact	$3,000.00	**$49,574.00**	12.00%	$44,968.00	**$4,606.00**
2026-2027	10	3	$44,000.00	16.00%	Impact	$3,000.00	**$54,040.00**	12.00%	$49,280.00	**$4,760.00**
2027-2028	11	4	$44,000.00	16.00%	Impact	$3,000.00	**$54,040.00**	12.00%	$49,280.00	**$4,760.00**
2028-2029	12	5	$44,000.00	16.00%	Impact	$3,000.00	**$54,040.00**	12.00%	$49,280.00	**$4,760.00**
2029-2030	13	6	$44,000.00	16.00%	Impact	$3,000.00	**$54,040.00**	12.00%	$49,280.00	**$4,760.00**
2030-2031	14	7	$44,000.00	16.00%	Impact	$3,000.00	**$54,040.00**	12.00%	$49,280.00	**$4,760.00**
2031-2032	15	1	$47,850.00	16.00%	Inspire	$5,000.00	**$60,506.00**	15.00%	$55,027.50	**$5,478.50**
2032-2033	16	2	$47,850.00	16.00%	Inspire	$5,000.00	**$60,506.00**	15.00%	$55,027.50	**$5,478.50**
2033-2034	17	3	$47,850.00	16.00%	Inspire	$5,000.00	**$60,506.00**	15.00%	$55,027.50	**$5,478.50**
2034-2035	18	4	$47,850.00	16.00%	Inspire	$5,000.00	**$60,506.00**	15.00%	$55,027.50	**$5,478.50**
2035-2036	19	5	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	15.00%	$58,822.50	**$5,511.50**
2036-2037	20	6	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2037-2038	21	7	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2038-2039	22	8	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2039-2040	23	9	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2040-2041	24	10	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	20.00%	$66,000.00	**$2,800.00**
2041-2042	25	11	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2042-2043	26	12	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2043-2044	27	13	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2044-2045	28	14	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2045-2046	29	15	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
							Total Diff			$95,321.50
							Average Diff			$3,177.38

Mr. Potential

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old

Year										
2015 - 2016	5	5	$40,150.00	12.00 %	--	$0.00	**$44,968.00**	12.00 %	$44,968.00	$0.00
2016 - 2017	6	6	$40,150.00	16.00 %	Learn	$0.00	**$46,574.00**	12.00 %	$44,968.00	**$1,606.00**
2017 - 2018	7	4	$40,150.00	16.00 %	Grow	$1,500.00	**$48,074.00**	12.00 %	$44,968.00	**$3,106.00**
2018 - 2019	8	5	$40,150.00	16.00 %	Grow	$1,500.00	**$48,074.00**	12.00 %	$44,968.00	**$3,106.00**
2019 - 2020	9	1	$40,150.00	16.00 %	Impact	$3,000.00	**$49,574.00**	12.00 %	$44,968.00	**$4,606.00**
2020 - 2021	10	2	$44,000.00	16.00 %	Impact	$3,000.00	**$54,040.00**	12.00 %	$49,280.00	**$4,760.00**
2021 - 2022	11	3	$44,000.00	16.00 %	Impact	$3,000.00	**$54,040.00**	12.00 %	$49,280.00	**$4,760.00**
2022 - 2023	12	4	$44,000.00	16.00 %	Impact	$3,000.00	**$54,040.00**	12.00 %	$49,280.00	**$4,760.00**
2023 - 2024	13	5	$44,000.00	16.00 %	Impact	$3,000.00	**$54,040.00**	12.00 %	$49,280.00	**$4,760.00**
2024 - 2025	14	6	$44,000.00	16.00 %	Impact	$3,000.00	**$54,040.00**	15.00 %	$50,600.00	**$3,440.00**
2025 - 2026	15	7	$47,850.00	16.00 %	Impact	$3,000.00	**$58,506.00**	15.00 %	$55,027.50	**$3,478.50**
2026 - 2027	16	1	$47,850.00	16.00 %	Inspire	$5,000.00	**$60,506.00**	15.00 %	$55,027.50	**$5,478.50**
2027 - 2028	17	2	$47,850.00	16.00 %	Inspire	$5,000.00	**$60,506.00**	15.00 %	$55,027.50	**$5,478.50**
2028 - 2029	18	3	$47,850.00	16.00 %	Inspire	$5,000.00	**$60,506.00**	15.00 %	$55,027.50	**$5,478.50**
2029 - 2030	19	4	$51,150.00	16.00 %	Inspire	$5,000.00	**$64,334.00**	20.00 %	$61,380.00	**$2,954.00**
2030 - 2031	20	5	$51,150.00	16.00 %	Inspire	$5,000.00	**$64,334.00**	20.00 %	$61,380.00	**$2,954.00**

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Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2031 - 2032	21	6	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	$2,954.00
2032 - 2033	22	7	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	$2,954.00
2033 - 2034	23	8	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	$2,954.00
2034 - 2035	24	9	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
2035 - 2036	25	10	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
2036 - 2037	26	11	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
2037 - 2038	27	12	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
2038 - 2039	28	13	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
2039 - 2040	29	14	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
2040 - 2041	30	15	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	$50.00
									Total Diff	**$69,888.00**
									Average Diff	**$2,797.52**

Ms. Dedication

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2015 - 2016	10	5	$44,000.00	12.00%	--	$0.00	**$49,280.00**	12.00%	$49,280.00	$0.00
2016 - 2017	11	6	$44,000.00	16.00%	Learn	$0.00	**$51,040.00**	12.00%	$49,280.00	$1,760.00

2017 - 2018	12	4	$44,000.00	16.00%	Grow	$1,500.00	**$52,540.00**	12.00%	$49,280.00	**$3,260.00**
2018 - 2019	13	5	$44,000.00	16.00%	Grow	$1,500.00	**$52,540.00**	12.00%	$49,280.00	**$3,260.00**
2019 - 2020	14	1	$44,000.00	16.00%	Impact	$3,000.00	**$54,040.00**	15.00%	$50,600.00	**$3,440.00**
2020 - 2021	15	2	$47,850.00	16.00%	Impact	$3,000.00	**$58,506.00**	15.00%	$55,027.50	**$3,478.50**
2021 - 2022	16	3	$47,850.00	16.00%	Impact	$3,000.00	**$58,506.00**	15.00%	$55,027.50	**$3,478.50**
2022 - 2023	17	4	$47,850.00	16.00%	Impact	$3,000.00	**$58,506.00**	15.00%	$55,027.50	**$3,478.50**
2023 - 2024	18	5	$47,850.00	16.00%	Impact	$3,000.00	**$58,506.00**	15.00%	$55,027.50	**$3,478.50**
2024 - 2025	19	6	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**
2025 - 2026	20	7	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**
2026 - 2027	21	1	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2027 - 2028	22	2	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2028 - 2029	23	3	$51,150.00	16.00%	Inspire	$5,000.00	**$64,334.00**	20.00%	$61,380.00	**$2,954.00**
2029 - 2030	24	4	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2030 - 2031	25	5	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2031 - 2032	26	6	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2032 - 2033	27	7	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2033 - 2034	28	8	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2034 - 2035	29	9	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2035 - 2036	30	10	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
								Total Diff		**$36,754.00**
								Average Diff		**$1,750.19**
								Number of years less than old system		**0**

Mick van Maney

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2015 - 2016	15	5	$47,850.00	15.00%	--	$0.00	**$55,027.50**	15.00%	$55,027.50	$0.00
2016 - 2017	16	6	$47,850.00	16.00%	Learn	$0.00	**$55,506.00**	15.00%	$55,027.50	**$478.50**
2017 - 2018	17	4	$47,850.00	16.00%	Grow	$1,500.00	**$57,006.00**	15.00%	$55,027.50	**$1,978.50**
2018 - 2019	18	5	$47,850.00	16.00%	Grow	$1,500.00	**$57,006.00**	15.00%	$55,027.50	**$1,978.50**
2019 - 2020	19	1	$47,850.00	16.00%	Impact	$3,000.00	**$58,506.00**	15.00%	$55,027.50	**$3,478.50**
2020 - 2021	20	2	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**
2021 - 2022	21	3	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2022-2023	22	4	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**
2023-2024	23	5	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**
2024-2025	24	6	$51,150.00	16.00%	Impact	$3,000.00	**$62,334.00**	20.00%	$61,380.00	**$954.00**
2025-2026	25	7	$55,000.00	16.00%	Impact	$3,000.00	**$66,800.00**	25.00%	$68,750.00	**-$1,950.00**
2026-2027	26	1	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2027-2028	27	2	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2028-2029	28	3	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2029-2030	29	4	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
2030-2031	30	5	$55,000.00	16.00%	Inspire	$5,000.00	**$68,800.00**	25.00%	$68,750.00	**$50.00**
								Total Diff		**$10,984.00**
								Average Diff		**$686.50**
								Number of years less than old system		**1**

Ms. Loyalty

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2015-2016	20	5	$51,150.00	20.00%	--	$0.00	**$61,380.00**	20.00%	$61,380.00	$0.00

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2016-2017	21	6	$51,150.00	20.00%	Learn	$0.00	**$61,380.00**	20.00%	$61,380.00	$0.00
2017-2018	22	4	$51,150.00	20.00%	Grow	$1,500.00	**$62,880.00**	20.00%	$61,380.00	**$1,500.00**
2018-2019	23	5	$51,150.00	20.00%	Grow	$1,500.00	**$62,880.00**	20.00%	$61,380.00	**$1,500.00**
2019-2020	24	1	$51,150.00	20.00%	Impact	$3,000.00	**$64,380.00**	20.00%	$61,380.00	**$3,000.00**
2020-2021	25	2	$55,000.00	20.00%	Impact	$3,000.00	**$69,000.00**	25.00%	$68,750.00	**$250.00**
2021-2022	26	3	$55,000.00	20.00%	Impact	$3,000.00	**$69,000.00**	25.00%	$68,750.00	**$250.00**
2022-2023	27	4	$55,000.00	20.00%	Impact	$3,000.00	**$69,000.00**	25.00%	$68,750.00	**$250.00**
2023-2024	28	5	$55,000.00	20.00%	Impact	$3,000.00	**$69,000.00**	25.00%	$68,750.00	**$250.00**
2024-2025	29	6	$55,000.00	20.00%	Impact	$3,000.00	**$69,000.00**	25.00%	$68,750.00	**$250.00**
2025-2026	30	7	$55,000.00	20.00%	Impact	$3,000.00	**$69,000.00**	25.00%	$68,750.00	**$250.00**
									Total Diff	$7,500.00
									Average Diff	$681.82
									Yrs Less with New Plan	0

Mr. Veteran

Year	Yrs of Exp	Orange Badges	State	New Supp	ADV Level	ADV $	Total Salary	Old Supp	Old Total	Diff New to Old
2015-2016	24	5	$51,150.00	20.00%	--	--	**$61,380.00**	20.00%	$61,380.00	$0.00
2016-2017	25	6	$55,000.00	25.00%	Learn	$0.00	**$68,750.00**	25.00%	$68,750.00	$0.00
2017-2018	26	4	$55,000.00	25.00%	Grow	$1,500.00	**$70,250.00**	25.00%	$68,750.00	**$1,500.00**
2018-2019	27	5	$55,000.00	25.00%	Grow	$1,500.00	**$70,250.00**	25.00%	$68,750.00	**$1,500.00**
2019-2020	28	1	$55,000.00	25.00%	Impact	$3,000.00	**$71,750.00**	25.00%	$68,750.00	**$3,000.00**

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2020 - 2021	29	2	$55,000.00	25.00 %	Impac t	$3,000.00	**$71,750.00**	25.00%	$68,750.00	**$3,000.00**
2021 - 2022	30	3	$55,000.00	25.00 %	Impac t	$3,000.00	**$71,750.00**	25.00%	$68,750.00	**$3,000.00**
								Total Diff		$12,000.00
								Averag e Diff		$2,000.00

Project ADVANCE Budget Update

CHAPEL HILL - CARRBORO CITY SCHOOLS <email@blackboard.com>

Wed, Feb 10, 2016 at 7:30 AM

Reply-To: email@blackboard.com

To: pholmes@chccs.k12.nc.us

Good morning staff,

Over the last five months, Dr. Forcella and I shared information about Project ADVANCE and gathered feedback to ensure we were moving forward with a customized plan that meet the needs of our district. During formal and informal meetings, we engaged in deep dialogue about our district's professional learning needs, the importance of investing in the ongoing growth of our teachers and support staff and the ways in which ADVANCE will support the strategies of the Long Range Plan.

During our visits, staff raised concerns about the salary implications of ADVANCE and our ability to remain competitive in light of supplement changes in surrounding districts. Those concerns were shared with the Implementation Team and district leaders, and we recognized that base compensation should be addressed before awarding ADVANCE salary incentives. As a result, on March 3rd our district leaders will propose a local supplement increase of $1.9M to bring salaries to a competitive level and to ensure that we are able to recruit and retain quality teachers and support staff to the Board and recommend a two-phase approach to launching ADVANCE:

**Phase 1** 2016-2017 *Adjust Teacher Supplements to Remain Competitive*

Phase 2 2017-2018 *Project ADVANCE Differentials Commence*

Phase 1: Compete/Retain (2016-2017)

- **New Teachers and Support Staff will be automatically placed in ADVANCE**
    - Increase the local supplement to 16%
    - Begin fulfilling Learn Level requirements
- **All Current Teachers and Support Staff will be allowed to opt in to ADVANCE**
    - For employees who opt in:
        - Increase the supplement to 16% or their scheduled supplement % (whichever is greater)
        - Employees who opt in and are within 2 years of a current band change (as of 7/2016) would still be permitted to move bands a single time
        - Begin/continue Learn Level requirements
    - For employees who do NOT opt in:
        - Receive their scheduled supplement based on 2015-2016 schedule (see table below)
        - Employees who do NOT opt in and are within 2 years of a current band change (as of 7/2016) would still be permitted to move bands a single time
- **All Teachers and Support staff are expected to engage in professional learning and meet the Learn Level and Grow Level requirements**

Phase 1 Certified Supplements

	0-14 Years	15-19 Years	20-24 Years	25+ Years
New Employees	16%	16%	16%	16%
*Opt In Employees	16%	16%	20%	25%
*Opt Out Employees	12%	15%	20%	25%
*Current employees within 2 years of a band change would be permitted to change bands a single time.				

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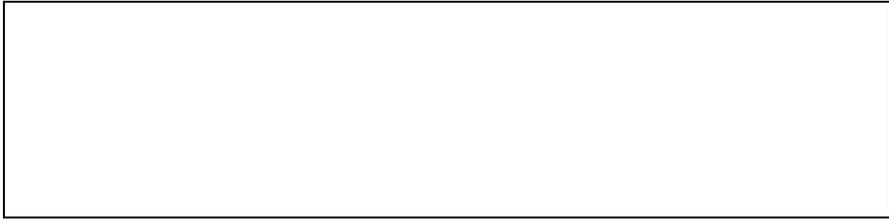
Phase 2: ADVANCE Differentials (2017-2018)

- **Proposed Differentials**
  - **Learn = No Differential**
  - **Grow = $1,500**
  - **Impact = $3,000**
  - **Inspire = $ 5,000**
- **Current Teachers and Support Staff who opt in to ADVANCE could be placed in the Grow Level** upon demonstrated mastery of Learn Level requirements by completing professional learning modules; providing evidence of implementation (can be previously developed within 5 years- but must include current practices); demonstrating skills on the specific learning goals outlined in the professional learning course description during a scheduled observation; or participating in a professional learning artifact review (the Implementation Team will update the Bridge Plan posted on the ADVANCE website).
- **Salaries for Teachers and Support Staff who opt in to ADVANCE will have 3 Components:**
  - **Base Salary-based on State Salary Schedule**
  - **Local Supplement-16%-25%**
  - **ADVANCE Differentials**

The Table below compares Wake County's supplements to CHCCS' proposed supplements and

ADVANCE differentials:

		Wake	Wake	CHCCS	CHCCS				
Years	*Base	Local	Total	Local	Total	Delta	** ADVANCE	Total	Delta
0-2	38,500.00	17.75%	45,333.75	16%	44,660.00	-673.75		$44,660.00	($673.75)
3-4	38,500.00	18.00%	45,430.00	16%	44,660.00	-770.00		$44,660.00	($770.00)
5-7	40,150.00	18.00%	47,377.00	16%	46,574.00	-803.00	$1,500	$48,074.00	$697.00
8-9	40,150.00	18.25%	47,477.38	16%	46,574.00	-903.38	$1,500	$48,074.00	$596.63

Regular Teacher Masters – Non-NBPTS

10-12	44,000.00	18.25%	52,030.00	16%	51,040.00	-990.00	$1,500	$52,540.00	$510.00
13-14	44,000.00	18.75%	52,250.00	16%	51,040.00	-1,210.00	$1,500	$52,540.00	$290.00
15-17	47,850.00	18.75%	56,821.88	16%	55,506.00	-1,315.88	$3,000	$58,506.00	$1,684.13
18-19	47,850.00	19.25%	57,061.13	16%	55,506.00	-1,555.13	$3,000	$58,506.00	$1,444.88
20-22	51,150.00	19.25%	60,996.38	16%	59,334.00	-1,662.38	$3,000	$62,334.00	$1,337.63
23-24	51,150.00	20.00%	61,380.00	16%	59,334.00	-2,046.00	$3,000	$62,334.00	$954.00
25-27	55,000.00	20.50%	66,275.00	16%	63,800.00	-2,475.00	$5,000	$68,800.00	$2,525.00
28-29	55,000.00	22.75%	67,512.50	16%	63,800.00	-3,712.50	$5,000	$68,800.00	$1,287.50
30+	55,000.00	23.75%	68,062.50	16%	63,800.00	-4,262.50	$5,000	$68,800.00	$737.50

Based on 2015-2016 North Carolina Public School Salary Schedules

**Based on moderate progression: Learn = 3-5 yrs., Grow = 5-8 yrs., Impact = 7-10 yrs.*

The Table below shows Current Employee Scenarios Over a Three-Year Period

Over the next few weeks, I will be visiting several of our schools to continue gathering feedback and refining our plan as we go forward. I will also continue to provide you with status updates regarding Project ADVANCE.

Elaine	Georgia	Jerry

	Bachelor's Degree 4 yrs. experience (2016) 5 yrs. experience (2017) 6 yrs. experience (2018)		Master's Degree 12 years experience (2016) 13 years experience (2017) 14 years experience (2018)		Master's Degree/NBPTS 18 years experience (2016) 19 years experience (2017) 20 years experience (2018)	
2016-2017 Opt Out	*Base = 12% Local = Total =	$35,000 $4,200 **$39,200**	*Base = 12% Local = Total =	$44,000 $5,280 **$49,280**	*Base = 15% Local = Total =	$53,070 $7,960 **$61,030**
2017-2018 Opt Out	*Base = 12% Local = Total =	$36,500 $4,380 **$40,880**	*Base = 12% Local = Total =	$44,000 $5,280 **$49,280**	*Base = 15% Local = Total =	$53,070 $7,960 **$61,030**
2018-2019 Opt Out	*Base = 12% Local = Total =	$36,500 $4,380 **$40,880**	*Base = 12% Local = Total =	$44,000 $5,280 **$49,280**	*Base = 20% Local = Total =	$56,730 $11,346 **$68,076**
2016-2017 Opt In	*Base = 16% Local = Total =	$35,000 $5,600 **$40,600**	*Base = 16% Local = Total =	$44,000 $7,040 **$51,040**	*Base = 16% Local = Total =	$53,070 $8,491 **$61,561**
2017-2018 Opt In	*Base = 16% Local =	$36,500 $5,840 $0	*Base = 16% Local =	$44,000 $7,040 $1,500	*Base = 16% Local =	$53,070 $8,491 $1,500

	Learn Level	$42,340	Grow Level	$52,540	Grow Level	$62,530
	=		=		=	
	Total =		Total =		Total =	
2018-2019 Opt In	*Base =	$36,500	*Base =	$44,000	*Base =	$56,730
	16% Local =	$5,840	16% Local =	$7,040	20% Local =	$11,346
	Grow Level	$1,500	Grow Level	$1,500	Grow Level	$1,500
	=	$43,840	=	$52,540	=	$69,576
	Total =		Total =		Total =	

Based on 2015-2016 North Carolina Public School Salary Schedules

Note: All figures are rounded to the nearest dollar

Rydell Harrison, Ed.D

Executive Director of Professional Learning and Project ADVANCE

Chapel Hill-Carrboro City Schools

750 S. Merritt Mill Road

Chapel Hill, NC 27516

919.967.8211 x28242

Project ADVANCE: Opt In Information

1 message

CHAPEL HILL - CARRBORO CITY   Wed, Mar 16, 2016 at
SCHOOLS <email@blackboard.com>   7:30 AM
  Reply-To: email@blackboard.com
  To: pholmes@chccs.k12.nc.us

Good morning staff,

    Last week, the Project ADVANCE Implementation Team met to make final decisions on the Bridge Plan. The Bridge Plan is for current employees who choose to opt into Project ADVANCE during phase 1 beginning fall 2016. The Bridge Plan details the process for opting into Project ADVANCE and highlights 3 ways experienced staff can accelerate through the Learn Level. Click here to learn more. While you are on the Project ADVANCE website, be sure to check out some updated information including a new tab highlighting some of the research used to develop Project ADVANCE.

    As always, please let me know if you have specific questions.

Rydell Harrison, Ed.D
Executive Director of Professional Learning and Project ADVANCE
Chapel Hill-Carrboro City Schools
750 S. Merritt Mill Road
Chapel Hill, NC 27516
919.967.8211 x28242

Project ADVANCE Course Catalog

CHAPEL HILL - CARRBORO CITY SCHOOLS <email@blackboard.com>

Reply-To: email@blackboard.com
To: pholmes@chccs.k12.nc.us

Mon, Apr 18, 2016 at 4:15 PM

Good afternoon staff,

The preliminary CHCCS Course Catalog is now live on the Project ADVANCE website. The Course Catalog primarily designed to give you an overview of the required courses/modules for the Learn Level. For each of the required courses/modules, there is a Course Overview that is formatted using the UbD course design template. Each of the required units have 3-6 modules, and a LFL plan has been created for each module.

EQY 101: Because Culturally Responsive Instruction (EQY 101) is still under development, I have only included a brief course description in the catalog. To ensure our equity-focused professional learning aligns with the work of the Equity Task Force, Mr. Lanier will continue working closely with the Office of Professional Learning to develop the modules.

Content Related Professional Learning: In the catalog, UbD 101 is the only required course/module related to Content. My goal is to leverage the talents we have throughout the district to develop professional learning courses/modules related to content. Later this week, you will learn more about how you can earn extra cash and promote the learning of your colleagues. Stay tuned!

Instructional Support Staff: In the catalog, you will find that most of the courses/modules relate to the work of teachers. I will continue working closely with ISD administrators and district leads to build professional learning opportunities that align with the needs of our instructional support staff.

Coming Soon: In my next update, you will learn more about opportunities to write new professional learning courses/modules. You will also learn more about the opportunities for

instructional support staff. Finally, I will provide you with explicit instructions regarding the Opt-In process which will begin on May 2nd.

Special thanks to the many representatives throughout the district who worked collaboratively to develop courses/modules. Our hope is that this work will be a reflection of the guiding principles of our district. As always, please let me know if you have specific questions!

Rydell Harrison, Ed.D

Executive Director of Professional Learning and Project ADVANCE

Chapel Hill-Carrboro City Schools

750 S. Merritt Mill Road

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Project ADVANCE Opt-In Process (Teachers & Support Staff Only)

CHAPEL HILL - CARRBORO CITY   Mon, May 2, 2016 at

SCHOOLS <email@blackboard.com>   7:00 AM
　　Reply-To: email@blackboard.com
　　To: pholmes@chccs.k12.nc.us

Good morning,
　　As you know, Phase 1 of Project ADVANCE will begin next year. Project ADVANCE is CHCCS' strategic compensation plan for teachers and support staff that ties professional learning to salaries. Current teachers and support staff will have multiple opportunities to opt into Project ADVANCE. The first opt-in window opens today, 5/2/16, and will remail open until 5/16/16.
　　Who should complete the opt-in form? All teachers and support staff should complete this form by 5/16/16.
　　Who should NOT complete the opt-in form? This form is NOT for classified staff, administrators or professionals who received the professional positions memo from Dr. LoFrese on April 4, 2016.
　　Project ADVANCE Calculator: To help you compare your opt-in salary to your opt-out salary, I created a Project ADVANCE calculator. Attached is an excel spreadsheet that will allow you to enter your specific education level and years of experience and calculate your projected salary for the next five years. The calculator works best when downloaded and opened as an Excel Spreadsheet.
　　Please click here to indicate your opt-in decision. Be sure to select "Send me a copy of my response" at the end of the form and keep a copy for your records. Please do not hesitate to email me should you have any specific questions.
　　Have a great week!
　　Rydell Harrison, Ed.D
　　Executive Director of Professional Learning and Project ADVANCE
　　Chapel Hill-Carrboro City Schools
　　750 S. Merritt Mill Road
　　Chapel Hill, NC 27516
　　919.967.8211 x28242
　　rharrison@chccs.k12.nc.us

File attachments:

Project ADVANCE Calculator.xlsx

Project ADVANCE Opt-In Extension

CHAPEL HILL - CARRBORO CITY   Mon, May 9, 2016 at 9:02
SCHOOLS <email@blackboard.com>   PM
　　Reply-To: email@blackboard.com
　　To: pholmes@chccs.k12.nc.us
Good evening staff,

As you know, the opt-in period for Project ADVANCE opened last Monday. That evening, I met with a group of veteran teachers and support staff who provided great feedback. They noted two things that would assist them in making an informed decision about Project ADVANCE:

1. A list of previous courses that would substitute for Learn Level requirements
2. A clearer picture about professional learning expectations for instructional support and students services staff

Substitute Courses: In order to create an exhaustive list of substitute courses, I am collecting information from principals and curriculum coordinators, reviewing archived CEUs, and comparing previous course objectives to the Learn Level transfer goals. While this has been a lengthy process, my goal is to make this information available by Wednesday, May 18.

Professional Learning for Support Staff: I have revamped the Course Catalog so that the courses are grouped by competency. In addition to the 35 courses listed, there are nine courses in development. The Learn Level requirements are linked based on job type: Classroom Teachers, Instructional Support Staff and Student Services. I have been meeting with curriculum coordinators, directors, and PLC leads to ensure our Course Catalog represents the diverse roles throughout the district. We are committed to laying a solid foundation that will support our continued professional growth throughout the district. As we identify courses that are better aligned to the core professional competecies of our support staff, I will update the Course Catalog. Support staff will also have the option to CDM through Learn Level requirements. I appreciate your patience throughout this process. I will provide additional information available by Wednesday, May 18.

I recognize that bridging into Project ADVANCE is a significant paradigm shift for our district. To provide you will ample time to make your decision, **the opt-in window will be extended until May 23.** Click here for access to the opt-in form. As a result, the CDM notification window will not open until May 23. Stay tuned for more information about opportunities for you to develop content-specific professional learning courses/modules.

Rydell Harrison, Ed.D

Executive Director of Professional Learning and Project ADVANCE
Chapel Hill-Carrboro City Schools

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Project ADVANCE Opt-In Update & Change to Bridge Plan

CHAPEL HILL - CARRBORO CITY
SCHOOLS <email@blackboard.com>

Reply-To: email@blackboard.com
To: pholmes@chccs.k12.nc.us

Mon, May 16, 2016 at
9:15 PM

Good evening staff,

As you know, the Project ADVANCE Opt-In period has been extended until Monday, May 23. As of today, almost 40% of our eligible employees completed the opt-in process and 98% have chosen to opt into Project ADVANCE. Over the past few weeks, we have continued collecting feedback regarding how current employees will transition into Project ADVANCE and have made slight changes to the Bridge Plan. Instead of the supplement increase being limited to staff within **TWO YEARS** of a supplement change, we are extending the provision to include staff within **FIVE YEARS** of a supplement change. If you have not completed the opt-in process or you'd like to change your opt-in status based on the updated Bridge Plan, click here to access the form. The updated Bridge Plan is explained in detail below.

WHAT HAPPENS IF I OPT INTO PROJECT ADVANCE?

- Staff with 0-14 years of experience will receive a 16%* supplement.
- Staff with 15-19 years of experience will receive a 16% supplement that will increase to 20%* when they reach 20 years.
- Staff with 20-24 years of experience will receive a 20% supplement that will increase to 25%* when they reach 25 years.
- Staff with 25+ years of experience will receive a 25%* supplement.

After completing the Learn Level requirements, staff who opt in will begin earning Project ADVANCE differentials: Grow Level–$1,500; Impact Level–$3,000 and Inspire Level–$5,000. Project ADVANCE differentials will commence at the start of the 2017-2018 school year.

*This supplement will remain consistent throughout the duration of your career.

WHAT HAPPENS IF I OPT OUT OF PROJECT ADVANCE?

- Staff with 0-9 years of experience will receive a 12%* supplement.
- Staff with 10-14 years of experience will receive a 12% supplement that will increase to 15%* when they reach 15 years.

- Staff with 15-19 years of experience will receive a 15% supplement that will increase to 20%* when they reach 20 years.
- Staff with 20-24 years of experience will receive a 20% supplement that will increase to 25%* when they reach 25 years.
- Staff with 25+ years of experience will receive a 25%* supplement.

Staff will be expected to complete the Learn and Grow Level requirements and will not be eligible for Project ADVANCE differentials.

*This supplement will remain consistent throughout the duration of your career unless you opt into Project ADVANCE during the 2017 or 2018 opt-in periods.

These changes to the Bridge Plan are now reflected on the Opt-In Form and on the Project ADVANCE website. You can also use the Project ADVANCE calculator (previously sent) to determine your specific level of pay. Since my first school meeting in September I told teachers and support staff that Project ADVANCE was an iterative process that required careful thinking, ongoing reflection and input from folks who would be committed to its success. I appreciate your willingness to engage in the messiness of system level change. I especially appreciate those of you who expressed thanks for making a space for your voices to be heard. Hopefully you are able to see your suggestions and voices represented in this latest iteration as we move closer to the 2016-17 school year.

 Rydell Harrison, Ed.D

Executive Director of Professional Learning and Project ADVANCE
Chapel Hill-Carrboro City Schools
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919.967.8211 x28242
rharrison@chccs.k12.nc.us

Board of Education
Agenda Abstract

Meeting Date: 6/16/2016

Agenda Type: Discussion & Action

Agenda Item #:

Subject: Recommendation to approve additional revisions to Project: ADVANCE

Division:	Support Services	Department:	
Person Responsible:	Todd LoFrese	**Feedback Requested From:**	Teacher Organizations

Previous Work Session	Date:
Public Hearing	Date:
Previous Discussion and Action	Date

Attachment(s):

PURPOSE: To seek Board approval of recommended changes to Project: ADVANCE as described.

BACKGROUND: At the June 2, 2016 Board of Education Meeting, an update on Project: ADVANCE was provided to the Board. The essential elements of the update were that administration has continued to listen to suggestions, questions, and concerns expressed by employees and employee organizations. Project: ADVANCE represents a huge change for our district, and accordingly it is natural for questions and concerns to be expressed as we approach our implementation year. The district is committed to making the program the best it can possibly be. As part of a continued refinement effort, additional representation will be added to the implementation team and the soon to be formed appeal panel. Furthermore, an independently

facilitated review team of teachers, teacher organization representatives, administration, and Board members will meet annually to review Project: ADVANCE. The purpose of the annual review will be to make recommendations for improvements or changes where necessary. District administration also committed to exploring additional grandfathering options for current employees who continue to feel their earning potential has been compromised or no longer attainable in a reasonable time frame.

From the onset, the collective desire to change how employees were compensated was rooted in professional growth and implementation of best instructional practices. When initially conceived four years ago, there was no centralized approach to professional learning. This resulted in great inconsistences of training and instructional quality between and within schools. There was not a structure to ensure that foundational professional learning opportunities were provided each year for novice or new to the district teachers. Professional learning opportunities offered one year may not have been offered the next year. The district simply did not have a structure or process in place to ensure that all teachers received high quality professional learning opportunities that were aligned to district and school goals. Project: ADVANCE's primary purpose is to provide a centralized approach to professional learning to ensure all educators receive and implement high quality professional learning while providing autonomy for self-directed growth after core competencies have been met. We believe there is broad support for this primary purpose of Project: ADVANCE.

We always knew that moving employees into the new system would be tricky. Early in the design phase we committed to "not negatively impact the salaries of current employees" as one of the guiding principles. While we have made great efforts to meet this expectation, some employees have continued to make the case that their future earning potential has been compromised and therefore believe a district promise has been broken. Trust gaps emerge that could compromise the essential purpose of Project: ADVANCE, that being to provide all educators with high quality professional learning that is implemented in their classrooms. The Project: ADVANCE differentials are in place to incentivize and reward educators who do just that.

After much thought and discussion, administration is recommending a significant change to the grandfathering process and seeks Board support this evening. It is recommended that all current permanent employees be grandfathered under the current supplement schedule in place and that all of our teachers and instructional support employees receive at least a 16% local supplement. New employees would be offered a 16% local supplement regardless of years of service. The new supplement schedule would be as follows:

Proposed 2016-17 Certified Supplement Schedule

	0-14 Years	15-19 Years	20-24 Years	25+ Years
New Employees	16%	16%	16%	16%
Current Employees*	16%	16%	20%	25%

*Current employees are defined as teachers, instructional support staff, and other employees paid based on a NC State Teacher Salary Schedule who were employed in a permanent position during the 2015-16 school year.

This essentially makes the "opt-in" process null and void as we were expecting all employees to meet the learn level and at least complete the grow level over the course of their career regardless of their choosing to "opt-in". Therefore all employees would be eligible for Project: ADVANCE differentials as early as 2017-18, regardless of whether they selected to "opt-in" last month.

Clearly this has financial implications long term, dependent on how many current employees remain in the district through their entire career. Funding for Project: ADVANCE differentials were intended to be break even and come from two primary sources, retirement and resignations of employees receiving 20% or 25% supplements and from current professional development contracts with outside consultants.

Since we are moving to a new model, there are a lot of unknowns, including how many employees will achieve the Learn level through the demonstrated mastery process, how quickly and how many people move from Learn, from Grow, and so forth. Despite these unknowns, there is more information available now that a course catalog has been developed and that the program has been further developed and refined. The additional information suggests the risk of a funding shortfall is low and is explained further in the proceeding paragraphs.

First, history has shown that very few employees reach the upper levels of our current supplement schedule, and of those that do, even fewer are career Chapel Hill-Carrboro City Schools employees. Currently the district has 285 employees with 20 or more years of service. Only 50 started their career with the district. Our district's turnover is influenced by Research Triangle Park and Universities that employ visiting faculty and contract with consultants in temporary assignments. We expect that this trend will continue. Consider our current composition of nearly 500 employees with less than 15 years of experience. It is reasonable to assume that only 50 of these current employees will advance to a 20% or 25% supplement. Based on that assumption, the total additional supplement cost in the distant future (based on today's dollars) would between $100,000 and $225,000. Recall that we had already grandfathered employees with 15+ years of service, so only a small portion of this additional supplement cost would be felt starting five years from now.

Second, progression through the ADVANCE model is partially based on successful evaluations. Some employees would be able to demonstrate mastery of the LEARN level requirements and be eligible for an additional $1,500 differential in 2017-18 in part due to already possessing three years of successful evaluations. Completing the Grow level requires eight years of successful evaluations. Current employees may bring five years with them, therefore it will be at least three years until any employee completes the Grow level and begins receiving a $3,000 differential. The Impact level requires an additional seven years of successful evaluations before receiving the $5,000 differential, with the first Impact differential being paid ten years from now. Multiple scenarios are provided below that explore the possible annual impact for the next five years. The scenarios, presented below, suggest that in five years, ADVANCE differentials will require the availability of between $700,000 and $1.5 Million in five years. These scenarios, however are based on no turnover and the estimates are probably higher than will actually be realized.

Estimated ADVANCE Differential Costs

2016-17

Level	Differential	Max Employees Eligible	Total Cost	Level	Differential	Low Estimate of Employees Eligible	Total Cost	Level	Differential	High Estimate of Employees Eligible	Total Cost
Learn	$ -	1100	$ -	Learn	$ -	1100	$ -	Learn	$ -	1100	$ -
Grow	$ 1,500	0	$ -	Grow	$ 1,500	0	$ -	Grow	$ 1,500	0	$ -
Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -
Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -
		Total	$ -			Total	$ -			Total	$ -

2017-18

Level	Differential	Max Employees Eligible	Total Cost	Level	Differential	Low Estimate of Employees Eligible	Total Cost	Level	Differential	High Estimate of Employees Eligible	Total Cost
Learn	$ -	0	$ -	Learn	$ -	0	$ -	Learn	$ -	0	$ -
Grow	$ 1,500	857	$ 1,285,500	Grow	$ 1,500	171	$ 257,100	Grow	$ 1,500	429	$ 642,750
Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -
Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -
		Total	$ 1,285,500			Total	$ 257,100			Total	$ 642,750

2018-19

Level	Differential	Max Employees Eligible	Total Cost	Level	Differential	Low Estimate of Employees Eligible	Total Cost	Level	Differential	High Estimate of Employees Eligible	Total Cost
Learn	$ -	0	$ -	Learn	$ -	0	$ -	Learn	$ -	0	$ -
Grow	$ 1,500	909	$ 1,363,500	Grow	$ 1,500	273	$ 409,050	Grow	$ 1,500	545	$ 818,100
Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -
Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -
		Total	$ 1,363,500			Total	$ 409,050			Total	$ 818,100

2019-20

Level	Differential	Max Employees Eligible	Total Cost	Level	Differential	Low Estimate of Employees Eligible	Total Cost	Level	Differential	High Estimate of Employees Eligible	Total Cost
Learn	$ -	0	$ -	Learn	$ -	0	$ -	Learn	$ -	0	$ -
Grow	$ 1,500	967	$ 1,450,500	Grow	$ 1,500	387	$ 580,200	Grow	$ 1,500	677	$ 1,015,350
Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -	Impact	$ 3,000	0	$ -
Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -
		Total	$ 1,450,500			Total	$ 580,200			Total	$ 1,015,350

2020-21

Level	Differential	Max Employees Eligible	Total Cost	Level	Differential	Low Estimate of Employees Eligible	Total Cost	Level	Differential	High Estimate of Employees Eligible	Total Cost
Learn	$ -	0	$ -	Learn	$ -	0	$ -	Learn	$ -	0	$ -
Grow	$ 1,500	223	$ 334,500	Grow	$ 1,500	112	$ 167,250	Grow	$ 1,500	178	$ 267,600
Impact	$ 3,000	877	$ 2,631,000	Impact	$ 3,000	175	$ 526,200	Impact	$ 3,000	439	$ 1,315,500
Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -	Inspire	$ 5,000	0	$ -
		Total	$ 2,965,500			Total	$ 693,450			Total	$ 1,583,100

Over each of the past 3 years, an average of 30 employees receiving a 25% supplement have either retired or resigned. Assuming similar rates in the near future, approximately $135,000 would become available each year to partially fund ADVANCE differentials since replacement employees would receive a 16% supplement (resulting in a 9% supplement savings).

Estimated Annual Supplement Savings Due to Turnover

30 employees   X $50,000 base salary   X   9%   = $135,000

Professional development expenditures have already begun to decrease and will be further reduced as Project: ADVANCE becomes implemented. Professional development expenditures generally consist of conference registrations, outside consultants, meeting space rentals, and hiring of substitutes. District arranged professional development costs have approached $1 million in prior years across the aforementioned categories.

Project: ADVANCE, as designed, will reduce the need for all of these expenditures by creating in-house trainers and providing opportunities for employees to engage in course modules at a time that is convenient for them. Most notably, the creation of in-house trainers will result in significant savings and reductions in the use of outside consultants. It is expected expenditures will be reduced by at least $250,000 in future years. That funding can then be redirected towards ADVANCE differentials.

Combined with the estimated annual supplement savings, we will have additional funding available to pay for ADVANCE differentials in coming years as detailed below.

Estimated Funding Availability

	Supplement Savings	Professional Development Savings	Total
2016-17	$ 135,000	$ -	
2017-18	$ 270,000	$ 250,000	$ 520,000
2018-19	$ 405,000	$ 250,000	$ 655,000
2019-20	$ 540,000	$ 250,000	$ 790,000
2020-21	$ 675,000	$ 250,000	$ 925,000

This estimated funding availability falls in the range of the Estimated ADVANCE Differential Costs presented earlier.

Administration is seeking Board approval of the following changes this evening.

- Grandfather all current permanent employees, defined as those who were employed as a teacher, instructional support staff, or other employees paid on the NC State Teacher Salary Schedule in 2015-16. These employees will receive either a 16%, 20%, or 25% supplement, based on their years of service.

- Provide at least a 16% supplement to all teachers, instructional support staff, or other employees paid on the NC State Teacher Salary Schedule who were receiving 12% or 15% in 2015-16.

It is recommended that the Board approve of the resolution.

FINANCIAL IMPACT: As Described in the Abstract

PERSONNEL IMPACT: As Described in the Abstract

RECOMMENDATION:	Approval of the resolution

RESOLUTION:	Be it, therefore, resolved that the Board of Education approves of revisions to Project: ADVANCE as described.