



Advanced Roles Handbook 2020-2021

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CMS Vision

The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

CMS Mission

The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student centered environment that supports the development of independent learners.

Department of Teacher-Leadership Vision

The vision of the Department of Teacher-Leadership is to positively impact and increase school culture, teacher retention, teacher effectiveness, and student achievement.

Department of Teacher-Leadership Mission

The mission of the Department of Teacher-Leadership is to recruit and develop exceptional teacher-leaders to increase the academic performance of students and the instructional capability of teachers. The program will teach schools to reallocate building resources such as time, personnel, and money to create innovative learning opportunities.

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Facebook: www.facebook.com/DTLCMS/

Twitter: @DTLCMS

Instagram: cmsteacherleader

History

With the help of a Belk Foundation grant from 2013 to 2016, Charlotte-Mecklenburg Schools partnered with Public Impact (PI) and Education Resource Strategies (ERS) to utilize innovative classroom re-design models. These models offer highly-effective teachers opportunities to advance in their careers without leaving the classroom, positively impact academic achievement for more students, build capacity among their teams, and earn more money. Since 2016, the Department of Teacher-Leadership (formerly Success by Design) has created a sustainable professional development plan for teacher-leaders and school-leaders by utilizing \$2.8 million in grant funds awarded by NCDPI to support advanced teacher roles.

- **2012-13:** Project LIFT sees recruitment success in utilizing Public Impact’s Opportunity Culture (OC) model, first in Nation to implement, began in 4 schools
- **2013-14:** CMS awarded 3-year grant by Belk Foundation to partner with Public Impact (PI) and Education Resource Strategies (ERS) to create Success by Design, the OC model across CMS (non-LIFT schools), began in 17 schools
- **2015-16:** Success by Design begins to revise talent pool process and begins work on a professional development plan for teacher-leaders and school-leaders
- **2016-17:** Success by Design awarded 3-year grant by NCDPI for department staff and professional development
- **2017-18:** SbD schools outperformed Non-SbD schools across district and state, highlighted by BEST-NC in their 2019 Facts and Figures book (pg37)
- **2019-20:** Success by Design and Project LIFTs OC programs merge, 57 schools (10 LIFT and 47 SbD) participate in the program newly named Teacher-Leader Pathway in the Department of Teacher-Leadership
- **2020-2021:** The Teacher-Leader Pathway expands to 70 schools across the district

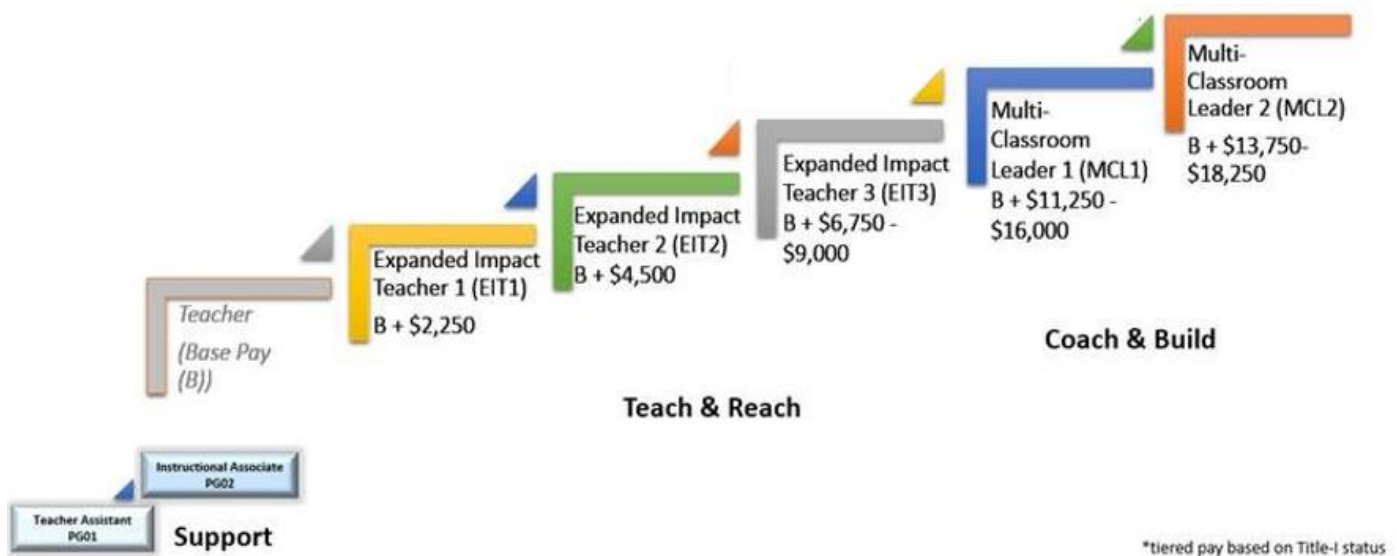
What is the Department of Teacher-Leadership?

The Department of Teacher-Leadership (DTL) is a department within Human Resources that provides an advanced career path for excellent teacher-leaders. These advanced roles allow teacher-leaders to reach more students, support more teachers, and advance in their careers while earning more for added instructional responsibilities. Educators in the teacher-leader pathway lead their teams and coach other teachers to build capacity within the schools they serve. Schools participating in the program think strategically and innovatively about how to optimally organize their resources—time, people, and money. Resource reallocation results in schools maximizing efficiency and student performance, without additional funding or positions. For the 2020-2021 school year, 70 schools within the Charlotte Mecklenburg system participate in the teacher-leader pathway, with new schools added each year. To ensure recruitment of the highest caliber of teacher to the program, a selective rubric to evaluate candidates based on several categories is utilized. Educators that take on these roles earn anywhere from \$2,250-\$18,250 per year in addition to their base salary!

Once accepted into the teacher-leader talent pool, exclusive professional development opportunities and resources are available to aid in further development, honing instructional practices and leadership abilities. Benefits of the program for teacher-leaders include courses on leadership, communication, data analysis, and job shadowing. These valuable tools are not limited to those holding teacher-leader roles but are open to anyone accepted into the candidate pool as well as Principals, Assistant Principals, and Deans in participating schools. By investing in our teacher-leaders, we can be sure that a growing number of students have access to high-quality instruction and support.

If you are an existing CMS teacher-leader or have recently obtained a CMS teacher-leader role, congratulations! You now have access to valuable resources designed to develop your amazing leadership skills further and impact the lives of students and staff throughout our district. If you are a teacher interested in joining the program, we invite you to use this manual as a tool to research the program and learn if teacher-leadership is a pathway for you.

Advanced Roles For Teacher-Leaders



Instructional Associate

Official Job Description: Under general supervision of Expanded Impact Teachers (EIT) and school leadership, Instructional Associates assist with duties, including but not limited to, leading supplemental instruction that includes digital learning if available, independently monitoring and supervising students to provide a safe learning environment, ensuring that students stay on task, frequently collaborating and communicating with EIT Teachers and other school staff to monitor and address student progress and development.

Supplement Amount: The Instructional Associate position is a 10 month position paid on the PG02 scale, according to the Charlotte Mecklenburg School’s Compensation chart located [here](#).

Application of the Role: The role of an Instructional Associate is exceptionally dynamic, serving vastly different functions as a result of the varying needs of each group of students. IAs can support other teacher-leader roles within the same classroom, leading a small group and pull-out environments and facilitating student-centered review during Time-Technology Swaps, Time-Time Swaps, supporting MCLs during non-instructional time and Multi-Combination Swaps (see page 15 for more information on the models). Instructional Associates work 40 hours per week and plan with their teachers on teacher work days. As full time employees, IAs are provided 5 substitute days per year.

Talent Pool Qualifications: There is no talent pool for the Instructional Associate position. Applications are submitted through the Charlotte-Mecklenburg Schools Hire Enterprise application site, which can be found [here](#).

Professional Development: There is no required professional development for the Instructional Associate position; however, IAs are strongly encouraged to read the following texts:

- *The Classroom Management Book* by Harry and Rosemary Wong
- *Blended: Using Innovation to Improve Schools* by Michael Horn and Heather Staker

*Texts are available to borrow in the Department of Teacher-Leadership library for those that currently hold a DTL position or are in the Department of Teacher-Leadership talent pool.

Education and Experience: Qualified candidates must meet one of the following combinations of education and experience (Note: Must meet NCLB Paraprofessional’s requirements to be highly qualified.):

- Completion of an Associate’s Degree OR two years of higher education equivalent to 48 credit hours with a grade of “C” or better (concentration in Education preferred); AND at least three years of previous experience working with children;

OR

- High School Diploma AND the ability to pass a formal assessment (Work keys – three assessments needed: Reading (4), Mathematics (4), Writing (3) and 96 hours of in-service training),

OR

- Completion of the NC DOL Apprenticeship Program, OR
- Completion of the NC ATA Professional Development Plan AND at least five years of previous experience working with children, OR
- Bachelor’s Degree with a concentration in Education
- At least three years of previous experience working with children preferred.
- Technology proficiency, including the ability to troubleshoot hardware and software, and knowledge of digital learning may be required for specific assignments

Expanded Impact Teacher 1

Official Job Description: Under the supervision and support of school leadership or a Multi-Classroom Leader (MCL), the Expanded Impact Teacher 1 (EIT1) expands their reach to impact more students by accomplishing 1-2 formal instructional leadership responsibilities above that of a typical teacher position, listed in the Essential Duties section below. The EIT1 is responsible for planning, preparing and delivering instruction and monitoring student progress to determine instructional needs. The EIT1 works closely and collaboratively with a team of teachers and other staff members to review student progress and change instruction to ensure high-progress and enriched learning for every child.

Note: Coaching other teachers is not an option in this role.

Additional Formal Instructional Responsibility options: (Combination determined by supervisor)

Tier 1 - Student focused (must choose at least 1) 1. Teach 25-35% more students (class or team) 2. Lead PLC

Tier 2 - Teacher focused 3. Serve as a model classroom for other teachers to observe 4. Peer Evaluator 5.

Beginning Teacher Mentor 6. Committee Lead (ILT, SLT) 7. Lead PD 8. IEP Liaison 9. MTSS Other, approved by the district

- Other duties as assigned by supervisor

Supplement Amount: Base salary plus an additional \$2,250 per year, divided into 10 monthly payments from August-May. This added salary counts towards retirement.

Application of the Role: Expanded Impact Teacher 1 is a classroom-based instructional role. This role provides an increased amount of student exposure to a high performing CMS teacher-leader, while still maintaining many of the elements of a traditional classroom environment.

Professional Development: All Expanded Impact Teacher 1s should participate in the Poverty Simulation professional development. Dates for this class will be advertised in the Teacher-Leadership monthly newsletter. Suggested book studies include:

- *Teach Like a Champion 2.0* by Doug Lemov
- *Understanding by Design, 2nd Edition* by Grant Wiggins and Jay McTighe
- *Blended: Using Innovation to Improve Schools* by Michael Horn and Heather Staker.

*Texts are available to borrow from the Department of Teacher-Leadership department for those that currently hold a DTL position or are in the DTL talent pool.

Education and Experience:

Minimum

- Bachelor's Degree
- Knowledge of subject matter being taught
- At least 2 years of prior teaching experience with 1 year demonstrated evidence of high-progress student outcomes in relevant subjects
- Evidence of initiative and leadership
- Technology proficiency and knowledge of digital learning may be required for specific assignments

Desired

- Determined by talent pool screening rubrics

Evaluation Tool: NC Teacher Evaluation

[Hear what current EIT1s have to say about their job by clicking here!](#)

Expanded Impact Teacher 2

Official Job Description: Under the supervision and support of school leadership or a Multi-Classroom Leader (MCL), the Expanded Impact Teacher 2 (EIT2) expands their reach to impact more students by accomplishing 2-3 formal instructional leadership responsibilities above that of a typical teacher position, listed in the Essential Duties section below. The EIT2 is responsible for planning, preparing and delivering instruction and monitoring student progress to determine instructional needs. The EIT2 works closely and collaboratively with a team of teachers and other staff members to review student progress and change instruction to ensure high-progress and enriched learning for every child.

Note: This position can coach 1 other teacher if reasonable release time is provided.

Additional Formal Instructional Responsibility options: Combination determined by the supervisor

Tier 1 - Student focused (must choose at least 1) 1. Teach 25-35% more students (class or team) 2. Lead PLC

Tier 2 - Teacher focused 3. Serve as a model classroom for other teachers to observe 4. Peer Evaluator 5.

Beginning Teacher Mentor 6. Committee Lead (ILT, SLT) 7. Lead PD 8. IEP Liaison 9. MTSS Other, approved by the district

- Other duties as assigned by supervisor

Supplement Amount: Base salary plus an additional \$4,500 per year, divided into 10 monthly payments from August-May. This added salary counts towards retirement.

Application of the Role: Similar to the EIT1 position, an Expanded Impact Teacher 2 provides excellent instruction to a larger group of students regularly. Depending on the needs of a school, providing leadership in PLC, leading weekly data meetings and reviewing data. This position may coach one other teacher in preparation for the EIT 3 role.

Professional Development: In addition to courses required in preceding roles, all Expanded Impact 2 teacher-leaders should participate in the Data Driven Instruction, Observation/Feedback and Weekly Data Meetings professional developments. Dates for these classes will be advertised in the Department of Teacher-Leadership monthly newsletter. Suggested book studies include:

- *Sit & Get Won't Build Dendrites* by Marcia Tate

*Texts are available to borrow in the Department of Teacher-Leadership library for those that currently hold a DTL position or are in the DTL talent pool.

Education and Experience:

Minimum

- Bachelor's Degree
- Knowledge of subject matter being taught
- At least 3 years of prior teaching experience with 2 years demonstrated evidence of high-progress student outcomes in relevant subjects
- Evidence of initiative and leadership
- Technology proficiency and knowledge of digital learning may be required for specific assignments

Desired

- Determined by talent pool screening rubrics

Evaluation Tool: NC Teacher Evaluation

[Hear what current EIT2s have to say about their job by clicking here!](#)

Expanded Impact Teacher 3

Official Job Description: Under the supervision and support of school leadership or a Multi-Classroom Leader (MCL), the Expanded Impact Teacher 3 (EIT3) expands their reach to impact more students by accomplishing 3-4 formal instructional leadership responsibilities above that of a typical teacher position, listed in the Essential Duties section below. The EIT3 is responsible for planning, preparing and delivering instruction and monitoring student progress to determine instructional needs. The EIT3 works closely and collaboratively with a team of teachers and other staff to review student progress and change instruction to ensure high-progress and enriched learning for every child.

Note: This position can coach 2 other teachers if a reasonable time is provided, but must teach at least 50% of the day.

- **Additional Formal Instructional Responsibility options:** Combination determined by the supervisor
 - Tier 1 - Student focused (must choose at least 2) 1. Teach 25-35% more students (class or team) 2. Coach up to 2 teachers if reasonable release time is provided, but must teach at least 50% of the day 3. Lead PLC
 - Tier 2 - Teacher focused (must choose at least 1) 4. Serve as a model classroom for other teachers to observe 5. Peer Evaluator 6. Beginning Teacher Mentor 7. Committee Lead (ILT, SLT) 8. Lead PD 9. MTSS 10. IEP Liaison
- Other duties as assigned by supervisor

Application of the Role: An Expanded Impact Teacher 3 is the most advanced of the classroom-based teacher-leader roles. An EIT3 may serve as an instructional resource to other teachers by leading the planning process to ensure the delivery of high-quality instruction across the content area. EIT3s may also participate in activities such as arranging Saturday school and flexible grouping. Similar to an EIT2, an EIT3 reviews data, holds weekly data meetings, and directs the planning process. An Extended Impact Teacher 3 is permitted to coach two other educators to prepare for an effective transition into MCL1 in the future.

Supplement Amount: Base salary plus an additional \$6,750 -\$9,000 per year, determined by Title 1 status of the school. The supplement is divided into 10 monthly payments from August-May. This added salary counts towards retirement.

Professional Development: In addition to courses required in preceding roles, all EIT3s should participate in the Crucial Conversations and Supportive Interaction professional developments courses. Please note that Supportive Interaction is a mandatory pre-requisite to Crucial Conversations. Dates for these classes will be advertised in the Teacher-Leader monthly newsletter. Suggested book studies include:

- *Practice Perfect: 42 Rules for Getting Better at Getting Better* by Doug Lemov
- *The Adult Learner* by Malcolm Knowles

*Texts are available to borrow from the Department of Teacher-Leadership for those that currently hold a DTL position or are in the DTL talent pool.

Education and Experience:

Minimum

- Bachelor’s Degree
- Knowledge of subject matter being taught
- At least 3 years of prior teaching experience with 2 years demonstrated evidence of high-progress student outcomes in relevant subjects
- Evidence of initiative and effective leadership/coaching of adults
- Technology proficiency and knowledge of digital learning may be required for specific assignments

Desired

- Determined by talent pool screening rubric

Evaluation Tool: NC Teacher Evaluation

[Hear what current EIT3s have to say about their job by clicking here!](#)

Multi-Classroom Leader Teacher 1

Official Job Description: The Multi-Classroom Leader 1 (MCL1) is expected to intensively coach 3-6 teachers on their caseload, and teach students through various models. The MCL1 is also responsible for leading a team of teachers and other support staff responsible for multiple classrooms, as well as teaching students within the team to meet the principal’s standards of excellence. MCL1s establish each team member’s roles and goals at least annually, determine how students spend time and organize teaching roles to fit each teacher’s strengths, content knowledge, and professional development goals. The MCL1 organizes the team to review student progress and change instruction to ensure high-progress learning for every child. The MCL1 works collaboratively with their team, using the team’s new ideas and innovations that the MCL1 agrees may improve learning. The MCL1 is accountable for learning and development of all the teachers and students on their caseload and team. The MCL1 must be given a healthy balance of teaching/coaching time so they can perform all instructional responsibilities that are expected. MCL1s also provide feedback to the principal in choosing, evaluating and developing the team.

Application of the Role: The Multi-Classroom Leader 1 is responsible for 3-6 other teachers. They establish each team member’s roles and goals at least annually, determines how students spend time and organize teaching roles to fit each teacher’s strengths, content knowledge, and professional development goals. MCL1s provide coaching support to teammates and at least 50% of his/her instructional day is spent building the instructional capacity of the team on the MCL1’s caseload. MCL1s evaluate team members for potential role changes and for increasing job opportunities for team teachers who are ready to advance. They also allocate both instructional and non-instructional duties among members of the team. The MCL1 provides feedback to the principal concerning team members.

Supplement Amount: Base salary plus an additional \$11,250 -\$16,000 per year, determined by Title 1 status of the school. The supplement is divided into 10 monthly payments from August-May. This added salary counts towards retirement.

Professional Development: In addition to courses required in preceding roles, all Multi-Classroom Leader 1s should participate in the Getting Things Done, Get Better Faster, and Influencer professional development courses. Dates for these courses will be advertised in the Teacher-Leader monthly newsletter. Suggested book studies include:

- *Differentiated Coaching: A Framework For Helping Teachers Change* by Jane Kise

*Texts are available to borrow in the Department of Teacher-Leadership library for those that currently hold a DTL position or are in the DTL talent pool.

Education and Experience:

Minimum

- Bachelor’s Degree
- Knowledge of subject matter being taught
- At least 4 years of prior teaching experience with 3 years demonstrated evidence of high-progress student outcomes in relevant subjects
- Evidence of initiative and effective leadership/coaching of adults for at least 1 year
- Technology proficiency and knowledge of digital learning may be required for specific assignments

Desired

- Determined by talent pool screening rubric

Evaluation Tool: NC Teacher Leader Specialist Evaluation

[Hear what current MCL1s have to say about their job by clicking here!](#)

Multi-Classroom Leader Teacher 2

Official Job Description: The Multi-Classroom Leader 2 (MCL2) is expected to intensively coach 7-10 teachers on their caseload and teach students through various models. The MCL2 is also responsible for leading a team of teachers and other support staff responsible for multiple classrooms as well as teaching students within the team to meet the principal’s standards of excellence. They establish each team member’s roles and goals at least annually, determines how students spend time and organize teaching roles to fit each teacher’s strengths, content knowledge, and professional development goals. The MCL2 organizes the team to review student progress and change instruction to ensure high-progress learning for every child. MCL2s works collaboratively with the team, using new ideas and innovations that the MCL2 agrees may improve learning. The MCL2 is accountable for learning and development of all the teachers and students on his/her caseload and team. The MCL2 must be given a healthy balance of teaching/coaching time, so that they can perform all instructional responsibilities that are expected. They also provide feedback to the principal in choosing, evaluating and developing the team.

Application of the Role: Multi-Classroom Leader 2 is responsible for 7 to 10 classroom teachers. MCL2s establish each team member’s roles and goals at least annually determine how students spend time and organize teaching roles to fit each teacher’s strengths, content knowledge, and professional development goals. An MCL2 provides coaching support to teammates and at least 75% of his/her instructional day is spent building instructional capacity in the team of 7-10 teachers on their caseload. MCL2s evaluate team members for potential roles changes and for increasing job opportunities for team teachers who are ready to advance. They also allocate both instructional and non-instructional duties among members of the team. MCL2s provide feedback to the principal concerning team members.

Supplement Amount: Base salary plus an additional \$13,750-\$18,250 per year, determined by Title 1 status of the school. The supplement is divided into 10 monthly payments from August-May. This added salary is counted into your retirement.

Professional Development: In addition to courses required in preceding roles, all Multi-Classroom Leader 2s should participate in the Social Styles, Crucial Accountability and Facilitative Leadership professional developments. Dates for these classes will be advertised in the Department of Teacher-Leadership monthly newsletter. Please note that Crucial Conversations is a required pre-requisite for Crucial Accountability. Suggested book studies include:

- *Smart Leaders, Smarter Teams* by Roger Schwarz
- *Never Underestimate Your Teachers* by Robyn Jackson

*Texts are available to borrow from the Department of Teacher-Leadership for those that currently hold a DTL position or are in the DTL talent pool.

Education and Experience:

Minimum

- Bachelor’s Degree
- Knowledge of subject matter being taught
- At least 4 years of prior teaching experience with 3 years demonstrated evidence of high-progress student outcomes in relevant subjects
- Evidence of initiative and effective leadership/coaching of adults for at least 1-2 years
- Technology proficiency and knowledge of digital learning may be required for certain assignments

Desired

- Determined by talent pool screening rubrics

Evaluation Tool: NC Teacher Leadership Specialist Evaluation

[Hear what current MCL2s have to say about their job by clicking here!](#)

Professional Development

Overview and Eligibility

One of the central pillars of the teacher-leader pathway is our professional development offerings. Depending on your role, different professional development opportunities are offered in order to provide you with the tools necessary for student success and professional growth. All of our courses focus on building leadership capacity, techniques for positive interactions, practical and impactful coaching, and efficient time management. The structure is designed to build upon previously taken courses, creating training for a linear career path that grows your “toolbox” as you grow in leadership. All candidates accepted into the teacher-leader talent pool, as well as those hired into teacher-leader roles, receive job-embedded support and are offered opportunities to job-shadow other successful staff in their same position. Principals, Assistant Principals, and Deans at DTL schools are provided the same support options. Current members of the DTL talent pool are eligible for up to two substitute covered professional development days during the school year, as well as stipends for PD taken over the summer.

Please reference the following pathway for required professional development courses for each role, as well as encouraged learning experiences that complement the required classes. Required courses are located on the top row while encouraged courses are located on the bottom three rows of the graphic organizer located below:

Course Descriptions

(Pathway)	Instructional Associate (IA)	Expanded Impact Teacher 1 (EIT1)	Expanded Impact Teacher 2 (EIT2)	Expanded Impact Teacher 3 (EIT3)	Multi-Classroom Leader (MCL1& MCL 2) Year 1	Multi-Classroom Leader (MCL1, MCL 2) Year 2+
Required Learning Experiences	DTL PD:	DTL PD: <ul style="list-style-type: none"> □ Poverty Simulation <p style="text-align: center;">(Total- 2 hrs)</p>	DTL PD: <ul style="list-style-type: none"> □ Data Driven Instruction □ Observation/Feedback □ Weekly Data Meetings <p style="text-align: center;">(Total- 2 days)</p>	DTL PD: <ul style="list-style-type: none"> □ Supportive Interaction □ Crucial Conversations (pre-requisite Supportive Interaction) <p style="text-align: center;">(Total- 4 days)</p>	DTL PD: <ul style="list-style-type: none"> □ Getting Things Done □ Get Better Faster □ Influencer Job Shadowing: <ul style="list-style-type: none"> □ Fall Experience □ Spring Experience <p style="text-align: center;">(Total- 6 days)</p>	DTL PD: <ul style="list-style-type: none"> (at least 1 per year) □ Social Styles □ Crucial Accountability □ Relay Job Shadowing: <ul style="list-style-type: none"> □ Fall Experience □ Spring Experience <p style="text-align: center;">(Total- 5 days)</p>
Encouraged Learning Experiences (Playway)	Book Study: <ul style="list-style-type: none"> □ <i>The Classroom Management Book</i> by Harry & Rosemary Wong* □ <i>Blended: Using Innovation to Improve Schools</i> by Michael Horn & Heather Staker* 	Book Study: <ul style="list-style-type: none"> □ <i>Teach Like a Champion 2.0</i> by Doug Lemov* □ <i>Understanding by Design: 2nd Edition</i> by Grant Wiggins & Jay McTighe* □ <i>Blended: Using Innovation to Improve Schools</i> by Michael Horn & Heather Staker* 	Book Study: <ul style="list-style-type: none"> □ <i>Sit & Get Won't Grow Dendrites</i> by Marcia Tate 	Book Study: <ul style="list-style-type: none"> □ <i>Practice Perfect: 42 Rules for Getting Better at Getting Better</i> by Doug Lemov* □ <i>The Adult Learner</i> by Malcolm Knowles 	Book Study: <ul style="list-style-type: none"> □ <i>Differentiated Coaching: A Framework or Helping Teachers Change</i> by Jane Kise* 	Book Study: <ul style="list-style-type: none"> □ <i>Smart Leaders, Smarter Teams</i> by Roger Schwarz* □ <i>Never Underestimate Your Teachers</i> by Robyn Jackson*
	Articles: <ul style="list-style-type: none"> □ Student Engagement: Key to Personalized Learning □ The Techy Teacher / Escaping the Lesson-Planning Doldrums □ To Clone or Not to Clone 	Articles: <ul style="list-style-type: none"> □ Just-in-Time Support □ How to Make Your Questions Essential 	Articles: <ul style="list-style-type: none"> □ Strategies That Make Learning Last □ The Right Questions 	Articles: <ul style="list-style-type: none"> □ Five Perspectives for Leadership Success □ Every Lesson Needs a Storyline □ Teachers at the Wheel 	Articles: <ul style="list-style-type: none"> □ The Many Roles of an Instructional Coach □ Learning to Listen □ How to Keep Mutiny from Sinking Your Change Effort 	Articles: <ul style="list-style-type: none"> □ Facing Resistance? Try a New Hat □ A Turnaround Success Story □ Getting Genuine Commitment for Change
	Videos: <ul style="list-style-type: none"> □ Running a Quality Lesson □ Ending with an Exit Ticket □ Giving Clear Directions □ Establishing Teacher Presence □ Reactive Management Moves 	Videos: <ul style="list-style-type: none"> □ Ratio: All Students Thinking Hard □ Our Planning Framework □ Designing a Target Task 	Videos: <ul style="list-style-type: none"> □ Incorporating Independent practice □ The Motivated Classroom □ In-class discussions Part 1 & 2 	Videos: <ul style="list-style-type: none"> □ Think Like a Student □ Key Skills & Content □ Running Effective Coaching □ Observing teachers: The Case for the Student-Facing rubric 	Videos: <ul style="list-style-type: none"> □ What to Look for in an Observation □ Preparing a Coaching Agenda □ Choosing a Feedback Focus Area □ All Teachers Can Grow □ Giving Precise Praise □ Modeling Effective Teaching 	Videos: <ul style="list-style-type: none"> □ Practicing in a Coaching Session □ Creating Authentic Teaching Simulations □ Reducing Fixed Mindset Behavior □ The Power of Seeing Progress □ Giving Feedback During PD

Poverty Simulation: 2 Hours

Poverty Simulation is a guided experience that exposes participants to the realities of poverty, including the challenges of navigating the complex world of government services and other essential service providers. During the simulation, participants assume the roles of up to 26 different families facing poverty. The task for each family is to provide basic necessities and shelter during four 15-minute weeks while balancing the requirements of various service providers with the realities of daily life.

Data-Driven Instruction: 4 Hours

Teachers will be trained in Data Driven Instruction and Inquiry (DDI). Teachers will then use this precise and systematic approach within their content areas to improve student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Following this training, participants will be able to extract relevant pieces of student data available to them, understand what the data means and select an appropriate instructional approach to address the situation.

Observation Feedback: 4 Hours

By utilizing best practices such as scheduled observations, key action steps, effective feedback, and direct accountability, Observation Feedback provides a step by step approach to providing meaningful feedback when observing instruction. This session focuses on the steps to effective feedback from Paul Bambrick-Santoyo’s book, *Leverage Leadership 2.0*. Participants will gain knowledge from trainer led direct instruction as well as learn by analysis and reflection of video clips showing actual coaches leading teachers in the process.

Weekly Data Meetings: 1 Day of Instruction (This class is only offered once a year)

Take your Data-Driven Instruction practices to the next level by applying the DDI framework to weekly data meetings. This session will teach you to apply the “See it. Name it. Do it.” approach to planning and facilitating weekly data meetings with the teachers you lead. As always, participants will plan and practice to develop their skills. This workshop will also address how to review student work against exemplars and establish effective reteach plans.

Supportive Interaction: 2 Days of Instruction, 1 Coaching Day

Supportive Interaction is designed for facilitators, coaches, administrators, mentors, or other educators working with adults in a supportive role. This course provides an overview of three stances, coaching, collaborating, and consulting. Participants are provided with the opportunity to practice new strategies and tools in a professional context, helping to identify the protégé’s goals while focusing on improving instruction. This course allows for reflection on the coaching process professionally, personally and as an observer.

Crucial Conversations: 2 Days of Instruction

Crucial Conversations, “A discussion between two or more people where (1) stakes are high, (2) opinions vary, and (3) emotions run strong”. This course teaches methods for identifying when crucial conversations are taking place, how to diffuse tension and create an environment where all parties feel comfortable contributing to a shared beneficial solution. Crucial Conversations teaches skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional, or risky topics—at all levels.

Getting Things Done: 1 Day of Instruction

Getting Things Done (GTD) is training that teaches individuals how to increase focus on the most meaningful work, organize information, prioritize commitments, create mental space for innovation, and achieve stress-free productivity. It is productivity with purpose, or in other words—getting more of the right stuff done.

Get Better Faster: 2 Days of Instruction (This class is offered every other year)

This two-day practice-based workshop will help you learn high-leverage moves to support the first 90 days of a teacher’s development. Develop your coaching toolkit with actionable, practical strategies for a new teacher’s success. This course is divided into sections detailing the core principals of coaching, the four phases of skill building and a scope and sequence to guide priorities of new teacher skill development. Written by Paul Bambrick-Santoyo, author of *Driven by Data* and *Leverage Leadership*. Recommended for leaders that coach adults. This course is a combination of Weekly Data Meetings, Data Driven instruction, and Observation Feedback.

Influencer: 2 Days of Instruction

Influencer is a two-day leadership course that teaches proven behavior change strategies. This course allows participants to diagnose the real causes behind unsuccessful change efforts effectively, better motivate and enable others regardless of position, and identify six sources of influence to create lasting behavior changes.

Pre-Requisite: Crucial Conversations

Crucial Accountability: 1 Day of Instruction

Crucial Accountability enables those who already know Crucial Conversations skills to learn accountability skills. During the course, participants will learn to diagnose why some people continually fall short of set expectations. This course teaches participants to derive a plan that both motivates and enables the other person to successfully change undesirable or inconsistent behaviors.

Pre-Requisite: Influencer

All Department of Teacher-Leadership professional development opportunities is offered in the fall, spring, and summer to provide options to participants.

Definition of Advanced Roles Models

Class-Size Change is a classroom-centered model. This system allows more students to gain access to an excellent teacher with a proven record of results. Under this model, a teacher-leader position is created by shifting some resources such as time, people and money.

Time- Technology Swap is one of the scheduling models utilized. Students are given access to personalized digital learning for up to half their day with another teacher or a paraprofessional (TA or IA), as well as face to face instruction with a highly qualified DTL teacher-leader. The benefit to this model is the additional classes these highly qualified teachers are able to instruct, while the rest of their students are reinforcing acquired information digitally. Time-Technology swap provides an opportunity for scholars that would not have access to high performing teachers to receive instruction that positively influences performance and serves as a valuable learning resource. Face-to-face time with teachers is focused on the acquisition of new material in a way that provides students the opportunity to challenge themselves under the guidance of an excellent instructor. As a result of the personalized nature of the digital learning component of a student’s day, students work on material appropriate to their level of comprehension which provides them with the opportunity to improve based on their ability. Students that have a firm grasp of the material can move forward in the curriculum or practice current topics in a way that pushes higher order thinking, such as a project-based approach. Students that have not fully grasped the material have the opportunity for digital remediation and additional instruction in a low-pressure environment.

Time- Time Swap is a model that allows high performing teacher-leaders to work alongside para-professionals or other teacher-leaders throughout the day. Students rotate to receive instruction from the teacher, followed by practice or application of newly acquired material with the assistance of a para-professional or IA. This system allows teachers to use their day to see more students, pull small groups and focus on a particular set of students or coach other teachers in improving their practice. This model provides great amounts of flexibility, as it can be applied by class, grade level or whole school as needed.

Subject Specialization is a model typically utilized in an elementary school environment. Teacher-Leaders that specialize in one or more content areas are able to see more students, providing all students with in-depth, focused instruction on their best topics. Subject specialization works best when more than one specialized teacher is able to “swap”, thus providing students with specialized instruction in multiple content areas. The Subject Specialization model offers schools the flexibility to apply this system to a grade level or the whole school. This model also allows teachers to provide interdisciplinary instruction, with joint instruction focusing on topics that are complemented by multiple content areas (Math/Science, Social Studies/ELA).

Multi-Classroom Leaders are highly qualified teachers-leaders that have a dynamic role, encompassing both instructional and coaching aspects. The Multi-Classroom Leader (MCL) works with groups of other teachers, including other high performing DTL instructors. An MCL can lead instruction no more than 50% of their day. Their primary focus is to build capacity in other teachers that are on their caseload. These could be novice or veteran staff, as well as staff that is proficient and want to earn accomplished or distinguished ratings on their evaluations by improving in their craft/practice. An MCL1 has a caseload of 3-6 teachers, while an MCL2 has a caseload of 7-10 teachers. They can lead multiple PLCs and support each team with resources or quick observation/feedback, but their central focus is to coach their caseload of teachers. The instructional/coaching balance may shift throughout the year depending on need. This model creates delegated leadership for a principal, with the MCL ultimately responsible for setting team goals, monitoring and tracking progress, assigning instructional roles and team norms as well as coaching teachers. Under the Multi-Classroom Leader model, students benefit from receiving instruction from an MCL, or a teacher coached by a highly qualified Multi-Classroom Leader.

Multi-Combination Swap models are a combination of any of the aforementioned models, utilized over a digital, remote or live medium. This model is not a whole school model, rather, school leadership will choose to utilize a model to best address the needs for a particular group of students, tailoring instruction to ability, performance, and resources.

Teacher-Leader Talent Pool

Three rubrics were created through a multi-year collection of stakeholder input and applicant data review (Appendix B). Rubrics are reviewed annually to ensure relevance as well as reflect the growth and improvement of the talent pool. The rubrics are specialized to recruit talent from various roles including classroom-based teachers, support staff such as facilitators/deans/ coaches/ assistant principals and finally Multi-Classroom Leaders or coaches that have a specific caseload of teachers they are responsible for coaching/supporting. A talent pool screening committee is formed, trained, and calibrated each year. The committee consists of district level staff with expertise in pre-K-12 core content, subgroup strategies, instruction, school leadership, academic data, evaluations, and teacher development. Principals gain access to the active talent pool folder and may hire candidates from the talent pool throughout the year since advanced roles are promotional positions.

Applicants are screened to determine which role(s) he/she qualifies for in the talent pool. Once in the pool, candidates choose which school teacher-leader vacancies to apply for (teacher-leader vacancies are **ONLY** visible to candidates that are accepted into the talent pool). Completion of the following directions is required to be considered for a Teacher-Leader Pathway position.

1. Complete a CMS application in Hire Enterprise at [Teacher-Leader Pathway Talent Pool](#)
2. Once your application is complete, click "Jobs", then select "All Jobs" from the drop-down menu, finally sort by clicking on "Job Title". The Teacher-Leader Pathway posting will be the first on the list.
3. Apply to the "(2020-2021) Teacher-Leader Talent Pool for MCL2, MCL1, EIT3, EIT2, EIT1"

Candidates accepted into the talent pool are notified of the position/subject/grade they qualify for and remain in that talent pool for three years until they need to requalify. If a candidate is accepted into the talent pool, but not hired into a position, they will need to update their qualifications within the designated window to remain in the subsequent year's talent pool for the same position, or otherwise re-apply. Candidates accepted into the talent pool and hired at a school participating in the teacher-leader pathway can be rehired annually based on the principal's exchanges for the teacher-leader position; however, must re-qualify through the talent pool to maintain position status every three years. Consideration for requalification into the program is based on the rubric of the teacher-leader's current position. CMS Teacher-Leaders that would like to be considered for a position promotion must re-apply to the talent pool.

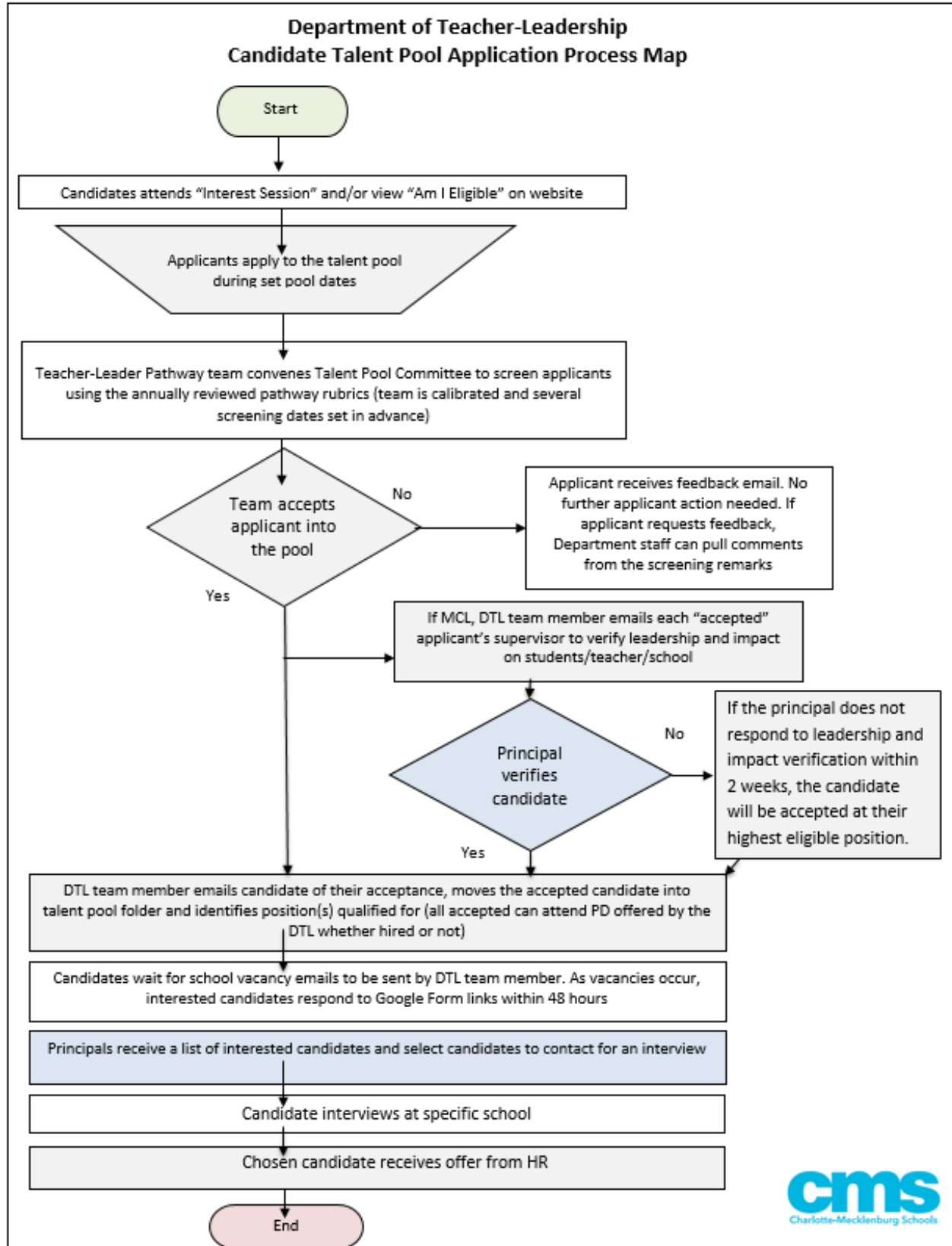
Every teacher-leader must sign and return the Relinquishment of Roles form (Appendix C) before beginning any advanced role position. This document ensures that candidates understand the requirements and expectations they must fulfill in order to remain in the role, and what will take place if those requirements are not met.

To apply for an Instructional Associate (IA) position, please apply directly to vacant positions located on the CMS job board (there is no talent pool for IA positions). Go to the CMS application site, then click on "Non-Instructional Positions." Vacant positions will be listed as "Associate, Instructional" by school-site.

For additional information on the Teacher-Leader Pathway application process, visit our website at <http://bit.ly/CMSTEACHERLEADER> .

Appendix

APPENDIX A



APPENDIX B



**Teacher-Leader Talent Pool Eligibility - Positions for 2020-2021 School Year
– TEACHER CANDIDATE RUBRIC –**

Talent Pool Requirements --TEACHER--	EIT 1 (1.05 ADM = \$2,250)	EIT 2 (1.10 ADM = \$4,500)	EIT 3 (1.15 ADM = \$6,750) (1.20 ADM = \$9,000)	MCL1 (1.25 ADM = \$11,250) (1.30 ADM = \$13,750)	MCL2 (1.35 ADM = \$16,000) (1.40 ADM = \$18,250)
Years of Experience Candidate evidence of experience	Completed 2 years (can apply during 2 nd year)	Completed 3 years (can apply during 3 rd year)		Completed 4 years (can apply during 4 th year)	Completed 4 years and at least 1 year in a formal adult leadership role
Licensure Candidate evidence of NC certification or equivalent from another state	Applied for or holds Highly Qualified Continuing License				
Summative Evaluation Evidence of highest ratings (no Developing) in areas of leadership and instructional facilitation on two most recent EOY summative evaluations completed by principal/supervisor	100% Proficient or better on Standards I & IV (or similar) on last two years summative evaluations	50% Accomplished or better on Standards I & IV (or similar) on last two years summative evaluations	75% Accomplished or better on Standards I & IV (or similar) on last two years summative evaluations	100% Accomplished or better on Standards I & IV (or similar) on last two years summative evaluations	100% Accomplished or better on Standards I & IV (or similar) on last two years summative evaluations
Growth Data Candidate evidence of highly effective student growth data on district, state, or federal normed assessment and analysis of strategies that impacted data	Within last 3 years: At least 1 year of student growth data (EVAAS or equivalent)		Within last 3 years: At least 2 years of student growth data (EVAAS or equivalent) in 1 subject area, course, or grade OR 1 year of student growth data (EVAAS or equivalent) in 2 subject areas or courses		Within last 3 years: At least 2 years w/ 60% of teachers coached showing positive growth gains OR 1 year w/ 60% of teachers coached showing positive growth gains and one year of student growth data (EVAAS or equivalent)
Cut-off for talent pool is set at 0.5+ EVAAS growth for grades 3-8 ELA, and English III & IV; 1.5+ EVAAS growth for all other tested areas					
Leadership Candidate demonstrates highly effective teamwork and leadership achieving specific outcomes to benefit student achievement	Developing rating: response may reveal an unclear alignment between a SMART goal and instructional strategies identified. Example: Good analysis of the results but lack depth in the reflection or vice-versa.		Proficient rating: response includes a SMART goal and describes instructional strategies to achieve the goal. It includes an analysis of the results achieved and evidence of reflection to determine potential next steps.		
ROUND 2 EMAILED to EIT3, MCL1, MCL2 QUALIFIERS					
Online Virtual Interview measuring leadership competencies					
Recommendation	Current principal/supervisor will be contacted as a reference if applicant is accepted by the Talent Pool Screening Committee				



**– SUPPORT STAFF CANDIDATE RUBRIC –
Teacher-Leader Talent Pool Eligibility - Positions for 2020-2021 School Year**

Talent Pool Requirements --SUPPORT STAFF--	EIT 1 (1.05 ADM = \$2,250)	EIT 2 (1.10 ADM = \$4,500)	EIT 3 (1.15 ADM = \$6,750) (1.20 ADM = \$9,000)	MCL1 (1.25 ADM = \$11,250) (1.30 ADM = \$13,750)	MCL2 (1.35 ADM = \$16,000) (1.40 ADM = \$18,250)
Years of Experience Candidate evidence of experience	Completed 2 years (can apply during 2 nd year)	Completed 3 years (can apply during 3 rd year)		Completed 4 years (can apply during 4 th year)	Completed 4 years and at least 1 year in a formal adult leadership role
Licensure Candidate evidence of NC certification or equivalent from another state	Applied for or holds Highly Qualified Continuing License				
Summative Evaluation Candidate evidence of highest ratings (no Developing) in areas of leadership and instructional facilitation on two most recent EOY evaluations completed by principal/supervisor	100% Proficient or better on Standards (LSS I & VI, TLS I & III, or similar) on last two years summative evaluations	50% Accomplished or better on Standards (LSS I & VI, TLS I & III, or similar) on last two years summative evaluations	75% Accomplished or better on Standards (LSS I & VI, TLS I & III, or similar) on last two years summative evaluations	100% Accomplished or better on Standards (LSS I & VI, TLS I & III, or similar) on last two years summative evaluations	100% Accomplished or better on Standards (LSS I & VI, TLS I & III, or similar) on last two years summative evaluations
Growth Data Candidate evidence of positive student growth gains from year prior to most recent year (growth for subject, grade, or school data supported) on district, state, or federal normed assessment and analysis of strategies that impacted data <i>*Data verified by supervisor</i>	Within the last 3 years: At least 1-year positive student growth gains or sustained Exceeded growth rating from year prior to most recent year (EVAAS or equivalent) in 1 subject area, course, or grade		Within the last 3 years: At least 1-years positive student growth gains or sustained Exceeded growth rating from year prior to most recent year (EVAAS or equivalent) in 2-3 subject areas, courses, or grades OR 2 years positive student growth gains or sustained Exceeded growth rating from year prior to most recent year (EVAAS or equivalent) in 1 subject area, course, or grade		
Leadership Candidate demonstrates highly effective teamwork and leadership achieving specific outcomes to benefit student achievement	Developing rating: response may reveal an unclear alignment between a SMART goal and instructional strategies identified. The response may include an analysis of the results but lack depth in the reflection or vice-versa.		Proficient rating: response includes a SMART goal and describes instructional strategies to achieve the goal. It includes an analysis of the results achieved and evidence of reflection to determine potential next steps.		
ROUND 2 EMAILED to EIT3, MCL1, MCL2 QUALIFIERS					
Online Virtual Interview measuring leadership competencies					
Recommendation	Current principal/supervisor will be contacted as a reference if applicant is accepted by the Talent Pool Screening Committee				

APPENDIX B CONTINUED



**– CURRENT MCL/COACH RUBRIC –
Teacher-Leader Talent Pool Eligibility - Positions for 2020-2021 School Year**

Talent Pool Requirements -CURRENT MCLs & DISTRICT COACHES-	To remain MCL1 (1.25 ADM = \$11,250) (1.30 ADM = \$13,750)	Qualifications to be promoted	To remain MCL2 (1.35 ADM = \$16,000) (1.40 ADM = \$18,250)
Years of Experience Candidate evidence of experience	(Current role)	Completed 1 year as an MCL1, may apply during 2 nd year	(Current role)
Licensure Candidate evidence of NC certification or equivalent from another state	Applied for or holds Highly Qualified Continuing License		
Summative Evaluation Candidate evidence of proficient or higher ratings on most recent Teacher-Leadership Specialist evaluation/observation completed by principal/supervisor. <i>(Two years of data will be reviewed for candidates requalifying)</i>	On TLS evaluation, at least 100% Proficient or better on all TLS Standards	On TLS evaluation, at least 100% Proficient or better on all TLS Standards and at least Accomplished rating on Standard III	
Growth Data Candidate evidence of positive student growth gains for teachers coached on district, state, or federal normed assessment from year prior to most recent year. <i>(Two years of data will be reviewed for candidates requalifying)</i>	At least 60% of teachers coached must have positive growth gains, or sustained Exceeded Growth rating, from year prior to most recent year. If caseload contains first-year teachers, average of all first-year teachers' EVAAS index scores must be within Met Growth range of -1.99 to 1.99).		
Leadership/Coaching Candidate evidence of highly effective leadership via coaching to benefit teacher growth based on improvements of Standard IV of the NC Teacher Evaluation Tool from first round to final round observations. <i>(Two years of data will be reviewed for candidates requalifying)</i>	At least 60% of teachers coached improve overall on Standard IV elements from first to final round on their teacher observation rubrics or remain proficient or higher with Exceeded or improved growth	100% of teachers coached improve overall on Standard IV elements from first to final round on their teacher observation rubrics or remain proficient or higher with Exceeded or improved growth	At least 60% of teachers coached improve overall on Standard IV elements from first to final round on their teacher observation rubrics or remain proficient or higher with Exceeded or improved growth
Recommendation	Current principal/supervisor will be contacted as a reference if applicant is accepted by the Talent Pool Screening Committee.		

APPENDIX C

Relinquishment of Roles

cms Teacher Leadership
 The Department of Teacher-Leadership
 Charlotte-Mecklenburg Schools
 4339 Stuart Andrew Blvd.
 Charlotte, NC 28217
[Bit.ly/CMSTEACHERLEADER](http://bit.ly/CMSTEACHERLEADER)
teacherleader@cms.k12.nc.us

cms Teacher Leadership
 The Department of Teacher-Leadership
 Charlotte-Mecklenburg Schools
 4339 Stuart Andrew Blvd.
 Charlotte, NC 28217
[Bit.ly/CMSTEACHERLEADER](http://bit.ly/CMSTEACHERLEADER)
teacherleader@cms.k12.nc.us

Dear Teacher-Leader Pathway Employee,

Congratulations on being selected as an employee of the Charlotte- Mecklenburg Schools (CMS), Teacher Leader Pathway. The additional duties of your position are intended to positively impact student achievement by means of your additional support to the staff and students at your school. Therefore, it is essential that you carry out the teacher-leader duties which you are assigned. To that end, if you voluntarily or involuntarily relinquish your advanced role duties or are unable to fulfill the duties associated with your role, the salary differential portion of your pay will concurrently be relinquished. Your compensation will revert back to what it was prior to assuming an advanced teacher-leader role with the Department of Teacher-Leadership. Relinquishment of these duties is **not** considered a demotion.

The following are examples of relinquishment of your teacher-leader duties:

- (i) **Fails** to maintain the minimum criteria established for the position
- (ii) Is not successfully performing the additional duties associated with the advanced teaching role
- (iii) **Voluntarily** relinquishes the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

I acknowledge the terms as outlined regarding relinquishment of my advanced role duties.

 Name Date

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HR Process for Relinquishment of Advanced Role:

Voluntary Relinquishment: HR Team Leader will be notified by principal. Team Leader will remove job #2 to end salary differential. Job#1 will then immediately be reverted back to a teacher level position, title, and job code.

Involuntary Relinquishment due to performance: The principal will provide appropriate documentation to the Success by Design Director and HR Team Leader regarding removal of advanced job title and pay differential. If approved, the Team Leader will remove job #2 to end salary differential. Job#1 will then immediately be reverted back to a teacher level position, title, and job code. In addition, the salary differential portion of the pay may be returned to the principal.

- If differential was paid from Title-1 funds, HR Team Leaders will notify the Title 1 office. If differential was exchanged for using ADMs, HR Team Leaders will notify Planning & Workforce Management.

Involuntary Relinquishment due to excessive absence: The principal will provide appropriate documentation to the Success by Design Director and HR Team Leader regarding excessive absence and a petition to remove pay differential. If approved, Job #2 will be halted, salary differential portion of the pay may be returned to the principal at each month's end for absences over 46 work days. When/if SbD teacher returns, Job #2 will restart.

- If differential was paid from Title-1 funds, HR Team Leaders will notify the Title 1 office. If differential was exchanged for using ADMs, HR Team Leaders will notify Planning & Workforce Management.

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Written by: Mr. Bishay M. Faris