

Competitive Preference Priority 1:

Supporting Programs, practices, or strategies for which there is strong evidence of effectiveness.

The program of induction and mentoring proposed here under Absolute Priority #1, “Increasing the Effectiveness of Teachers and Principals in Hillsborough County Public Schools,” is supported by compelling evidence of effectiveness. The powerful research that supports this program follows.

Over the past 12 years, various schools and districts across the country have drawn on the New Teacher Center (NTC) model of induction support. The NTC model includes mentors who are trained and fully released from the classroom and paired with novice teachers for a minimum of two years at ratios between 12:1 and 15:1. Other elements of the model are strong principal engagement and capacity-building to support teacher development, extensive professional development for mentors, formative assessment of teachers and mentors, and data-driven communities of practice for mentors and beginning teachers.

A randomized, controlled study funded by the U.S. Department of Education’s Institute for Education Sciences reported in *Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study* found that beginning teachers who received two years of comprehensive induction support using the NTC model produced greater student learning gains—the equivalent of a student moving from the 50th to 58th percentile in math achievement and from the 50th to the 54th percentile in reading achievement¹. This study, conducted by Mathematica Policy Research, clearly indicates that a program of induction and mentoring that

¹ Isenberg, E., Glazerman, S., Bleeker, M., Johnson, A., Lugo-Gil, J., Grider, D., Dolfin, S., Britton, E., & Ali, M. (2009). Impacts of comprehensive teacher induction: results from the second year of a randomized controlled study. *Report to U.S. Department of Education*, NCEE 2009-4072.

maintains a rigorous comprehensive approach over two years can produce significant learning outcomes.

Given the high cost of experimental studies and the difficulty of planning them in an educational context, the NTC has taken advantage of four opportunities to conduct quasi-experimental studies using natural data. These studies show evidence of the effectiveness of the NTC induction model in raising student achievement, together with two longitudinal studies that demonstrate its potential for reducing teacher attrition. Collectively this research presents consistent evidence that the NTC model has positive effects on student learning and meets the level of moderate evidence described in the RFP.

The first study draws two years of achievement data from three school districts associated with NTC.² Two districts adopted the full NTC model for one year only. The third district continued to use the model over the full two years, as designed, allowing for a comparison of the true NTC model against programs modified according to local district needs and standards. One district moved to a high caseload ratio of 1:35 for mentors in the second year, severely reducing contact time, while the second district adopted a buddy system, assigning new teachers a colleague with a full teaching load in the same school as mentor (as opposed to being paired with a fully released mentor). Hierarchical Linear Model (HLM) analyses of district gain scores controlled for student poverty, ethnicity, and English learner status. The two-year district demonstrated significantly higher student gains for their new teachers, suggesting that two-year support from a full-time mentor paired with reasonable caseloads, as required by the NTC model,

² Fletcher, S., Strong, M., & Villar, A. (2008). An investigation of the effects of variations in mentor-based induction on the performance of students in California. *Teachers College Record*, 110(10), 2271-2289.

is critical. Internal validity was further strengthened by confirming that all teachers worked with the same curriculum and no other competing reforms were identified across district. Internal validity is therefore high. External validity, however, is moderate because of the small sample of schools and no random selection.

The second study, conducted in the Boston school system, tested the importance of a core component of the NTC model, namely the assignment of a fully released mentor.³ Some teachers were supported by full-time mentors, while others were assigned full-time teachers from their own schools as mentors. Mentors all received the same foundational training, although the selection criteria for full-time mentors were more rigorous and ongoing professional development was more extensive. Results showed significantly higher achievement gains in both fourth and fifth grade students for teachers receiving the full-time mentoring, suggesting that this is a critical component of the model. Although teachers were not randomly assigned to the two conditions, internal validity is high because no other supports existed to account for differences; in addition, the full-time mentored group were selected from those with the most challenging working conditions, a factor that works against the research hypothesis. Effect sizes are in the medium range (.73 for the fourth grade comparison and .55 for the fifth grade). Generalizability is moderate, restricted to similar large urban settings.

The third study compared the student achievement gains of beginning teachers who received NTC induction support with those of veteran teachers who did not receive such support

³ Fletcher, S.H., & Strong, M.A. (2009). Full-release and site-based mentoring of new elementary grade teachers: An analysis of changes in student achievement. *The New Educator*, 5(4), 329-341.

when they were new teachers.⁴ This was possible because NTC researchers were given access to five years of historical student achievement data for all elementary teachers in a medium-sized school district that was a long-term adopter of NTC induction support. Regression analyses showed no record of significantly higher gains for more experienced teachers, suggesting that NTC support was bringing beginning teachers up to the effectiveness levels of veteran teachers. Since there was no control for the quality of the veteran teachers (we know all the new teachers were in their first two years of teaching) it is difficult to generalize from these findings. Internal validity is high, however, because all teachers in the district for those grade levels were included in the sample (no selection bias), and all received the same kinds of professional development, used the same curriculum, and taught students from the same demographics. Effect sizes comparing new teachers to veterans were small (.02) confirming the null hypothesis that there was no difference between teacher groups for the grades tested. External validity is moderate, given that the findings are generalizable only to medium-sized districts with high percentages of Spanish-speaking students. The fourth study was a second investigation of the same design conducted in Alaska, where a significant portion of the school districts in the state has adopted the NTC model. In this case, the classes of veteran teachers showed gains that were only marginally greater than those of beginning teachers who had received NTC support.⁵

Additional research on the NTC model is found in two longitudinal studies that looked at teacher retention. Retrospective data were collected for two cohorts of teachers six years after they had entered the NTC program. In both studies, 88% of the teachers were still in the

⁴ Strong, M. (2006). *Does new teacher support affect student achievement? Some early research findings*. Research Brief #06-01, New Teacher Center.

⁵ Adams, B. (2010). *Connecting Mentoring to Student Achievement in Alaska*. Presented at the annual conference for the American Educational Research Association, Denver, Colorado, May 3, 2010.

classroom after six years and a further 6% were still in education. This compares with 76% for California teachers (all of whom receive some level of induction support) and 56% for the nation.⁶

⁶ Strong, M. (2005). *Mentoring new teachers to increase retention: A look at the research.* Research Brief #05-01, New Teacher Center.

Absolute Priority 1:

Teacher and principal recruitment, selection, and preparation

The New Teacher Center (NTC), in collaboration with Hillsborough County Public Schools (HCPS), proposes to address Priority 1 and ensure an increased percentage of highly effective new teachers and principals in HCPS through a reform of practices and strategies and the creation of new programs within a structured induction program of professional development and mentoring work with beginning teachers and novice principals. NTC's model offers a unique and aligned system that accelerates new teacher development using the expertise of highly successful teachers who are trained to work as mentors, which also facilitates the development of those expert mentor teachers. Similarly, highly qualified coaches work with new principals to create school cultures that drive gains in student learning.

HCPS is designated as a high-needs Local Education Agency (LEA) with 58% of the total student population qualified for free and reduced lunch and one-half of HCPS schools designated as Title I schools. Participants in this proposal will be selected through a rigorous, competitive, selection process.

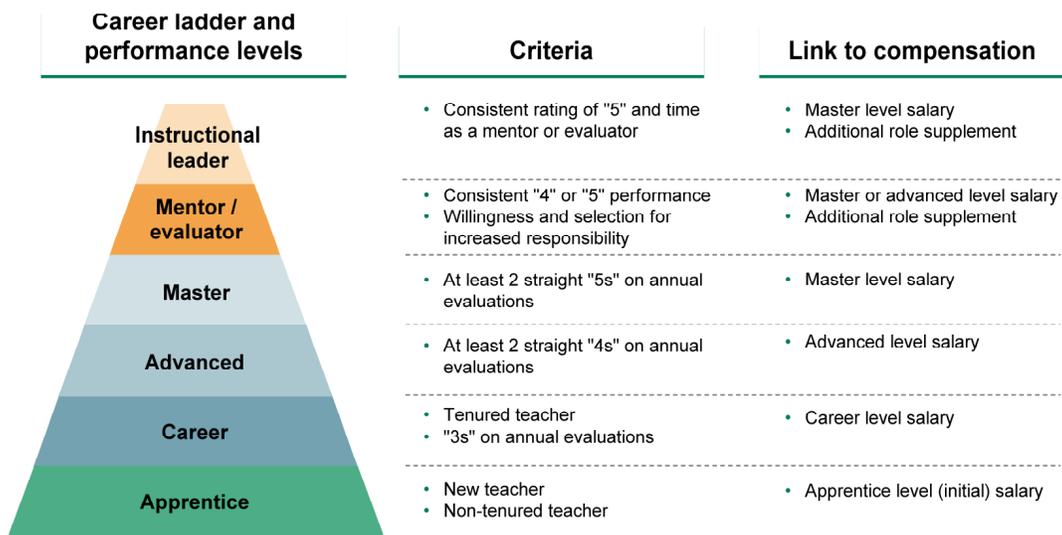
Teacher Induction Programs (TIP) are state mandated in Florida and must include structured activities, training, and guidance to demonstrate Florida's accomplished practices. All

⁶ Strong, M. (2005). *Mentoring new teachers to increase retention: A look at the research.* Research Brief #05-01, New Teacher Center.

new hires participate in a Teacher Induction Program as a condition of employment. Since September 2010, HCPS has been implementing a limited version of NTC's beginning teacher induction program, a model that NTC has successfully led in Chicago, Austin, and East Palo Alto, and over two dozen urban settings nationwide. A new principal induction program, piloted first by NTC in California and in Chicago Public Schools, is in its start-up year in HCPS. Both of these programs utilize mentoring, bolstered by prescriptive, intensive professional development as a key strategy for success. This proposal will align HCPS' induction strategies with the NTC research-based model by reforming current mentor strategies and creating a new program of embedded professional development that will build capacity to retain a population of highly effective teachers and learning leaders. Program participants will be selected through a rigorous, highly competitive and data driven process.

New teachers will be selected via interview by principals trained utilizing Enhanced Recruitment and Dismissal Techniques and in collaboration with HCPS Human Resource Partners following new competitive hiring guidelines. New teachers will be placed on a Performance-based Career Ladder (Chart 1) that clearly defines the performance level required as well as the levels required for advanced roles. Consistency in delivering adequate student gains will be required to become a master teacher. Frequently, HCPS will extend the new teacher "Apprentice" period from 3 to 4 years, in order to obtain at least three years of student learning data against which to evaluate teachers. The district will also create teacher-leader roles that enable great teachers to increase their responsibilities and pay, without leaving the classroom.

Increasing the Effectiveness of Teachers and Principals in Hillsborough County Public Schools



Mentor teachers will be selected by a large and diverse committee of teachers, administrators, and representatives from the Hillsborough Classroom Teachers Association and in consultation with NTC. Candidates selected to interview will be identified from data indicating highly qualified teacher applicants who demonstrate excellent communication skills, prior mentoring experience, leadership skills, and a sound knowledge of pedagogy and effective instructional practices.

The rigorous, competitive application, selection, training, and evaluation of mentors are the responsibility of the HCPS Professional Development department. With 656 applicants for just over 100 positions in the first year, the mentor teacher selection criteria (identified by NTC) and process are rigorous. In the most recent year, only 300 teachers were selected for interviews during the screening process.

Mentor teacher applicants are asked to describe their leadership and teacher mentoring experiences in oral and written context. Interviewees watch a video of classroom instruction, then role-played evaluation and mentoring scenarios with interviewers. In addition to the strong

interpersonal and communication skills needed to build relationships, interviewers were looking for a series of qualities: sound knowledge of pedagogy and instructional best practice, excellence as a professional role model, commitment to professional growth and learning, the ability to work collaboratively with colleagues, and the capacity for leadership. Mentors are expected to serve as district generalists. Candidates from elementary, middle and high school levels are considered.

The New Teacher Center provides a comprehensive curriculum of mentor training and ongoing professional development via mentor professional learning community in collaboration with HCPS professional development leadership. The HCPS Director of Professional Development and the Supervisor of Teacher Training will work with NTC to ensure high quality mentor-mentee interaction and provide ongoing support and evaluate mentor performance. NTC collaborates with HCPS to monitor program implementation by collaboratively shadowing mentors and supporting processes that support mentor accountability and growth. This proposed partnership will strengthen the influence of NTC expertise upon mentor practices and program design.

For the 2011-2012 school year, only 46 mentors were selected. After participating in NTC's intensive and ongoing mentor professional development program, these successful candidates are serving as mentors to first and second year teachers, using their considerable skills and NTC formative assessment protocols and tools to accelerate the growth in new teachers' instructional skills and lower the previously high attrition rate among new teachers. Thus, the program is grounded in the careful selection and training of mentors who were chosen from among the "best of the best" teachers in the district.

New Principals will participate in the HCPS Principal Induction Program (PIP) that is based upon the NTC principal induction model. They must meet selective hiring requirements that are framed by the Florida Principal Leadership Standards. The standards are based on proven research indicating the influential traits of effective school leadership, such as deep commitment to closing the achievement gap, resilience, the ability to work collaboratively and openness to continuous learning. Highly effective HCPS teachers who are interested in becoming school leaders may apply to attend a one-year Future Leaders Academy (FLA). The competitive admissions process is based on objective performance data, such as evaluation results, professional development, and school leadership activities. The FLA serves as the vital bridge between the teacher and principal induction programs creating a well-designed, transparent pathway for HCPS to “grow their own” talent along a continuum from new teacher to new principal and is aligned with the NTC approach to teacher leader development.

Additionally, current Assistant Principals (APs) seeking to move into a principalship will be invited to apply to the Preparing New Principals (PNP) program based on their outstanding performance data. Successful APs with a deep commitment to closing the achievement gap, the ability to work collaboratively, and openness to continuous learning will be recruited as principals from among PNP participants based on evaluation data, professional development and Area Leadership Director feedback. Principals must possess a Master’s Degree in Educational Leadership, three years of successful performance as an Assistant Principal, and completion of the two-year PNP program. Human Resource Partners (HR Partners) track each candidate’s training and evaluation data, and support the recruitment pipeline.

Utilizing NTC guidelines, **Principal Coaches** are selected through a rigorous interview process. The Principal Coach position requires a Master’s Degree in Educational Leadership and

a minimum of four years of recent, successful experience as a school principal. The NTC model engages principal coaches in summer professional development and ongoing monthly professional learning communities (PLC). The focus is on fostering the very best instructional practices, professional collaboration, ongoing professional growth and improvement, and high student achievement. Principal coach positions have a three-fold focus: (1) to provide high-quality induction supports for approximately 4-8 new principals through weekly coaching interactions, monthly professional development and regularly coordinated communication with the respective Area Leadership Director; (2) to provide support to assistant principals participating in the Preparing New Principal Program through facilitation of monthly PLCs, conducting field visits, and Saturday professional development sessions; and (3) to provide high-quality prescriptive professional development for veteran principals through the facilitation of monthly Principal PLCs. The principal coaches provide foundational support, bolstering emerging school leaders much in the same way the mentor teachers support fledgling teachers.

The proposed program builds on the existing strategies and structures for the rigorous identification, recruitment, selection and preparation of teachers and principals. The innovative processes implemented through this project will require new teachers and novice leaders to work collaboratively to improve student achievement and impact induction nationally.

A. Significance:

(1) The national significance of the proposed project.

The New Teacher Center's program is in place in school districts in 35 of the 50 states this year. Its online programs, under the umbrella name *e-Mentoring for Student Success* or eMSS, are in use in all 50 states. Its induction and mentoring program has been called the "gold standard" of induction programs by the *Chronicle of Education*. The research that has been

included in support of Competitive Preference #1 will indicate that the program has been established as effective in improving teacher and principal effectiveness, student learning, and retention. NTC concentrates its work in K-12 school districts in high-need urban centers, with major programs in Chicago, East Palo Alto, Austin, Atlanta, greater Silicon Valley, and Boston. Next year, NTC expects to expand its major programs to New York City and Los Angeles. It has grown to this level by successfully modeling a systemic approach to increasing the effectiveness of early career teachers and principals and advancing teacher and school leadership.

As a leader in the field of increasing teacher and principal effectiveness, NTC is in a position to continue to influence the national dialogue and national standards of practice. NTC's professional development seminars, speaking engagements, annual symposium, and publications reach thousands of educators and administrators each year. Not only is NTC highly regarded on the national stage, but HCPS is considered to be one of the most innovative districts in the nation in the context of current reform efforts aimed at improving student achievement by targeting the single greatest indicator of student achievement – highly effective teachers and school leaders. Thus, by partnering with HCPS on this initiative, NTC has proposed a project that will garner attention from districts across the nation. HCPS' trailblazing reforms have been featured prominently in Time magazine, the Wall Street Journal, Education Weekly, the New York Times, the Washington Post, Bloomberg Press, and the Saint Petersburg Times. The proposed project's thoughtfully crafted goals and objectives will produce measurable outcomes that will further national practice and ignite school reform. Measurable success in such a large, diverse district as Hillsborough County will further bolster NTC's research base, and in turn, translate into increasingly effective programs that can be replicated nationwide.

In terms of replication, HCPS is the right place to effect this work because of its size, need, and diversity. Hillsborough County, which approximates the size of Rhode Island, includes Tampa, a large urban city, and several outlying municipalities and communities. With over 1,000,000 people, Tampa has become the regional financial, service, and distribution center for Florida's West Coast. It is economically, ethnically and linguistically diverse, with 25% of families speaking a language other than English. The population is geographically diverse, with large farming areas to the south and east, numerous suburbs, and a dense, urban core.



HCPS is the 8th largest school district in the nation, with over 194,000 students in 142 elementary schools, 44 middle schools, 2 K-8 schools, 27 high schools, and 4 career centers. Currently over half (57.82%) of all students are classified as economically disadvantaged (eligible for free and reduced price meals [FRPM]), which represents over a 2% increase in just one school year and a 22.5% increase in the number of students eligible over the last decade. The proposed project in HCPS will be implemented in a mixture of affluent and high poverty schools, high performing and struggling schools, and ethnic and culturally diverse sites. Therefore, the initiative will create a model for scale-up and replication in any district, regardless of its demographic makeup.

A. Significance:

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the subject area in which the applicant would carry out project activities.

The proposed project aims to create a model of comprehensive technical assistance building upon NTC's 20-year history of successful new teacher development and decade-long foray into principal induction and development. By partnering with Hillsborough County Public

Schools, NTC will implement a collaborative, ongoing, and comprehensive partnership between a non-profit entity and a complex, yet highly functional school system that can share work with other school districts across the country. The resulting model will help identify key systemic levers, targeted interventions (technical assistance and professional development for new teachers, mentors, new principals, and principal coaches), and strategic decisions that can inform partnerships in other contexts.

In addition, the initiative will support HCPS' move from offering a comprehensive induction model to a systemic approach with a focus on capacity-building and sustainability. This work will consider the value of mentor teachers and principal coaches in terms of the positive impact they have on the general teaching force. It will guide the advancement of the theory, knowledge, and practices in the field of induction by demonstrating the results and implications of implementing a system induction model. Importantly, because it will be situated within a larger system of teacher and leadership development, this project provides one way to approach the sustainability of a high-quality induction and mentoring program for new teachers and principals, through the restructuring of a system of human capital development.

Because this proposal includes a major reduction in mentor caseloads, resulting in two years of intensive support for HCPS' new teachers, the program outcomes will be comparable with other research (such as the DOE funded study conducted by Mathematica Research that is referenced in the discussion of the research that underpins the NTC program) that has used the two-year full support model.

HCPS' Future Leaders Academy, described above, will demonstrate a seamless transition, allowing teacher mentors to move along a well-designed pathway into leadership and will advance the knowledge in the field by contributing to a greater understanding of the

practices that need to be in place to achieve a continuing supply of internal candidates for leadership positions.

The NTC model that HCPS will implement in its TIP program is predicated on a number of components of NTC's research-backed model for induction and mentoring. This initiative will allow for a full HCPS implementation of the NTC induction model for principals and teachers and will contribute to a greater understanding of which components are the biggest levers for positive outcomes in teacher practice and student learning.

A. Significance:

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

The projected outcomes of the present project include an increased percentage of highly effective teachers and principals, the retention of highly effective teachers and principals, identification of characteristics of effective mentors and principal coaches, and a school climate that impacts student learning.

According to research by Marzano (2003), the impact of the teacher on student achievement cannot be disregarded: ... a student scoring at the 50th percentile, who spends two years in an average school, with an average teacher, is likely to continue scoring at the 50th achievement percentile. That same student, having spent two years in a "most effective" school with a "most effective" teacher, rockets to the 96th achievement percentile. The converse also holds true. If this same student spends two years in a "least effective" school with a "least effective" teacher, that student's achievement level plunges to the third percentile (Miller, 2003). Moreover, a study conducted by Sanders and Horn (1994, reviewed in Marzano, 2003) shows a 39 percentage-point difference in achievement between students with teachers considered "most effective" and "least effective." In classrooms with teachers who are described as "most

effective,” students demonstrated achievement gains of 53 percentage points over the course of a single academic year. Conversely, in classrooms with the “least effective” teachers, student gains averaged only 14 percentage points (Miller, 2003).

There is research to support that “effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources, and their development of organizational structures to support instruction and learning” (Hornig, Kalogrides, and Loeb 2009,1). Knoeppel and Rinehart (2008), in their study of 349 elementary school principals in Kentucky, expressed the belief that principals have a strong indirect effect on learning.

However, while the importance of a principal is recognized, there are few data-based studies concerning the effectiveness of principals. In fact, “little systematic evidence exists about the quantitative importance of principals, making it difficult to sort through alternative policy proposals” (Branch, Hanushek, and Rivkin 2009, 2). The study *Alternative Route Urban Teacher Retention, and Implications for Principals’ Moral Leadership* (Easley,2006) stated that while teacher retention is multilayered, it implicates principals’ leadership and that the leadership of school building principals may favorably impact retention. He also reflects that traditional leadership methods may be called into question in economically challenged areas. Schlichte, Yessel, and Merbler (2005) argued that poor administrators directly contribute to the high teacher attrition rate.

NTC’s proposed project in HCPS provides a significant opportunity to examine the results of a large scale, systemic approach to attain and preserve improvement in student

performance, with a focus on the quality and effectiveness of classroom teachers and school leaders. The evaluation system already in place in HCPS aligns with the required definition of “highly effective” for both principals and teachers in that both value-added evaluation systems (reformed with the support of the Bill & Melinda Gates Foundation in 2009) are founded upon student achievement as a significant factor. With an extensive technology infrastructure in place, data-driven decision-making is part of the culture in this district.

The results of the NTC’s Teaching Empowering Leading and Learning Survey (TELL) that will be implemented bi-annually in HCPS will allow for a direct examination of the impact of the systemic approach utilized in HCPS upon school climate and working conditions. To do their jobs well, educators need supportive school environments where they are valued, trusted and can collaborate to improve instruction. Research has shown that the quality of teaching conditions can encourage or constrain good teaching and impact student achievement. The TELL survey will allow for a direct comparison over time of the results for those sites in which new teachers and new principals are receiving high quality induction support. The outcomes of this project will affect NTC’s national platform. The size and diversity of HCPS, coupled with NTC’s ability to replicate project elements, places this project at the center of the educational reform movement that is shaking the nation.

B. Quality of the Project Design and Services

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The design of this project is a three-year longitudinal model organized to include cohorts of mentor teachers and principal coaches. The overarching programmatic purpose is to significantly increase the percentage of highly effective teachers and principals in HCPS by intensifying the existing supports for novice teachers and novice principals through the provision of teacher

mentors and principal coaches. The design is structured with two broad goals that are supported by the specific performance objectives listed in the table below.

Goal 1: Identify, recruit, and prepare highly effective new teachers, especially those who serve high-need students		
Objective 1: Increase the effectiveness of new teachers who complete a comprehensive induction process that includes professional development and two years of one-on-one mentoring support	Outcome: A larger percentage of new teachers will be rated “effective” or “highly effective”	Measure: Effectiveness ratings of new teachers
Objective 2: Increase the retention rate of highly effective new teachers to 85% or above	Outcome: Improve the retention rate of new teachers	Measure: Retention rate of new teachers from district files
	Outcome: Improve the retention rate of the highest-performing new teachers	Measure: Retention rate of “highly effective” new teachers
Goal 2: Identify, recruit, and prepare highly effective new principals, especially those who serve high-need students		
Objective 3: Increase the effectiveness of new principals who receive targeted professional development and work with a coach for two years to develop high quality leadership behaviors	Outcome: A larger percentage of new principals will be rated “effective” or “highly effective”	Measure: Effectiveness ratings of new principals
Objective 4: Increase the retention rate of highly effective new principals to 85% or above	Outcome: Maintain or improve the retention rate of new principals	Measure: Retention rate information from district files

	Outcome: Maintain or improve the retention rate of the highest-performing new principals	Measure: Retention rate of “highly effective” new principals
Objective 5: Improve the teaching and learning conditions in participating schools	Outcome: Principals that receive coaching will create a collaborative learning culture in their schools that emphasizes success	Measure: Results of TELL survey at school level

As a measurement of teacher and principal effectiveness, the district will employ HCPS’ well-regarded teacher evaluation system. **Teacher effectiveness** is measured via six yearly observations conducted by observers trained in the Charlotte Danielson rubric (three observations by the principal and three by mentors who do not ordinarily work with the new teacher). Their observation scores are compiled and weighted to comprise 60% of a teacher’s annual evaluation score. The balance of a teacher’s score is obtained by measuring the teacher’s value-add, calculated using a student achievement growth model that includes three years of data. Similarly, **principals’ effectiveness** is measured via a comprehensive system comprised of input from teachers and Area Leadership Directors on the 360-degree VAL-ED survey (30%); school operations, including teacher evaluation and retention, oversight of school facilities and school finances, and student discipline and attendance (30%); and value-added measures of school-wide learning gains with 30% based on school-wide student achievement, and 10% based on the learning gains of the students scoring below grade level on the FCAT. Finally, another expected outcome of a good principal’s work would be an improvement in the conditions that support teaching and learning in the school. NTC will gather data concerning those conditions by annually administering their research-based Teaching, Empowering, Leading, and Learning

(TELL) survey, which will replace HCPS' existing survey of the school climate. The TELL Survey is an online tool that collects the view of all teachers, principals and other licensed educators. The survey design is based on a validated set of questions that has been used statewide in over a dozen states, and numerous large school districts. Respondents share perceptions related to student achievement and teacher retention by answering questions focused on the presence of critical teaching conditions across key constructs that include time, decision-making, student conduct, mentoring, leadership, student learning, and professional development.

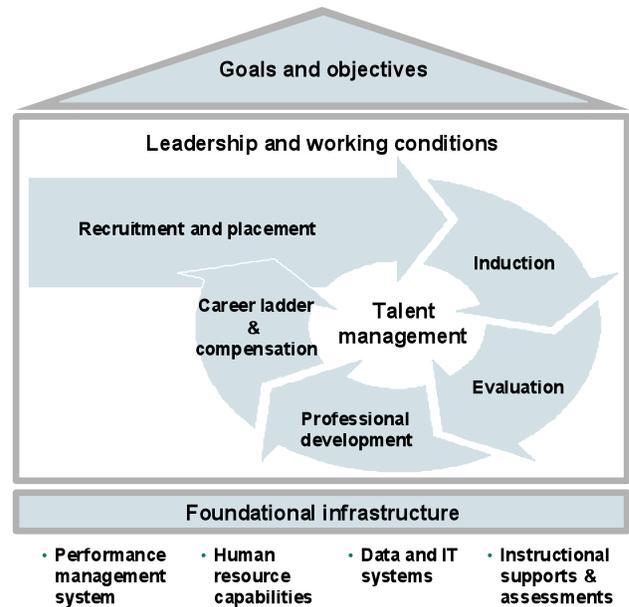
B. Quality of the Project Design and Services

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

NTC has a 13-year history of developing and delivering rich professional development focused on the robust educational practices that ultimately lead to improvements in student achievement. The lynchpin of these practices is accelerating the effectiveness of teachers and principals through a rigorous on-boarding and induction process. To this end, NTC chose to work with HCPS in part because the district has already launched a comprehensive reform effort to improve teaching and learning. At the core of this reform is improving the efficacy of teachers and school leaders, with specific emphasis on the positive effects they can bring to bear on student achievement. With the foundation for this comprehensive effort firmly in place, NTC is poised to leverage their model of the educational practices related to new teacher and principal induction that will have the greatest impact on student learning. To date, NTC has not partnered with any district that is so deeply committed to changing the landscape in a manner that touches every aspect of the educational continuum. Boosting student achievement requires a systemic approach that addresses all the factors necessary to recruit, retain, support, and empower

effective teachers and leaders. The proposed project will result in groundbreaking, research-based evidence of accomplished educator practices.

System reform such as this must focus on a key point of leverage: the quality and effectiveness of classroom teachers and school leaders. This does not simply mean focusing on talent management; it requires a holistic view of all the factors that influence student performance. The graphic to the right indicates the interrelationships between leadership and working conditions that form the foundation for student success.



As each component is interwoven into a sustainable, system-wide reform, it is important to enmesh the proven services provided by NTC as a core component of HCPS’ comprehensive reform efforts. It is only by partnering with a district that has laid this foundational support that NTC may further validate its record of success. It is only through preparing teachers and leaders to be effective that we can adequately prepare students to tackle rigorous academic standards. Since mentors and coaches are vigorously recruited and carefully selected from among the most effective classroom teachers and school principals, they will be in a position to inculcate the practices and reflective habits of mind that have been shown to lead to increased student achievement and higher retention rates.

B. Quality of the Project Design and Services

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

The entire HCPS district, from the superintendent to the union, has rallied behind the innovations in teaching, coaching and teacher evaluation that we have discussed above. It is within that highly motivated and innovative context that we propose to expand and deepen NTC's work with Mentor Teachers and Principal Coaches. External research validates the notion that providing a high-quality induction and mentoring program to beginning teachers for two full years is associated with improved student learning and increased teacher retention. In light of its impressive efforts in support of high-quality teaching, HCPS certainly deserves the opportunity to experience the full benefits of the program that they have already deployed to a large degree.

Current Teacher Induction Program:

The Teacher Induction Program (TIP) at HCPS includes structured activities, training and guidance to demonstrate the accomplished practices as well as inducting teachers into the district. All new hires participate in TIP as a condition of employment.

During the two years, Mentor Teachers help beginning teachers successfully demonstrate the Florida Educator Accomplished Practices. Currently, 70 Mentor Teachers work with 1,200 new teachers in Elementary, Middle and High schools. Mentor Teachers support first year teachers, whom they visit weekly, at a 1:15 ratio, and second year teachers, whom they visit bi-weekly, at a 1:25 ratio. The minimum meeting length is 90 minutes, and mentoring topics over the course of a year include: pedagogy, content, and behavior management; observing mentees and providing feedback; modeling lessons; co-teaching; planning standards-based lessons; analyzing student work; modeling reflective practice; providing mentees with support in

navigating the HCPS system; and managing the Teacher Induction Program. Mentor Teachers also meet at least quarterly with the site administrator at their assigned schools.

In addition to ongoing mentoring, each Mentor Teacher at HCPS also serves as an evaluator to another Mentor Teacher's caseload. Three times per year, Mentor Teachers "swap" caseloads and contribute to 30% of a formal evaluation to another Mentor's caseload.

Although Mentor Teachers are chosen from the pool of most talented veteran teachers at HCPS, the skills and knowledge base needed to do the complex work of mentoring and evaluating new teachers require ongoing professional development and support. NTC has been working in partnership with HCPS since 2010, with a primary focus on equipping Mentor Teachers with the skills they need via NTC's formal Mentor Academy series, and a customized set of weekly Mentor Forums where Mentor Teachers meet to practice and improve the skills they learn in the Mentor Academies. Listed below are the components of NTC's work with HCPS:

- **Instructional-based mentoring** – Includes Mentor Academies series and two to three Mentor Forums per month
- **Role of the Principal training** – Professional development seminar that helps school leaders understand how they can best support teacher induction
- **Program leader consultation** – Building the capacity of teacher induction program leaders to lead and manage a strong induction program
- **Impact consultation** – Helping the district measure the impact of their induction programs
- **Membership in NTC's National Teacher Induction Network** – Opportunity to learn, share, and grow with other programs across the country using the NTC induction model

- **NTC Formative Assessment System** – Tools mentors use to formatively assess teacher practice and guide new teacher growth and learning

The NTC-HCPS partnership has been a successful one; teacher retention rates rose from 76% to 84% in the first year of the program.

The beginning teacher induction and mentoring programs that NTC has currently instituted in a limited fashion in HCPS use highly qualified and trained mentors to work with beginning teachers to instill the instructional practices that have been shown to lead to increased student achievement and teacher retention. The program is designed to create a cadre of mentor teachers who work one-on-one with beginning teachers during their first two years. In addition to inculcating key instructional practices, emphasis is placed on a key element of a successful school: the participation in and leadership of a dedicated, reflective community of practice.

Partial implementation of NTC's beginning teacher induction and mentoring model has been in place in HCPS, partly funded by a variety of state, federal, and foundation grants, since September 2010. However, the time spent by mentors with their 2nd year teachers was severely curtailed (mentoring sessions reduced from weekly to bi-weekly) due to financial restrictions.

In order to fulfill TIP's mission to provide a comprehensive mentoring program that accelerates new teacher growth and ensures high levels of student achievement, enhancements to this program are needed. This grant would make possible two improvements toward that end. First, it will lower mentoring ratios for second year teachers, enabling ratios of 1:15 for all participating teachers, regardless of whether they are first or second year teachers. Second, it would provide new, customized training to, and launch professional learning communities for, the cohort of mentors who will begin their third year as Mentor Teachers in 2012-13. Both of these improvements will result in more intensive and expert support for new teachers.

Current Principal Induction Program:

The Principal Induction Program (PIP) at HCPS, modeled after the Principal Induction program piloted by NTC in Chicago Public Schools, is in its first year of implementation.

Through structured mentoring and induction and ongoing professional development, the program aims to develop strong leaders who can build a positive and collaborative school culture that will result in improved teacher performance and an acceleration of the impact principals have on student achievement starting with their first year in that position. In order to support principals' professional growth as they take on the challenges associated with their new role, each new principal is assigned to the two-year Principal Induction Program (PIP). As part of PIP, each receives the following supports:

- Summer Two-Day Retreat for New Principals, which features intentional entry and transition planning activities in order to position themselves as a "new" principal and to establish a performance-based culture within their "new" school.
- A principal coach who will provide weekly coaching driven by professional goals
- Courses that support development in specific areas related to instructional leadership
- Monthly principal institute on topics such as: Culture & Climate, Time Management & Delegation, Meeting Facilitation, Decision Making, Supervision; Formative Assessment
- Ongoing brown bag sessions related to operational topics

Full-release Principal Coaches meet weekly with first year principals and bi-weekly with second-year principals. The work is focused on accelerating the transition into the role of principal, culture-shaper, instructional leader, and balanced manager who can maximize talent capacity and impact student learning. Principal coaches use a variety of strategies to meet the individual needs of new principals. At times they must play an instructional role, serving as

teacher, consultant, and collaborator. An accomplished coach also must have the ability to take a facilitative approach, stimulating learning through questioning, by providing feedback, helping to analyze personal perceptions and behaviors, and guiding a principal mentee as she experiments with new ways of doing things. This blended coaching approach is a hallmark of NTC's work with new teachers and principals.

Although Principal Coaches are accomplished leaders and rigorously selected, specialized training and support is required to play this complex and critical role masterfully.

NTC partners with HCPS to ensure this level of mastery by providing:

- **Leadership Institutes** – Nine half-day institutes for principals and their coaches; professional development for all first and second year principals
- **Leadership coach training** – Prepare principal coaches for 1:1 job-embedded coaching for all new principals
- **Program leader consultation** – Building the capacity of principal induction program leaders to lead and manage a strong induction program
- **Impact consultation** – Helping the district measure the impact of their induction programs
- **NTC Formative Assessment System** – Tools coaches use to formatively assess principal practice and guide growth and learning

This grant funding will provide for full implementation of the Principal Induction model for all new principals at HCPS, including the enhancements identified in this first year of implementation. These include lower coaching ratios for second year principals and more frequent (increased from once per month to bi-monthly) field visits and coaching for Principal Coaches and Area Learning Directors by NTC program staff. It would also provide new,

customized professional learning community facilitation training for principal coaches. All of these improvements are aimed at building on the strong first year of principal induction and will result in more intensive and expert support for new principals.

The TELL Survey: Documenting School Conditions for Teaching and Learning

Another intended outcome of the Principal Induction program is a supportive environment for teaching and learning in schools which will contribute to improved teacher retention and student outcomes. NTC's Teaching Empowering Leading and Learning (TELL) is a nationally recognized survey that captures the perceptions of all school-based certified educators about the working conditions at the school level through an anonymous process. By documenting and analyzing how educators view critical teaching and learning conditions, this tool focuses on providing each school with internally generated data that can become a part of the ongoing improvement planning processes in each building and across the district. In addition, the TELL survey data can also be used by Principal coaches in their work with new Principals to set school improvement goals related to school climate and culture, and to measure progress on those goals as an outcome of the Principal Induction program.

Consistent with the NTC model of induction services, this program is structured in a way that builds the capacity of HCPS to manage, sustain, and improve a strong induction program for teachers and principals over time and with diminishing direct NTC involvement.

The program therefore serves beginning teachers and their mentors, new principals and their coaches, and also the supervisors of experienced principals. It is innovative in that it will create aligned yet symbiotic new teacher and principal induction programs designed to increase the percentage of teachers and principals who are considered highly effective, who can positively

influence student achievement, and are well-equipped with the specialized knowledge and skills required to lead schools with large concentrations of high needs students. The mentors of new teachers and the coaches of new principals will offer a highly structured and research-driven program, designed with the single aim of improving teacher and principal efficacy through rigorous recruitment, selection, and preparation efforts coupled with a scaffolding of supports and extensive professional development.

The approach of NTC’s program is systematic, as illustrated by the Theory of Action graphic below. It embraces beginning teachers, school principals, and teacher leaders as mentors. It is NTC’s belief that professional support for district talent must be systemic and aligned to the district’s talent development strategy.

NTC Program Theory of Action: Advancing New Teacher Practice



“We develop, implement and advocate for comprehensive induction systems for new teachers to improve their effectiveness, retention and leadership, thereby increasing student learning.”

C. Quality of the Management Plan and Personnel

(1) The qualifications, including relevant training and experience, of the project director or principal investigator, key project personnel, and project consultants or subcontractors.

The program will be led collaboratively by highly qualified personnel from NTC and HCPS. All personnel were chosen based on their relevant training and experience. Their expertise will ensure the successful implementation of the proposed project.

Lori McNulty Pope will act as the **NTC Teacher Induction Site Lead**. As NTC's Associate Program Consultant and curriculum writer, Lori has been facilitating professional development for mentors for the last five years. Prior to joining New Teacher Center in a full-time capacity, Lori was a full-time mentor to teachers in high- needs schools in Durham, NC, where she had also served as a highly successful middle school English/Language Arts teacher for 16 years. In addition to providing professional development in the form of Mentor Academies, Lori also consults with the district program leaders to develop mentor PLCs (mentor forums) and guide program implementation.

Adele Hermann, PhD. is a Senior Researcher at NTC and will serve the project as the **NTC Analyst** to support the gathering and analysis of program impact data. Dr. Hermann has a Masters Degree in Education Policy and Evaluation from Stanford University and a Doctorate in Education (Social Context and Policy Studies) from the University of California, Santa Cruz. She is responsible for a program of studies that investigates the impact of teacher induction and the effects of mentoring on teacher and mentor development, student learning and achievement, and teacher retention. Her research work includes creating and administering questionnaires and interviews, conducting case studies, classroom observation, conducting focus groups, data analysis and report development, professional development and trainings, and general

presentation of data and research. A significant part of Dr. Hermann's work at the New Teacher Center involves the management of an online Induction Survey that is administered to more than 15,000 beginning teachers, mentors and site administrators each year. Dr. Hermann has published articles in refereed journals and has presented work at annual meetings of the American Educational Research Association and served as the Secretary/Treasurer of the Teacher Induction Special Interest Group within this organization. Her work has also been presented at annual meetings of the Association of Supervision and Curriculum Development and the California Council on Teacher Education.

Mike Heffner, NTC's Vice President of Leadership Development, will serve as the **NTC School Leadership Site Lead** for this project. Mike taught at the middle-school and high-school level for a number of years before serving as a high school assistant principal and principal and later, as an elementary school principal. During his tenure at the elementary level, the school earned both the *No Child Left Behind Blue Ribbon* and two *California Distinguished School* Awards. Mike went on to serve as an area superintendent with oversight of both traditional and charter schools. His current work focuses upon inducting and supporting excellent school leaders, the connection between supervision and evaluation, professional learning communities and leveraging the principal's role in educational reform. **Barbara Crock**, Ed.D, NTC Director, Chicago School Leadership, will support Mike Heffner in the school leadership component of this project. Barbara has over two decades of education experience in a variety of instructional and leadership roles in the classroom, school, district, and state levels. After teaching secondary mathematics for several years and earning a number of teaching awards, Barbara served as a mentor for pre-service teachers and interns, served as an assistant principal, founded and led a charter school, and served in a support and supervision role for schools and districts.

Overseeing this program as **NTC Project Director** will be **Cynthia Brunswick, Ph.D.**, NTC's Senior Vice President of Induction Programs. Cynthia Brunswick leads the pioneering Chicago office of the New Teacher Center that was established in 2006 to bring the NTC's proven, comprehensive, mentor-based induction program to Chicago Public Schools. Under Dr. Brunswick's leadership, CNTC worked closely with CPS in 2009 to successfully scale up its induction program from 342 teachers in 92 schools to 1079 teachers in 380 schools. Additionally, she is spearheading the creation of a new induction program that supports up to 60 Chicago principals. Prior to joining CNTC, Dr. Brunswick was the Director of Literacy Professional Development for the Center for Urban School Improvement at the University of Chicago. There she led a program that designed and delivered professional development for principals and teacher leaders in a number of Chicago Public and Charter Schools. She began her career as a middle school and high school teacher on Chicago's Southside, and dedicated 10 years to teaching in one of Chicago's hardest to staff schools.

Key HCPS personnel will work in collaboration with NTC to carry out the proposed project. **Lewis Brinson, Assistant Superintendent for Administration**, will share supervision of Teacher Induction services in the project with Cynthia Brunswick. He brings approximately 37 years of educational leadership experience to the effort. Mr. Brinson has served HCPS as a teacher in both adult education and middle school levels. In addition, he has experience as a secondary principal and area director prior to his appointment to his current position. Presently, Mr. Brinson is responsible for day-to-day operations of all schools and students. To this end, he is directly responsible for recruitment, selection, and supervision of principals and assistant principals. In addition, he also is responsible for the oversight of the offices of School Choice, Security Services, and Student Planning and Placement. His other duties include managing

instructional and non-instructional unit allocations for the district, Charter Schools, and the allocation of direct resources for all schools.

Dr. David Steele, Chief Information and Technology Officer, will co-Lead the project. He served on the leadership team responsible for leading the reform efforts of the district through the Empowering Effective Teachers grant. Dr. Steele currently serves as the project director for EET. Thus, he supervises four directors to manage various aspects of the EET Project. Dr. Steele's 33-year long tenure with the district has afforded him the opportunity to serve in many capacities including as a math teacher, assistant principal, principal, and a district administrator. This breadth of experience has also provided him with knowledge of the district's community, leaders, culture, and strengths.

As **Director of Professional Development**, former school psychologist and staff developer **Jamalya Jackson** will function as the HCPS Site Lead for Teacher Induction. She currently manages the professional development of all teachers in the district, with an emphasis on the new teacher induction program. Her duties include developing a strategic plan for professional development programs; developing and managing the selection process for mentor teachers and peer evaluators, assigning, supervising, and evaluating mentors; designing, coordinating and executing the new Teacher Orientation for newly hired teachers in the district; managing the partnership with the induction training vendor, and assisting with the development of evaluations for non-classroom instructional personnel.

Tricia McManus, Director of Leadership Development, will function as the HCPS Site Lead for School Leadership. She serves as a member of the Administrative Services team and collaborates with the Assistant Superintendent of Administration to set a strategic vision for preparing, developing, and supervising HCPS leaders. Her specific duties include: supervising the

design, delivery, implementation and ongoing improvement of all professional development activities and services provided by Leadership Development; designing, coordinating and facilitating professional development for Area Learning Directors and Principal Leadership Coaches; facilitating effective communication among district leadership, area leadership directors and school leaders; convening key stakeholders to serve as a design team regarding principal pipeline programs; utilizing data to document the impact of principal pipeline programs; supervising the Leadership Development team which includes provide ongoing feedback regarding job performance and aligning training to develop the professional capacity of team members and completing administrative and operations activities for Leadership Development.

Shannon Bogle, Supervisor of Teacher Training, will supervise the delivery of professional development supports to new teachers as part of the project. Currently, she is charged with the oversight of professional development for all non-Title I teachers. In addition, she works under the direction of Mrs. Jackson and handles daily management of the mentor teacher cadre. Her duties associated with the mentor teachers include working with consultants and content experts to design and deliver training, the recruitment, selection and retention of mentor teachers, the ongoing monitoring and evaluation of mentor teachers to ensure efficacy.

The **External Evaluator**, Bethany A. Bell, Ph.D of Bellwether Consulting, LLC, will function as the project's evaluator. Dr. Bell has earned a doctorate in Evaluation and Measurement from the University of South Florida and has successful experience in evaluating federal grant programs. In addition to being the president of Bellwether Consulting, LLC, she currently serves as an Assistant Professor in the Educational Psychology, Research, and Foundations Program in the College of Education at the University of South Florida. Dr. Bell

specializes in applied statistics and data analysis of education and public health data, with an emphasis on hierarchical, growth, and structural models. Through Bellwether Consulting, LLC, she has utilized her methodological skills as an external evaluator for several federally funded programs. Dr. Michelle Jay will also be part of the evaluation team. Dr. Jay has been involved in the field of program evaluation for the past ten years, conducting evaluations of college access programs, University/K-12 partnerships, higher education diversity initiatives, as well as arts-based and other school reform efforts. Recently, she concluded a 2-year term as the co-director of the American Evaluation Association's *Graduate Education Diversity Internship Program*, which seeks to expand the pool of graduate students of color who are extending their research capacities into the field of evaluation. Dr. Jay specializes in qualitative evaluation procedures including but not limited to observations, journaling, interviews, and focus group moderation.

C. Quality of the Management Plan and Personnel

(2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The timeline and milestones for the project are outlined in the table below. All activities relating to Teacher Induction and Mentoring will be the shared responsibility of Lori McNulty-Pope, Shannon Bogle, and Jamalya Jackson. Supervision of this Teacher Induction aspect of the program will be supplied by HCPS' David Steele and NTC's Cindy Brunswick. All activities relating to Principal Coaching and Professional Development will be the shared responsibility of Mike Heffner and Tricia McManus. Supervision of this Principal Development aspect of the program will be supplied by HCPS' Lewis Brinson and NTC's Cindy Brunswick.

Milestones and Timeline for Years 2012-2013

SEED Grant with HCPS 2012-2013 Teacher Induction (TI) work												
Item	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Hire new mentors												
Mentor Academy(MA) 1												
MA2												
MA3												
MA4												
MA5												
MA6												
MA7												
MA8												
MA9												
MA10												
MA11												
Mentor Forums for new mentors												
Forums for Y2 mentors												
Forums for Y3 mentors												
PLC for Y3 mentors												
Mentor shadowing												
Presenter's Academy												

MA7																													
MA8																													
MA9																													
MA10																													
MA11																													
Mentor Forums for new mentors																													
Mentor Forums for Y2 mentors																													
Mentor Forums Y3 mentors																													
PLC for Y3 mentors																													
Mentor shadowing	NTC support no longer needed for this task in this period.																												
Presenter Academy																													
Career Ladder consulting	This happens only in 2012-13																												
NTC Symposium																													
TI impact consulting																													
NTIN travel																													
SEED Grant with HCPS 2014-2015 Teacher and Principal Induction work																													
Item	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July																	

C. Quality of the Management Plan and Personnel

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project

The time commitments of the key project personnel are appropriate and adequate to meet the objectives of the proposed project. Overseeing this program as a Project Director from NTC will be **Cynthia Brunswick**, Ph.D., NTC's Senior Vice President of Induction Programs. She will devote 50% of her time to managing this project for each of the three years of the grant period. **Adele Hermann**, PhD. is a Senior Researcher at NTC. She will dedicate 50%, 40%, and 30% of her time in Years 1, 2, and 3, respectively, over the grant period as the NTC Analyst to identifying the data that will permit assessment of impact, overseeing the collection of that data and its analysis.

NTC's Teacher Induction SiteLead will be **Lori McNulty Pope**. She will dedicate 70%, 50%, and 40% of her time in Years 1, 2, and 3, respectively, over the grant period to this program in the role of NTC Teacher Induction Site Lead. **Mike Heffner**, NTC's Vice President of Leadership Development, will oversee the professional development and coaching for principals and principal supervisors (ALDs). Mike will serve as the NTC School Leadership Site Lead for this project and will devote 85%, 70%, and 55% of his time in Years 1, 2, and 3, respectively, over the grant period of this program.

Project oversight in HCPS will be jointly shared by **Lewis Brinson**, Assistant Superintendent for Administration, and **Dr. David Steele**, Chief Information and Technology Officer for the district. Both individuals will dedicate 10% of their time to the proposed project. They will meet regularly with stakeholders to monitor progress and provide guidance on project implementation.

Jamalya Jackson, **Director of Professional Development**, and Tricia McManus, **Director of Leadership Development**, will play an instrumental role the proposed project by collaborating with NTC personnel and serving as the HCPS Site Leads for the Teacher Induction and School Leadership programs, respectively. They will assist NTC consultants with carrying out the proposed activities and monitor progress to ensure fidelity of implementation. Each of them will dedicate 75% of their time to this initiative, in conjunction with Shannon Bogle, HCPS' **Supervisor of Teacher Training**, who will dedicate 50% of her time to the proposed project through the delivery of professional development supports to new teachers.

D. Sustainability

(1) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

NTC, in partnership with HCPS, has created a forward-thinking project plan that, by design, will seamlessly transition well beyond the grant period. The project will guide the advancement of induction programs locally and nationally, and provide the appropriate data to validate best practices. Importantly, it will be situated and aligned within a larger system of teacher and school leader development. This project provides a highly focused approach to the sustainability of a high quality, research-based induction program that will place the most talented professionals in front of students, ensuring increased achievement. The multi-faceted program includes career incentives to encourage those professionals to continue honing their craft, which in turn will further the project's mission. The comprehensive Teaching Empowering Leading and Learning (TELL) survey will further support the sustainability of this initiative by surveying all participants, from new teachers to novice principals. It will result in data imperative to supporting, as well as sustaining, the program and allowing for recalibration of programs and services where there are deficits. The infrastructure has been expanded to adjust

to a district-wide induction reform continuum, ensuring NTC will be able to sustain this innovative, comprehensive reform initiative as it expands its work in other districts throughout the nation.

As this proposal involves a significant amount of professional development, NTC plans to create a Presenter's Academy in order to provide selected HCPS Master Mentors and Principal Coaches with several train-the-trainer workshops in order to replicate the program in a self-sustaining manner. This series will include training leading to Charlotte Danielson evaluator's certification in order to sustain the high expectations for quality in delivery of services. Based on the intended project outcomes, NTC expects to effect an increase in the retention of both new teachers and novice principals in HCPS. Over time this should decrease the need for intense amounts of professional development for novice practitioners and thereby alleviate budgetary demands related to this training.

D. Sustainability

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

The proposed project will yield information that will become part of NTC's national impact. As the nation's premier organization in the field of teacher and principal induction and development, NTC regularly publishes an array of practice, policy, and impact/learning briefs, online resources, guidebooks, and DVDs; conducts informational sessions for policy makers and educational leaders; and connects with thousands of educators and policy makers through its interactive website that includes blogs, case studies, a mentor alumni network, and other regular informational postings. NTC's annual symposium is attended by over 700 educators annually, and this project, its material components, and the processes that are proven effective will be

shared through this venue. In addition to this informational outreach, potential exists for the development of multiple products that can be used in the future to bolster the success of districts seeking to increase the effectiveness of educators.

NTC training formats for third year mentors as they create sustainable Professional Learning Communities will provide models for other districts. Maps of the data collection and delivery pathways necessary to support data-driven results for all participants will aid any educational endeavor that seeks to provide accountability. The revamping of the culture of the educational system to incorporate coaching and mentoring will be charted to mark the way of work for others engaged in change processes involving NTC's national endeavors.

Communication tools such as webinars and linked internal resources will become part of the NTC toolkit for other districts. The activities are grounded in research, and NTC is anticipating the ability to move forward with strategies and practices that are newly validated through sound evaluation.

D. Sustainability

(3) The extent to which the evaluation conducted as part of the project will provide guidance about effective strategies suitable for replication or testing in other settings.

The evaluation plan is based on the desired outcomes and performance measures, and includes both formative and summative evaluation components. The evaluation centers on measuring the success of the grant-supported activities in improving the effectiveness of new teachers and principals through a comprehensive on-boarding and induction program. As each objective was developed and refined, important evaluation questions were asked: 1) What are the specific outcomes that should result from each activity? 2) How will we know if the activities were effective? 3) What are the best data collection instruments? 4) How valid and reliable are

the data collection instruments? 5) How can we best determine the achievement of each objective?

A summative evaluation utilizing a quasi-experimental interrupted time series design will be conducted to test the effect of the program at each of the steps for new activities. The interrupted time series design utilizes repeated measures that occur throughout the program, both before the implementation of an activity and in the time after the implementation of the activity. The repeated measures for the principal coaches and teacher mentors will be derived from the multiple observations and data collected for the principal and teacher evaluation system to include the value added scores derived from their students' individual achievement results. The interrupted time series design was selected for this project based on the fact that the program changes will be provided system-wide. The system wide changes that are implemented will be staged in a manner that provides baseline data from the previous year. The initial decrease in mentor/mentee ratio will be included in the first year analysis, with the baseline data being derived from the year before the start of the grant. The implementation in the second year of the grant of the PLC for third year mentors will have as its baseline the data for the third year mentors in the previous year without the PLC. Finally, the continued implementation of each activity across each year of the grant provides a means of evaluating the program following the implementation of the program. As a part of the summative evaluation the evaluator will provide analysis of existing data to demonstrate the fidelity of the program implementation through the Annual Performance Review reporting for each of the program and grant performance activities.

When interpreting the results of interrupted time series analysis it is important to ensure that the program was implemented with fidelity. Utilizing formative evaluation strategies and embedded program specific artifacts, the external evaluator will gather data and provide

feedback on all project activities to ensure fidelity of implementation and to provide important formative feedback to all program personnel for continuous improvement of ongoing activities. As a means of measuring the fidelity of implementation of new strategies and curriculum, the evaluator will conduct site visits that will include, but not be limited to, interviews/focus groups with program personnel, observations, and analysis of programmatic artifacts. The external evaluator will work with the program personnel to ensure that all of the formative evaluation activities are integrated with the ongoing project activities to ensure that the data collection activities do not interfere with the program and serve as an authentic measure of the overall fidelity of implementation of the program. From this information, the external evaluation will provide regular formative reports that will include the evaluator's comments and recommendations for improvement.

Quantitative data will be collected for each mentor/mentee and will be available for each participant in the program. The qualitative data will be collected in an integrated process to provide the overall system with a formalized method to track program implementation during the course of the project and in a sustainable manner after the completion of the project. Student educational outcome data will be collected at the time of testing through the district's student information system. Academic outcome data is analyzed yearly for each teacher and principal in the district and will be available in late summer/early fall each year. Observations are collected six times throughout the year and will be available in late summer/early fall each year. Data will be aggregated at the appropriate level for program evaluation activities. Moreover, the longitudinal nature of this project will allow the evaluator to examine the data using linear growth curve modeling. For example, the annual formative teacher observation data that is collected six times each year will be examined using linear growth curve models. Likewise,

whereas the formative outcomes for each project objective will be examined cross-sectionally, the summative data for objectives 1, 4, and 7 will be examined using linear growth curve models. In addition, objectives 3 and 6 will also be partially addressed through advanced modeling procedures – hierarchical linear modeling will be used for these two objectives. That is, we will use a 2-level linear model to examine if mentee effectiveness varies across mentors (i.e., we will examine the mentee data that is “nested” within each mentor). All of these advanced modeling procedures align with the analytic skills of the external evaluator. Summative data will be used to give an effectiveness measure over the course of service delivery through a comparative analysis of intended and observed results. Methods used to assess the indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable and will produce data that can be generalized to similar populations. The external evaluator will communicate regularly with project leadership and provide expert, research-based assistance, suggesting possible programmatic changes as warranted. The following table provides a brief overview of the quarterly evaluation timeline and milestones that will be followed each year of the project.

Annual Evaluation Timeline					
Tasks/Milestones	Person Responsible	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meet with project management to review/finalize evaluation plan	Evaluator, Project staff	X			
Review qualitative measures with project personnel – edit as needed	Evaluator & Project staff	X			
Review PLC activities and	Evaluator &	X			

Increasing the Effectiveness of Teachers and Principals in Hillsborough County Public Schools

develop qualitative data collection protocol to provide implementation information	Project staff				
Site visits	Evaluator	X		X	
Complete formative evaluation reports	Evaluator		X		X
Meet with project staff to discuss the formative evaluation report, and implementation progress	Evaluators, Project staff		X		X
TELL survey	Project Staff			X	
Analyze survey data	Project staff&Evaluator				X
Provide mentor/mentee level quantitative data to Evaluator	Project Staff& District Staff				X
Analyze mentor/mentee data	Evaluator				X
Complete summative evaluation report	Evaluator				X
Meet with project staff to discuss the summative evaluation report, and implementation progress	Evaluators, Project staff				X
As requested, make presentations to district, school, and community stakeholders	Evaluators, Project staff	X	X	X	X
Complete APR	Evaluator				X