



Camden PLUS

Developing Great Leaders for Camden City Public Schools

Proposal to the US Department of
Education's School Leadership Program

Submitted July 8, 2013 by
Camden City Public Schools and TNTP

Contact: Crystal Harmon
186 Joralemon Street, Suite 300
Brooklyn, NY 11201
crystal.harmon@tntp.org



Table of Contents

Table of Contents	2
A. Project Design.....	1
1. Goals, Objectives, and Outcomes.....	2
2. Needs of the Target Population	18
3. Comprehensive Effort to Improve Teaching and Learning.....	20
4. Supporting Project Replication	21
B. Project Evaluation.....	24
Camden PLUS Logic Model	24
1. Performance Measures	25
2. Evaluating the Effectiveness of Project Implementation Strategies	28
3. Periodic Performance Feedback.....	33
Resources for the Evaluation.....	34
C. Significance.....	34
1. Increased Knowledge for the Field	35
2. System Improvement.....	39
3. Magnitude of Results.....	40
D. Management Plan	43
1. Management Plan	43
2. Continuous Improvement	48
Works Cited and Bibliography.....	50
Appendix* Table of Contents	54



A. Project Design

A new beginning for Camden. Camden, New Jersey is the most impoverished city in the United States. Only half of its citizens live above the federal poverty line, and only half of its students graduate from high school. A generation ago, local schools failed to prepare students with even the most basic skills necessary for employment. Today, more than 20 percent of the city's adults are unemployed, and the schools are doing no better for their children. Nearly every school in Camden is among the state's lowest-performing, comprising almost a third of the state's 75 priority schools.¹

Yet for the first time in decades, there is a real opportunity for change. The Camden City Public Schools (CCPS) Board of Education voted to approve the district's takeover by the New Jersey Department of Education, and nearly all members of the school and local community have embraced the move as a necessary step toward improved governance and educational performance. Governor Chris Christie has committed to appointing an aggressive reform superintendent, and the state's Regional Achievement Centers have already provided the district with a wealth of new resources. These resources include direct supports for improving teaching and learning such as a model curriculum aligned to the Common Core State Standards, interim assessments, data systems and analysis, school improvement planning resources, and staff professional development. As part of New Jersey's Race to the Top program, CCPS is also preparing to implement next generation teacher and principal evaluation systems that include student growth objectives in the 2013-14 school year.

At this pivotal moment for CCPS, effective school leadership will be essential for the success of the district's turnaround effort. Without great principals and assistant principals, all other initiatives to improve teacher and school effectiveness will likely have little impact for students.

¹ US Census Bureau (2013); NJDOE (2013).



Therefore, the district proposes to partner with TNTP (originally The New Teacher Project)—a national nonprofit that works to end educational inequality by ensuring that all students have access to excellent teachers—to implement the Camden Pathway to Leadership in Urban Schools, or **Camden PLUS**. The proposed project will 1) create a pipeline of leaders to fill critical principal and assistant principal vacancies, certifying only new school leaders who have demonstrated effective practices; 2) improve the effectiveness of current school leaders; and 3) build the knowledge and capacity to sustain and replicate the program.

With effective school leaders at the center of its turnaround strategy, Camden will be poised to take full advantage of the most promising opportunity the district may ever have to chart a new course and to dramatically improve outcomes for kids.

1. Goals, Objectives, and Outcomes

Core beliefs. CCPS and TNTP share core beliefs that inform the project design of Camden PLUS. First, we believe that **all students can achieve academically at high levels** and that it is the responsibility of adults to ensure that they do, especially in a school system that serves low-income and minority students and that bears a history of underperformance. We are encouraged by a growing number of schools and systems that serve students from similar backgrounds and are achieving great success.² For example, not far from Camden, Union City Public Schools serves nearly 100 percent low-income and minority students, and nearly a quarter of the district’s students are thought to be undocumented. Yet Union City boasts a 90 percent high school graduation rate and a 75 percent college enrollment rate and has significantly narrowed achievement gaps in tested subjects.³

² Broad Foundation (2013).

³ Kirp (2013); NCES (2013).



Second, CCPS and TNTP believe that **great teaching is the single most important in-school factor** for improving student learning and closing the achievement gap. Academic research and evaluations of high-achieving high-need schools repeatedly validate this belief, with analyses determining that as much as one-third of a school’s total impact on student achievement stems directly from classroom teaching.⁴

Third, we believe that **great leadership is essential for great teaching** and improved school and system outcomes. Researchers concur: leadership actions account for as much as a quarter of a school’s impact on student achievement, largely because of the actions leaders take to build a school-wide instructional culture and to ensure that students have access to effective teachers.⁵ TNTP’s own research confirms this: In *Greenhouse Schools* (2012), we reported that of the 5,000 schools completing our Instructional Culture Insight teacher survey, schools whose cultures were rated in the top quartile had proficiency rates that were 21 percentage points higher in math and 14 percentage points higher in reading than bottom quartile schools. Top quartile schools also retained twice as many of their effective teachers over a two-year period than bottom quartile schools. For these reasons, researchers also agree that strong leadership is an essential ingredient for school turnaround,⁶ and it is only in schools with strong leaders that system-wide reforms succeed in substantially raising student achievement.⁷ In other words, improved school leadership practices are a prerequisite for the success of Camden’s broader reform efforts.

Finally, CCPS and TNTP believe that **effective leadership can be learned**. An emerging group of principal preparation programs have produced consistent and significant results for students.⁸ Camden PLUS shares many of the same program elements as these successful programs,

⁴ For example: Gordon et al. (2006); Hanushek et al. (2004); Wright et al. (1997); Sanders & Horn (1994).

⁵ Louis et al. (2010); Bryk et al. (2010); Marzano et al. (2005); Leithwood et al. (2004).

⁶ Louis et al. (2010); Duke (2004); Leithwood (2004); Berends et al. (2001).

⁷ Bryk et al. (2010).

⁸ Cheney et al. (2010); Martorell et al. (2010); Corcoran et al. (2009).



such as a year-long residency under a mentor principal, and it builds upon them by providing additional learning experiences for both new and veteran leaders, including robust mentor principal training, resident and mentor coaching, and recommendations for leadership actions based on biannual school culture surveys. Whereas most traditional principal training is a mile wide and an inch deep, Camden PLUS will place a unique focus on a limited number of discrete, high-impact skills that are essential for school leader success. The program will set a high bar for performance and treat training as a tryout: TNTP will implement a rigorous multiple-measure assessment to determine readiness to lead and will require evidence of student learning before recommending aspiring leaders for New Jersey certification.

Conceptual framework. These core beliefs are the foundation for the conceptual framework of Camden PLUS. In brief, the conceptual framework calls for an infusion of new school leadership talent, training and support for new and current school leaders to execute specific, high-impact leadership practices, and building local knowledge and capacity to sustain improvements in school leadership practices. CCPS and TNTP expect these interventions to result in immediate improvements in school leadership practices, intermediate improvements in teacher effectiveness, and long-term gains in student academic achievement. The conceptual framework is codified in the Camden PLUS logic model, available in Section B (p. 24).

Project goals and objectives. CCPS and TNTP’s core beliefs and conceptual framework point to a clear mission statement for Camden PLUS—to develop effective leaders for the students who need them most. The project’s three specified goals are: 1) Create a pipeline of leaders who demonstrate the potential to become effective leaders for Camden schools; 2) Improve the effectiveness of new and veteran leaders in Camden schools; and 3) Build the knowledge and capacity to develop effective school leaders in and beyond Camden. The objectives and expected outcomes for each of these goals are specific, measurable, and closely aligned with the priorities



and performance measures of the School Leadership Program, as detailed in *Table A.1* and in the subsequent narrative.

Table A.1—Goals, Objectives, Outcomes, and SLP Priorities & Performance Measures

Goal 1: Create a pipeline of leaders who demonstrate the potential to become effective leaders for Camden schools.		
Objectives	Outcomes	SLP Priorities & Performance Measures (PMs)
Recruit and select applicants who demonstrate the potential to become effective leaders of high-need schools.	Only candidates who meet rigorous performance standards complete the program. 100% of completers are certified.	<u>PM1</u> : Percentage of program graduates certified to become a principal or assistant principal
Develop school leader candidates through a rigorous one-year residency program .	On average, 12 candidates participate in the residency program per year, or 38-50 over all four years of program implementation under the grant.	<u>PM2</u> : Percentage of graduates hired as a principal or assistant principal in a high-need LEA
Certify and place new principals and assistant principals who have demonstrated effective leadership practices.	At least 90% of program graduates are hired for leadership roles in CCPS.	<u>Invitational Priority 2</u> : Strategies for which there is moderate evidence of effectiveness <u>Other SLP Priorities</u> : Financial incentives to aspiring new principals Stipends to principals who mentor new principals Professional development focused on instructional leadership and management



Goal 2: Improve the effectiveness of new and veteran leaders in Camden schools.

Objectives	Outcomes	SLP Priorities & Performance Measures (PMs)
<p>Support graduates of the residency program to implement effective leadership practices in their first year after certification.</p>	<p>At least 85% of program graduates who become CCPS principals or assistant principals are retained for two or more years.</p> <p>At least 75% of schools led by program graduates demonstrate positive changes in school outcomes by their second year post residency, based on measures such as TNTP’s school culture survey, number and accuracy of teacher observations, differential retention of effective and ineffective teachers, and where available, student achievement data.</p> <p>By the end of their second year post-residency, program graduates are rated “effective” or “highly effective” at higher rates than the district average.</p>	<p>PM3: Percentage of program graduates retained as principals or assistant principals in a high-need LEA for at least two years</p> <p>PM4: Percentage of program graduates whose schools demonstrate positive change</p> <p>PM5: Percentage of program graduates rated “effective” or “highly effective”</p> <p>Invitational Priority 1: Professional development to build capacity of current principals, especially in lowest-achieving schools as identified by the SEA. (1) Mastering essential leadership skills</p> <p>Invitational Priority 2: Strategies for which there is moderate evidence of effectiveness</p> <p>Other SLP Priorities: Financial incentives to aspiring new principals Professional development focused on instructional leadership and management</p>
<p>Provide coaching and professional development to improve the leadership practices of current Camden principals.</p>	<p>At least 50% of schools led by current principals who complete the professional development series will demonstrate positive changes in school outcomes in SY2013-14, and at least 65% will demonstrate positive changes in school outcomes in SY2014-15, based on measures such as: TNTP’s school culture survey; number and accuracy of teacher observations; differential retention of effective and ineffective teachers; and where available, student achievement data.</p>	<p>Invitational Priority 1: Professional development to build capacity of current principals, especially in lowest-achieving schools as identified by the SEA. (1) Mastering essential leadership skills</p> <p>Other SLP Priorities: Professional development focused on instructional leadership and management</p>



Goal 2 (continued): Improve the effectiveness of new and veteran leaders in Camden schools.		
Objectives	Outcomes	SLP Priorities & Performance Measures (PMs)
Coach Camden school leaders to take leadership actions based on data from TNTP’s school culture survey.	At least 50% of schools in CCPS will demonstrate more effective leadership practices and improved learning environments by the end of the grant period, as shown by positive growth in school culture survey data.	Invitational Priority 1: Professional development to build capacity of current principals, especially in lowest-achieving schools as identified by the SEA. (1) Mastering essential leadership skills Other SLP Priorities: Professional development focused on instructional leadership and management
Goal 3: Build the knowledge and capacity to develop effective school leaders in and beyond Camden.		
Objectives	Outcomes	SLP Priorities & Performance Measures (PMs)
Transfer TNTP knowledge and build CCPS capacity to develop effective school leaders independently and beyond the grant period.	CCPS will have qualified staff in well-designed roles. They will have the expertise to sustain the residency program without TNTP or SLP funds, as demonstrated by quantitative and qualitative program implementation data collected on a quarterly basis in the last year of the grant and for one year after the grant period.	Other SLP Priorities: Financial incentives to aspiring new principals Stipends to principals who mentor new principals Professional development focused on instructional leadership and management
Evaluate the Camden PLUS program and share knowledge to support the development of effective school leaders for high-need schools.	Practitioners, school systems, policymakers, and program providers will have access to new knowledge about the effectiveness of TNTP and CCPS’ approach to developing school leaders for high-need schools in the context of a district turnaround.	Other SLP Priorities: High-quality evidence on school leader preparation and professional development as measured, at least in part, by student outcome data where available

Goal 1: Create a leadership pipeline. CCPS urgently needs new leadership talent to realize its vision for turning around the district’s schools. To address this need, Camden PLUS will build an internal leadership pipeline, recruiting from among the district’s most effective teachers—an identification that will be supported by the state’s teacher evaluation methodology—who have expressed a commitment to continued service in the Camden community. Camden PLUS will also look to the state’s Regional Achievement Centers, potentially recruiting instructional specialists who have distinguished themselves as leaders. **Recruitment** will be a collaborative effort between CCPS, whose district and school leaders have firsthand knowledge of promising applicants, and

TNTP, which has developed recruitment expertise through cultivating more than 330,000 applications for its teacher training programs over the past 15 years. TNTP will lead the **selection** of residents using an application, performance activity, and interviews evaluated against criteria for the mindsets, knowledge, and skills of effective leaders. These criteria fall under the four core elements of effective leadership, depicted in *Figure A.1*, which are derived from a thorough review of the available research⁹ and which will provide coherence by serving as the basis for all curricula and assessments for the Camden PLUS project.

Figure A.1—Camden PLUS Core Elements of Effective Leadership



Once selected, candidates will enter a year-long **residency program** preparing them for leadership roles in CCPS. All of their coursework and assessments will be aligned to the core elements of effective leadership. By the end of the training, candidates will demonstrate their competency in 16 discrete, measurable objectives that CCPS and TNTP believe to be the most important foundational skills for new school leaders to master.

⁹ See Works Cited and Bibliography.



Table A.2—Camden PLUS Resident Competency Model

Core Element: Instructional Leadership and Management
Objectives—Residents will be able to:
<p>Accurately evaluate teacher performance against ambitious performance standards and communicate feedback that yields change in teacher performance</p> <p>Ensure that benchmarks, curricula, and instruction are aligned to 21st Century outcomes, high student achievement, and sound personal growth</p> <p>Manage a special education program to successfully create and implement IEPs that lead to positive gains for students</p> <p>Hire and retain high percentages of effective teachers and make tough and timely decisions about exiting poor performers</p> <p>Exhibit management skills to effectively lead a building such as effective communication, engaging in difficult conversations, time management, and meeting facilitation</p> <p>Create and sustain an organizational culture that promotes high expectations for all members</p>
Core Element: Data Driven Leadership
Objectives—Residents will be able to:
<p>Establish meaningful goals to drive towards continuous school improvement</p> <p>Design reliable assessments that generate meaningful data to inform instructional and leadership decisions</p> <p>Use instructional data to drive instruction, program interventions, and teacher supports</p> <p>Analyze student achievement data to interpret whether or not students are on track and to assess the health of school programs; use results to initiate and manage data-driven change</p>
Core Element: Orchestrating a Culture of Learning
Objectives—Residents will be able to:
<p>Develop, articulate, and use a shared vision of excellence to guide and define decisions; effectively run a school building with a positive, inspiring culture</p> <p>Build healthy, beneficial, and respectful relationships across the school community—including families and community members—to positively impact the school goals</p> <p>Communicate a commitment to the dignity and contribution of all cultures and promote a safe and orderly learning environment which embraces collaboration and cooperation and empowers all members of the learning community</p>
Core Element: Operational Management
Objectives—Residents will be able to:
<p>Understand how managing operations aligns with school goals and missions and effectively manage time, projects, and financial, human, and technology resources</p> <p>Manage school operations effectively and efficiently</p> <p>Oversee non-instructional core functions</p>

To develop candidates’ skills against these competencies, the aspiring leader residency program will include 1) a six-week summer pre-service training, 2) a year-long residency experience under the supervision of a mentor principal, and 3) a four-to-six week post-residency summer training designed to help candidates transition into their new roles as CCPS principals or assistant principals. Throughout the summer trainings and the residency year, candidates will complete four courses dedicated to each of the core elements of effective leadership. Descriptions of the residency year courses are presented in *Table A.3*.

Table A.3—Camden PLUS Course Descriptions

<p>Course: Instructional Leadership and Management</p> <p>The greatest school-based factor influencing student learning is the quality and skill of the teachers. PLUS will prepare residents to be instructional leaders who are deeply involved in the content and delivery of instruction in their schools. Leaders need to have a deep sense of quality instruction before participating in this program. This course will prepare leaders to translate their knowledge of excellent instruction into actionable feedback and support for teachers through observation, instructional planning and professional development.</p>
<p>Course: Data Driven Leadership</p> <p>Principals need to distribute leadership to be successful. Leaders in all sorts of organizations need to invest their teams in specific and measurable goals to ensure alignment across departments and systems. Choosing and tracking the right measures towards defined targets will help leaders align different groups and systems towards a shared outcome. The core text for this course will be <i>Driven by Data</i> by Paul Bambrick-Santoyo. Participants will practice extensively the systems, protocols and skills required to manage instructional delivery based on student assessment data. More broadly, the same systems of data-driven leadership will be applied to the metrics of managing a building.</p>
<p>Course: Orchestrating a Culture of Learning</p> <p>Culture is the sum of all actions that take place in a school. To foster a school that is focused on students learning up to their potential, we need to sweat the small stuff. The school needs to be a safe, supportive holding environment where students are motivated and supported to achieve their academic potential. This course will examine schools fostering effective holding environments for students through repeated rituals. We will also focus on the theories of adult collaboration, developing protocols and routines for adult collaboration in small learning communities. Principals will emerge from this course with a picture of what strong cultures feel like, and plans for their own schools.</p>
<p>Course: Operational Management</p> <p>Part of being an effective school leader is managing the day to day processes and tasks that support instruction, including technical systems, such as special education compliance monitoring and crafting the master schedule and staffing assignments. In addition to these systems, effective school leaders need to be adept in managing their time, delegating effectively, and monitoring as well as creating the budget. All of these things contribute to a smoothly run school, where the school leader and instructional staff are able to focus on instructional gains and student outcomes. Through this course principals will gain practical skills to wear these many hats, emerging ready to not only effectively manage a school from the operational standpoint but ready to use those skills to support the broader school goals.</p>

In addition to these courses, Camden PLUS residents will participate in professional learning communities known as “critical friends groups,” professional book clubs, independent learning experiences, and assessment and data reflection sessions designed to customize and track each candidate’s professional growth plan for the year. The proposed schedule (*Table A.4*) and weekly focus areas (*Table A.5*) for the pre-service summer training illustrate how residents will spend their time and the types of learning experiences in which they will participate.

Table A.4—Camden PLUS Pre-Service Training Weekly Schedule

Week 5 Focus: Self Assess & Reflect					
	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1: 8:00-10:15	Instructional Leadership & Management	Data Driven Leadership	Instructional Leadership & Management	Data Driven Leadership	Orchestrating a Culture for Learning
Break: 10:15-10:30 Break					
Block 2: 10:30-12:30	Instructional Leadership & Management	Data Driven Leadership	Instructional Leadership & Management	Data Driven Leadership	Orchestrating a Culture for Learning
Lunch: 12:30-1:30					
Block 3: 1:30-3:30	Operational Management: Special Education Compliance	Critical Friends Groups	Independent Learning	Critical Friends Groups	Independent Learning
Block 4: 3:30-5:00		Professional Book Clubs	Assessment	Professional Book Clubs	Assessment Data Review

Table A.5—Camden PLUS Pre-Service Training Weekly Focus Areas

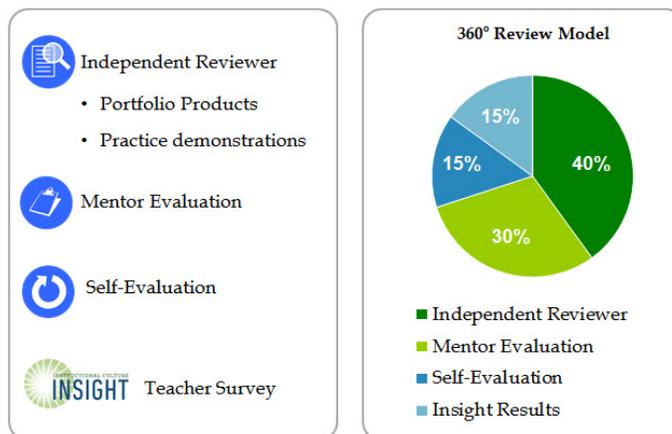
Week	Focus Areas
1	<i>Invest & Inspire:</i> Candidates will learn about the local context in Camden’s schools and the real opportunity they have to make a positive impact through their work. Courses will provide an introduction to the types of learning experiences used throughout the program, from role-plays and practice to the review of diagnostic assessment data.
2-3	<i>Fundamental Learning:</i> Candidates will focus on the fundamental building blocks for instructional leadership and management, data driven leadership, and orchestrating a culture of learning. They will apply their understanding of what effective teaching looks like by observing, rating and giving feedback on sample lessons, and reviewing real data coming from Camden’s local students and teachers. The program will emphasize empowering candidates with the tools they’ll need to start the year off strong as teacher-leaders or Assistant Principals in their schools.
4	<i>Community Connections:</i> Recognizing the need to bridge the work of our successful schools with the needs of our communities, week four will give candidates the opportunity to look at Camden through a new lens. As a group, they will get out into the community and connect with local leaders to engage in planning for including families in the work of transforming schools and motivating student learning. Subject matter experts also will provide candidates with historical context for what has worked in the past and what barriers are often faced by school leaders.
5	<i>Self-Assess & Reflect:</i> After reflecting on weekly performance assessment data throughout the summer, candidates will be encouraged to create a plan of action for their coaching and development throughout the first three months of school. With a month of the program already completed, they’ll also receive feedback from program staff about their performance and ability to accurately self-assess their needs. The intent is that candidates will be prepared to make the most of their residency placements, work productively with their on-site principal mentors, and respond to coaching from program staff.
6	<i>Plan & Apply:</i> In the final week of the summer, candidates will wrap up their learning from the program and prepare to apply their skills in their school placements. They’ll visit their schools, meet with mentors, access school information and prior teacher performance data, and work with program staff to develop the resources necessary to start the year off with confidence.

During the residency, candidates will be teacher-leaders in their current schools. They will teach fewer classes and use additional release time to complete Camden PLUS coursework and to manage a group of teachers, taking responsibility for their professional development through

observations, feedback, data analysis, and teacher coaching. This residency model will provide an ideal leadership training experience as well as meet CCPS’ urgent need to allow its most effective teachers to grow professionally while retaining them in the classroom. Residents will receive financial incentives by continuing to receive their full salaries while gaining free enrollment in the program leading to administrator certification, which can cost more than \$20,000 for 30 credit hours if enrolled in a New Jersey university program. During the residency, candidates will be assigned to a Camden PLUS coach, who will carefully guide their development against the program’s competency model. Coaches will maintain small case loads and spend nearly all of their time observing and supporting residents in schools, giving them the constant feedback they need to grow fast.

Only candidates who meet the rigorous standards of the Camden PLUS competency model will be **certified and placed** as CCPS principals or assistant principals. Camden PLUS will employ a 360° evaluation model to assess candidates’ demonstration of effective leadership practices during the residency year. The model will include multiple measures such as a portfolio, mentor evaluation, and TNTP’s validated school culture survey (Instructional Culture Insight), as depicted in *Figure A.3*.

Figure A.3—Camden PLUS 360° Resident Evaluation Model





Goal 2: Improve new and veteran leader effectiveness. In addition to creating a talent pipeline, Camden PLUS aims to improve the effectiveness of every school leader in the district. The project includes one year of **support for graduates** of the aspiring leader residency program. As they transition into more complex roles, new principals and assistant principals will participate in monthly sessions to receive peer feedback on common challenges and deepen their knowledge of critical leadership issues. Graduates will also continue to receive in-school coaching and support. CCPS and TNTP believe that this support will be essential to leaders’ continued professional growth and to meeting the program’s retention goals.

Additionally, in the first year of the grant (SY 2013-14), Camden PLUS will provide **professional development to all current principals** in the district to help them master essential leadership skills. This intervention is timely: at least five of 26 CCPS principals will be new hires in 2013-14. By providing them with intensive support, this component of the project will have an immediate positive impact on the leadership practices of current principals, encourage their retention, and facilitate the recruitment of mentor principals for the residency program. The professional development will include one-on-one coaching from Camden PLUS staff and coursework aligned to the core elements of effective leadership, as shown in *Table A.6*.

Table A.6—Camden PLUS Professional Development for Current Principals

Quarter	Current Principal Professional Development Topics
1	Conducting staff reviews Building a school-level strategic staffing plan
2	How to conduct meaningful observations of your teachers How to deliver feedback to effectively develop teachers and staff
3	Facilitating feedback conversations as a means of performance management (stay and go conversations) Diagnose school strengths and growth areas to create marketing messages Building a school-based selection model How to attract and select the best teacher talent
4	High-stakes communications in end of year performance conversations (retention conversations) Cultivating teacher applicants



After developing all current principals in the first year of the grant, Camden PLUS coaches will **provide professional development to all mentor principals** who host aspiring leaders throughout the grant period. This year-long mentor training will further reinforce current principals’ mastery of essential leadership and coaching skills. It will also help to align leadership practices across a school’s entire administrative team, support residents’ growth, and serve as an incentive for principals to mentor residents by providing development experiences valued at \$16,000 per principal per year. *Table A.7* is a course outline for the mentor training.

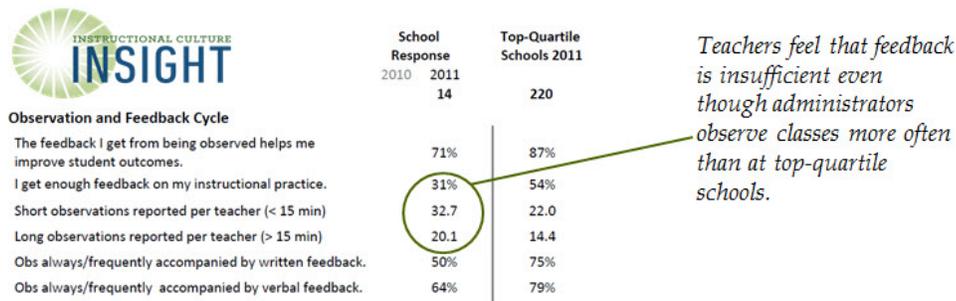
Table A.7—Camden PLUS Training for Current Principals Who Mentor Residents

Quarter	Mentor Training Topics
1	<ul style="list-style-type: none"> The role of the mentor Coaching techniques Building in time for coaching Prioritizing change that will have the greatest impact on student outcomes
	<ul style="list-style-type: none"> How to deliver feedback effectively Establishing and communicating goals for your school year Inspiring staff to share a common vision for effective teaching
2	<ul style="list-style-type: none"> How to conduct meaningful observations of your teachers How to deliver feedback effectively to grow staff as part of evaluation and feedback cycles Strategic use of teacher effectiveness data to drive professional development
3	<ul style="list-style-type: none"> Facilitating feedback conversations as a means of performance management (stay and go conversations) Data driven leadership – tracking progress towards goals Responding to data
4	<ul style="list-style-type: none"> How to attract and select the best teacher talent High-stakes communications in end of year performance conversations (retention conversations)

Building on the initial professional development series for all current CCPS principals and the ongoing training for mentor principals, Camden PLUS includes an initiative to coach all Camden school leaders to take **leadership actions based on data** from TNTP’s school culture teacher survey (Instructional Culture Insight) in all five years of the grant period. Insight gathers timely information on school leadership and the instructional environment directly from the people who know it best—teachers. TNTP built Insight based on data collected from more than 11,000 teachers nationwide and from studying successful school environments to understand the conditions that attract and retain effective teachers. Insight’s scoring system has been research-validated as a

leading indicator of student performance on state tests. In Camden, Insight surveys will be conducted twice annually. The results will provide school and district leaders with concrete data about their schools’ learning and teaching environments, recommendations for improvement, and targeted trainings to assist leaders in the process of acting on Insight data. Insight results will also be used to evaluate and improve the Camden PLUS project throughout implementation. *Figure A.4* shows an excerpt from an Insight report; further details about the survey are provided in *Appendix F.1*.

Figure A.4—Excerpt from TNTP Instructional Culture Insight Survey Report



RECOMMENDATIONS	ACTION STEPS
<ul style="list-style-type: none"> Focus on providing consistent, high-quality feedback following observations Send email on strengths, suggestions for improvement to teachers immediately following observations Reduce the observation frequency as needed to ensure feedback is being provided consistently 	<ul style="list-style-type: none"> Principals set annual goals and quarterly benchmarks around observation and feedback Review mid-year data to see if teacher satisfaction with feedback on their practice is improving Adjust approach as needed

Goal 3: Build knowledge and capacity. CCPS and TNTP are committed to replicating successful elements of Camden PLUS. In the final year of the grant (SY 2017-18), TNTP and CCPS will collaborate to **build the district’s capacity** to sustain the project independently and without SLP funds. Capacity-building efforts will include recruiting and hiring qualified talent, strategic planning and goal setting, new staff induction and training, transferring knowledge and tools developed over the course of initial implementation, and the development of accountability



measures to ensure ongoing quality of implementation. In the post-grant period, TNTP will provide one year of continued support through quarterly program check-ins and data analysis at no charge to CCPS. TNTP has previously executed capacity-building initiatives such as the restructuring of the Human Resources departments in the San Francisco Unified School District and Denver Public Schools, assisting the merger of the Memphis City and Shelby County Schools, and managing the initial implementation of teacher evaluation systems in the Houston Independent School District and New York City Department of Education. TNTP also has an extensive track record of **evaluating programs and sharing knowledge** to facilitate their improvement and replication through its groundbreaking policy reports such as *The Widget Effect* (2009) and *The Irreplaceables* (2012), and through online tools for practitioners such as the *Teacher Talent Toolbox*. Details about this project objective are available in Sections A(4) (p. 15), B (p. 25), and C(1) (p. 35).

Table A.8 shows how CCPS and TNTP will work toward multiple goals concurrently.

Table A.8—Camden PLUS Goal-Aligned Activities

Year 1 10/1/13 – 9/30/14	Year 2 10/1/14 – 9/30/15	Year 3 10/1/15 – 9/30/16	Year 4 10/1/16 – 9/30/17	Year 5 10/1/17 – 9/30/18
Residency program planning	Cohort 1 Residency year continues with school year (SY) placement	Cohort 2 Residency year continues with SY placement Coach Cohort 1 school leaders	Cohort 3 Residency year continues with SY placement Coach Cohort 2 school leaders	Cohort 4 Residency year continues with SY placement Coach Cohort 3 school leaders
Coach district principals	Coach mentor principals	Coach mentor principals	Coach mentor principals	Coach mentor principals
Launch recruitment & selection, Cohort 1	Launch recruitment & selection, Cohort 2	Launch recruitment & selection, Cohort 3	Launch recruitment & selection, Cohort 4	Launch recruitment & selection, Cohort 5
Cohort 1 Residency starts with pre-service training	Cohort 2 Residency starts with pre-service training	Cohort 3 Residency starts with pre-service training	Cohort 4 Residency starts with pre-service training	Cohort 5 Residency starts with pre-service training
	Qualifying Cohort 1 graduates hired for Principal and AP roles	Qualifying Cohort 2 graduates hired for Principal and AP roles	Qualifying Cohort 3 graduates hired for Principal and AP roles	Qualifying Cohort 4 graduates hired for Principal and AP roles
	Post residency summer training for Cohort 1 followed by school year coaching Launch program evaluation efforts	Post residency summer training for Cohort 2 followed by school year coaching Ongoing evaluation of program outcomes	Post residency summer training for Cohort 3 followed by school year coaching Ongoing evaluation of program outcomes	Post residency summer training for Cohort 4 followed by school year coaching Complete program evaluation efforts
			Cohort 1 principals become mentors to new Residents	Cohort 2 principals become mentors to new Residents
				Capacity building for program sustainability after the grant period



Invitational Priority 1. Camden PLUS addresses *Invitational Priority 1—Building Leadership Capacity* by building the essential leadership skills of current principals and assistant principals, including evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment. These skills are developed through each of the objectives under the project’s second goal: supporting principals and assistant principals trained through the residency program after their transition to the new role; providing professional development to all of the district’s current principals in the first year of the grant; and coaching all current principals to take leadership actions based on data from the Instructional Culture Insight teacher survey. These efforts are targeted at all schools in the district, where 22 of 26 schools have been identified by the New Jersey Department of Education in its ESEA flexibility request as persistently lowest achieving priority schools.

Invitational Priority 2. Camden PLUS also addresses *Invitational Priority 2—Supporting Practices and Strategies for Which There Is Moderate Evidence of Effectiveness* by grounding its leadership pipeline initiative in sound program models that have been shown to produce significant results through robust evaluations that meet *What Works Clearinghouse* standards for evidence with reservations—New Leaders and the New York City Leadership Academy. The common elements between all three programs include close partnerships between nonprofit organizations and urban school districts, well-defined leadership competency models, robust recruitment, rigorous selection, intensive four-to-six week pre-service trainings, a year-long residency under the supervision of a mentor principal and a program coach, multiple performance evaluations, leadership certification, and a year of post-residency support. Both the New Leaders and Leadership Academy evaluations employ quasi-experimental designs and are characterized by high levels of internal and external validity, including interrupted time series designs with control groups (i.e., “value-added models”).



The New Leaders evaluation analyzed student-level data and found that students in K-8 schools led by a New Leaders principal for three or more years experienced faster academic growth than their matched peers by statistically significant margins, with program effect sizes between .04–.06. The Leadership Academy evaluation analyzed school-level data and found effect sizes for students with Leadership Academy principals between -.03–.06 depending on grade level and subject area. In both evaluations, the findings of significant program impact were independent of and larger than the effect of principal experience.¹⁰

2. Needs of the Target Population

Leadership for school improvement. Effective leadership is the driving force behind any effort to improve school or system outcomes; nowhere is it more acutely needed than in Camden. CCPS requires great principals and assistant principals to overcome its long history of system-wide underperformance, to improve educational opportunities for a student population that is almost entirely minority and low-income, and to dramatically improve the environments in which teachers and leaders work. Camden PLUS directly addresses each of these needs.

Underperformance and priority schools. By any measure, CCPS needs great leadership to improve its abysmal student outcomes. Only about half of CCPS students graduate from high school, 36 percentage points below the state average. In 2010-11, only 20.1 percent of CCPS third graders were proficient in reading, and only 18.3 percent of high school students reached even basic levels of proficiency in math. Of 75 low-performing priority schools identified by the New Jersey Department of Education in the state’s ESEA waiver, nearly one third—or 22 of the district’s 26 schools—are from CCPS.¹¹

¹⁰ Martorell et al. (2010); Corcoran et al. (2009); Clark et al. (2009).

¹¹ CCPS BOE (2012); NJDOE (2013).



Eligible applicant: High-need LEA. CCPS also needs great leaders to improve outcomes for a high-need student population. More than three-quarters of CCPS students are enrolled in the federal Free and Reduced Price Lunch program, and nearly half of all families in the city with children under 18 live below the federal poverty level. Approximately 50 percent of CCPS students are African American and 48 percent are Hispanic. In 2010-11, 1 in 12 students (8 percent) were English Language Learners, and 19 percent received special education services, compared to a national average of 13.1 percent.¹² Under-qualified staff compound these challenges: 19 percent of secondary teachers in the district are teaching courses outside their certification area. Additional information detailing CCPS’ status as a high-need LEA is available in *Appendix A*.

An urgent need for leadership in CCPS. The challenges of teaching and learning in Camden have made it exceedingly difficult to attract and retain leaders for CCPS schools. For example, at least five of the district’s 26 principals will be new hires in 2013-14, and they are being hired as late as July. In a 2012 survey, the district’s teachers and school leaders identified many of the root causes for this staffing crisis, including poor working conditions, insufficient opportunity for effective educators to advance, inadequate school leader preparation programs, and a systemic lack of feedback to help educators improve. Results from this survey are excerpted in *Table A.9*.

Table A.9—CCPS Needs Analysis Survey Results

Survey Prompt	Teachers Agree	Leaders Agree
The school and district culture supports and encourages regular rewards and recognition for employees with outstanding performance	36%	60%
There are multiple opportunities to grow professionally, including clear career pathways (e.g., principal training or other leadership development opportunities)	36%	68%
There are clear guidelines and supports if I am struggling with particular aspects of my teaching job or with particular aspects of school leadership	42%	60%
School or district leaders facilitate, monitor, and guide the continuous improvement of instruction	48%	
I work in a comfortable and open work environment	63%	

¹² US Census Bureau (2013); NCES (2013); CCPS BOE (2012).



I trust my supervisor	67%	
The district's administrator preparation program helped me develop the skills and qualities needed to improve student achievement		28%
The district's administrator preparation programs are relevant and high quality		29%
The district has a clear plan for identifying potential aspiring principals and helping them explore careers as principals and vice principals		32%
Principals only: I receive consistent, valuable coaching and support from my [CCPS] director		43%
Assistant principals only: I receive consistent, valuable coaching and support from my principal		50%
Principals and assistant principals: I feel comfortable talking with my principal or [CCPS] director about challenges or issues at my school		54%

Camden PLUS addresses each of the needs identified above by developing a pipeline for effective CCPS teachers to become principals and assistant principals, by providing professional development support to improve the practices of current school leaders and to improve retention, and by centering all of its curricular and assessment design on the essential skills for leaders of high-need schools.

3. Comprehensive Effort to Improve Teaching and Learning

A district-wide effort. Camden PLUS is a comprehensive effort to improve teaching and learning in all CCPS schools. The project includes an objective to provide professional development on essential leadership practices to all current principals in the first year of the grant. It also includes an objective to coach all principals to take action based on TNTP's school culture survey throughout all five years of the grant period. Over the course of the grant, the Camden PLUS residency program will quickly scale to impact all schools across the district. By training cohorts with an average of 12 residents each year in a district with only 26 schools, the project will ensure that every school benefits from having a well-trained resident, a principal who has received mentor training, or the placement of pipeline program graduates. By 2018, it is likely that some schools will have entire leadership teams that have been through multiple years of training and support provided by Camden PLUS.



Camden’s broader reform efforts. Camden PLUS is central to a comprehensive turnaround strategy for CCPS. Both district and state staff have committed to the project at the outset of the state takeover because they view effective school leadership as a foundational requirement for the success of all its other initiatives to improve teacher effectiveness and student learning, as evidenced by the letters of support included with this proposal in *Appendix E*. These initiatives include an existing partnership with TNTP to improve the quality of district and school staff; support from the state’s Regional Achievement Centers, which are providing schools with a model curriculum aligned to the Common Core State Standards, interim assessments, data systems and analysis, school improvement planning resources and staff professional development; and new teacher and principal evaluations for SY2013-14 that place student growth objectives at the center of all conversations about educator effectiveness.

4. Supporting Project Replication

Replicating the project within Camden. CCPS and TNTP are committed to developing effective leaders for Camden schools long after the grant period. Camden PLUS has been designed with this goal in mind. The project includes an objective to develop the knowledge and capacity of CCPS to continue implementing the residency program and supporting new principals and assistant principals without the assistance of TNTP or SLP funds. This capacity-building work will include TNTP technical assistance for CCPS staff role design, hiring, training, resource allocation, and the transfer of knowledge developed over the first four years of program implementation and evaluation. To ensure that this internal replication effort is successful, TNTP will continue to provide quarterly data analysis and follow-up support in the year after the grant period ends.

TNTP replication of the project beyond Camden. TNTP plans to replicate successful elements of the Camden PLUS project in other locations across the country. The organization



currently works in 25 cities, many of which have identified similar needs for the preparation and professional development of school leaders.

TNTP has an extensive track record of successful project replication. The Camden PLUS pipeline initiative is a replication of design work completed for TNTP’s Philadelphia PLUS program, and the project’s school culture survey initiative represents a further scaling of work that has already affected more than 11,000 teachers in 300 schools nationally. TNTP’s Teaching Fellows programs, which recruit and train teachers for high-need schools and subject areas, are currently active in 12 states (Arizona, Georgia, Illinois, Indiana, Louisiana, Maryland, New York, North Carolina, Pennsylvania, Rhode Island, Tennessee, and Texas) and the District of Columbia. Since 1997, TNTP has recruited or trained nearly 50,000 teachers—influencing an estimated 9.5 million students—and worked with more than 200 districts in 31 states.

Knowledge for others to replicate the project. In addition to replicating Camden PLUS within CCPS and in other TNTP partner cities, the project design includes an objective to develop and share the knowledge necessary for others to replicate successful program elements. Throughout the grant period, TNTP will collect data related to the program’s implementation, participant performance, and school outcomes from across all of CCPS, including teacher and principal evaluation data, retention information, and student achievement data. TNTP will also contract with qualified researchers at the RAND Corporation to conduct an external evaluation of the Camden PLUS project. Additional information about the internal and external evaluations is available in Section B (p. 25).

Results from the evaluations of Camden PLUS will be made widely available to practitioners, school systems, policymakers, and program providers. Throughout the project’s implementation, TNTP will share up-to-date insights about developing leaders for high-need



schools at least once per year on its widely-read blog.¹³ TNTP will also present new knowledge developed through the Camden PLUS program at prominent education sector conferences. TNTP staff have recently participated in those conferences sponsored by the American Educational Research Association, National Association for Alternative Certification Providers, New Schools Venture Fund, the US Education Department’s Office of Innovation and Improvement and The William T. Grant and Spencer Foundations’ i3 Learning Community.

In the final year of the grant period, TNTP will publish a case study report based on its work in Camden, and RAND will publish at least two working papers throughout the grant period, each of which will subsequently be submitted to a peer-reviewed journal. Expected topics for these papers include case studies of program implementation and graduates’ career trajectories and an analysis comparing Camden PLUS principals’ persistence, school culture impact, and student performance impact relative to matched comparison groups. The TNTP and RAND evaluations of Camden PLUS will contribute significantly to the sparse evidence base for school leader preparation and professional development programs.

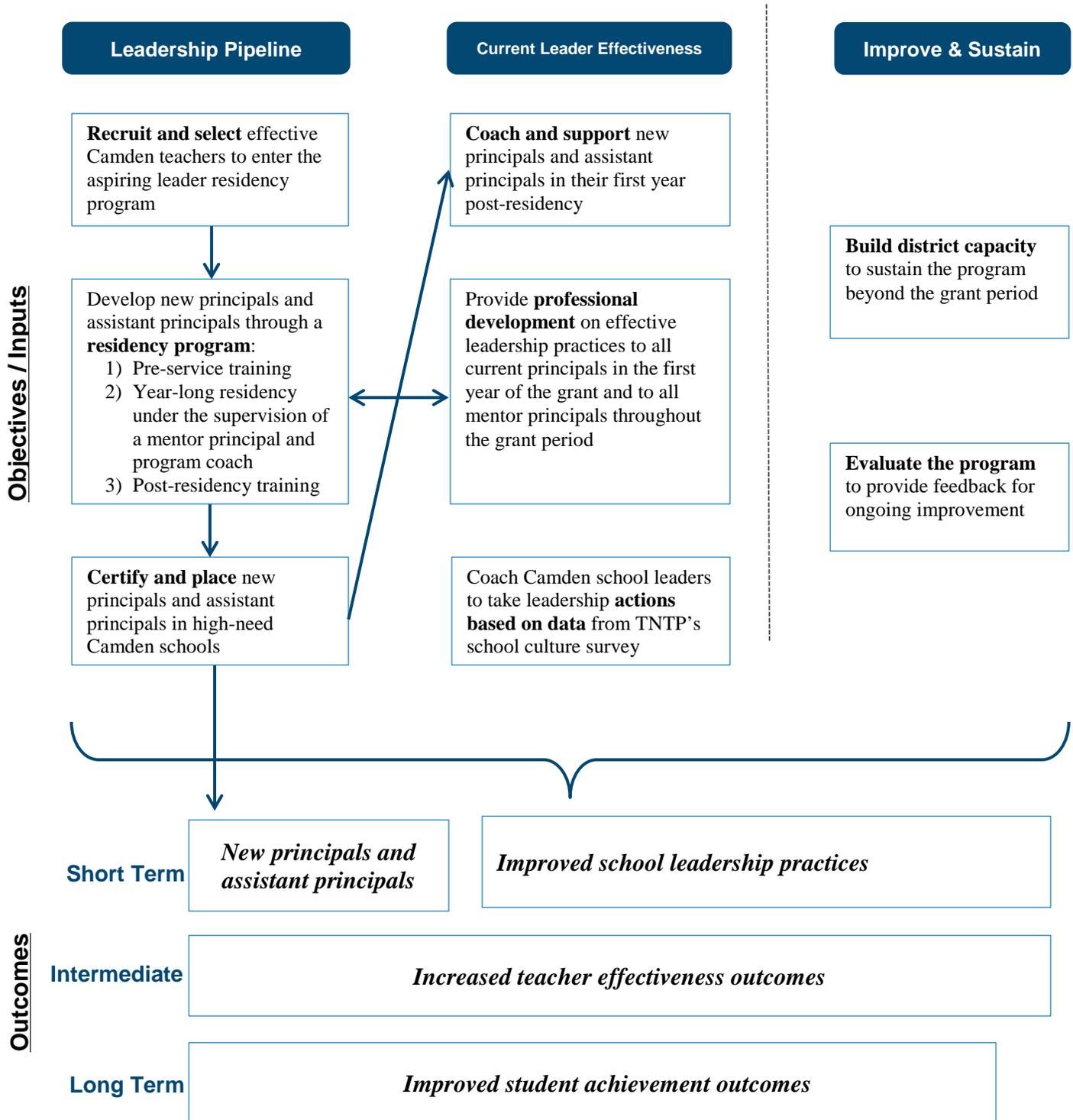
More than mere research, TNTP’s knowledge-sharing efforts have resulted in wide-scale changes in policy and practice. Through Race to the Top, the US Education Department adopted many of TNTP’s recommendations from *The Widget Effect* (2009); subsequently, a majority of states across the country have moved to adopt teacher evaluation systems that distinguish between levels of effectiveness and incorporate multiple measures of performance, including student growth as a significant component. *The Irreplaceables* (2012) has received widespread media coverage, including editorials in 7 of the top 10 newspapers in the country by distribution, and has jumpstarted a national conversation about the real teacher retention crisis—too many schools lose top teachers while retaining ineffective ones. Some of the country’s largest districts have cited the

¹³ Available at <http://tntp.org/blog/>.

report in announcements of new “smart retention” initiatives. In the coming years, Camden PLUS will contribute to the national conversation about educator professional development.

B. Project Evaluation

Camden PLUS Logic Model





1. Performance Measures

External and internal evaluations. CCPS and TNTP are committed to rigorous evaluation, ongoing performance improvement, and sharing new knowledge developed through Camden PLUS. The partners will contract with expert researchers at the RAND Corporation to provide an independent evaluation of the program’s implementation and impact. Additionally, TNTP will conduct an internal evaluation of Camden PLUS, which will facilitate program improvement by providing real-time access to performance data. Results from both evaluations will be shared broadly and will produce a body of high-quality evidence for program replication. The Camden PLUS evaluations will focus on the three primary research questions in *Table B.1*.

Table B.1—Camden PLUS Evaluation Research Questions

1	How is the Camden PLUS program being implemented and with what degree of fidelity?
2	To what extent does the Camden PLUS residency program adequately select and prepare candidates for success in school leadership roles? And what factors, if any, are particularly important in preparing school leaders for future success?
3	To what extent does the implementation of Camden PLUS result in meaningful changes in school and district outcomes (e.g., principal pipeline, teacher effectiveness, and student achievement outcomes)?

Performance measures. *Table B.2* lists the primary performance measures for the evaluation of Camden PLUS. The measures are objective and tightly aligned to the intended outcomes of the grant and to the research questions above as well as to the project’s logic model. CCPS, TNTP, and RAND have agreed to collect all necessary data for the performance measures, and CCPS has committed to sharing its data with TNTP and RAND for program evaluation purposes. All data listed will be collected annually, by no later than early summer, excepting the TNTP school culture survey results, which are available biannually. In order to conduct comparative analyses, CCPS data sources will be collected for all teachers and principals in the district, including both participants and non-participants in Camden PLUS. They will be analyzed by TNTP and RAND. RAND data sources will be collected and analyzed independently.



Table B.2—Goals, Objectives, Outcomes, and Evaluation Performance Measures

Goal 1: Create a pipeline of leaders who demonstrate the potential to become effective leaders for Camden schools.		
Outcomes	Performance Measures	Research Questions
<p><i>Objectives: Recruit, select, train through a one year residency, certify, and place new school leaders.</i></p> <p>Only candidates who meet rigorous performance standards complete the program. 100% of completers are certified.</p> <p>On average, 12 candidates participate in the residency program per year, or 38-50 over all four years of program implementation under the grant.</p> <p>At least 90% of program graduates are hired for leadership roles in CCPS.</p>	<p>TNTP data sources 360° candidate evaluation scores and qualitative notes No./perc. candidates complete program No./perc. candidates certified</p> <p>CCPS data sources No./perc. candidates hired in leadership roles</p>	1, 2
Goal 2: Improve the effectiveness of new and veteran leaders in Camden schools.		
Outcomes	Performance Measures	Research Questions
<p><i>Objective: Support graduates of school leader pipeline program.</i></p> <p>At least 85% of program graduates who become CCPS principals or assistant principals are retained for two or more years.</p> <p>At least 75% of schools led by program graduates demonstrate positive changes in school outcomes by their second year post-residency, based on measures such as TNTP's school culture survey, number and accuracy of teacher observations, differential retention of effective and ineffective teachers, and where available, student achievement data.</p> <p>By the end of their second year post-residency, program graduates are rated "effective" or "highly effective" at higher rates than the district average.</p>	<p>RAND data sources Qualitative notes from career trajectory interviews with 8 promising residency program graduates Qualitative notes from school leadership interviews with 8 promising residency program graduates</p> <p>CCPS data sources No./perc. residency graduates in district and in school leader roles Distribution of leader evaluation data Student growth data from annual state tests No. teacher observations per teacher Accuracy of teacher observation scores (matched to multiple raters and student outcomes) Distribution of teacher evaluation scores No./perc. ineffective teachers dismissed No./perc. developing teachers improved No./perc. effective teachers retained</p> <p>TNTP data sources School culture survey indices</p>	1, 2, 3



Goal 2 (continued): Improve the effectiveness of new and veteran leaders in Camden schools.

Outcomes	Performance Measures	Research Questions
<p><i>Objective: Provide professional development for all current principals.</i></p> <p>At least 50% of schools led by current principals who complete the professional development series will demonstrate positive changes in school outcomes in SY2013-14, and at least 65% will demonstrate positive changes in school outcomes in SY2014-15, based on measures such as TNTP's school culture survey, number and accuracy of teacher observations, differential retention of effective and ineffective teachers, and where available, student achievement data.</p>	<p>CCPS data sources Student growth data from annual state tests No. teacher observations per teacher Accuracy of teacher observation scores (matched to multiple raters and student outcomes) Distribution of teacher evaluation scores No./perc. ineffective teachers dismissed No./perc. developing teachers improved No./perc. effective teachers retained</p> <p>TNTP data sources School culture survey indices</p>	1, 3
<p><i>Objective: Implement TNTP school culture survey district-wide.</i></p> <p>At least 50% of schools in CCPS will demonstrate more effective leadership practices and improved learning environments by the end of the grant period, as shown by positive growth in school culture survey data.</p>	<p>TNTP data sources School culture survey indices</p>	1, 3

Goal 3: Build the knowledge and capacity to develop effective school leaders in and beyond Camden.

Outcomes	Performance Measures	Research Questions
<p><i>Objective: Build CCPS capacity to sustain program after grant period.</i></p> <p>CCPS will have qualified staff in well-designed roles. They will have the expertise to sustain the new school leader program without TNTP or SLP funds, as demonstrated by quantitative and qualitative program implementation data collected on a quarterly basis in the final year of the grant and the year following the grant period.</p>	<p>CCPS data sources Quality of job descriptions and of resumes of staff hired Adequacy of residency program financial model and budget Quality of residency program model and materials No./perc. residency program candidates accepted, progressing, completed, certified, and placed 360° candidate evaluation scores and qualitative notes Quality of survey responses from residency program participants</p>	1
<p><i>Objective: Evaluate and share knowledge.</i></p> <p>Practitioners, school systems, policymakers, and program providers will have access to new knowledge about the effectiveness of TNTP and CCPS' approach to developing school leaders for high-need schools in the context of a district turnaround.</p>	<p>RAND data sources No. working papers published and submitted to journals</p> <p>TNTP data sources No. blog posts written, conference presentations given No. district case studies published</p>	1



2. Evaluating the Effectiveness of Project Implementation Strategies

Research question one: program implementation. To answer research question one—how is the Camden PLUS program being implemented and with what degree of fidelity?—TNTP will collect a variety of program implementation data and analyze them immediately as they become available. In addition to the performance measures from TNTP and CCPS data sources in *Table B.2*, the program implementation data will include: annual budgets and monthly expenditure reports; biannual performance evaluations of program staff; program artifacts, such as curricular and assessment materials; individual assignments, assessments, and observation notes for participants in the pipeline and professional development programs; periodic surveys of program participants, which will be conducted at least three times per year for candidates in the residency program and at least once during the current principal professional development program; and notes from meetings between Camden PLUS program staff and CCPS, especially those focused on satisfaction with the program and its graduates. TNTP will include lessons learned from analyses of program implementation data in its blog posts, conference presentations, district case study, and any other knowledge sharing activities.

Research question two: program effectiveness. To answer research question two—to what extent does the Camden PLUS residency program adequately select and prepare candidates for success in school leadership roles? And what factors, if any, are particularly important in preparing school leaders for future success?—external evaluators at the RAND Corporation will conduct annual focus groups with participants in the leadership pipeline program. In years 2–4 of the grant period, RAND will select candidates and conduct interviews regarding the strengths and weaknesses of the program and its alignment with their needs as developing school leaders. Responses will be transcribed and analyzed using a thematic coding scheme. Feedback will be



synthesized and shared annually with TNTP in the summers following the first three implementation years.

In addition, to assess the program's effectiveness in preparing school leaders for future success, RAND will select eight candidates from the pipeline program for longitudinal case studies—three from the cohort trained in SY 2014-15, three from those trained in 2015-16, and two from those trained in 2016-17. In an effort to draw lessons from high potential candidates, case study subjects will be invited into the study at the beginning of each residency year based on feedback from mentors about which candidates show particularly strong promise. Case study subjects will be interviewed each spring, beginning in SY 2014-15 and concluding in SY 2017-18. Interviews will focus on their responses to the Camden PLUS program, their experiences finding and starting school leadership positions, and descriptions of the key goals, challenges, and solutions they encounter each year as school leaders. Responses will be transcribed and analyzed using a thematic coding scheme. Results will inform the annual implementation briefings presented to TNTP (without identifying individuals) and will also be analyzed longitudinally and published at the conclusion of the grant period to inform the larger goals, structure, and content emphasis of leadership preparation programs.

TNTP's internal evaluation will address research question two through annual descriptive and correlational analyses linking TNTP program data and, eventually, CCPS outcomes data. These analyses will detail the numbers applicants recruited for the residency program, percent selected, and their scores on evaluations of the admissions criteria. As they become available, TNTP will link these early data to program performance data, such as scores on the 360° resident evaluation. TNTP will conduct basic correlational analyses of program data with CCPS outcomes data, such as principal hiring and retention information, to make initial inferences about the extent to which



individual program components and candidate attributes may be associated with later success in leadership roles.

Research question three: program impact. To answer research question three—to what extent does the implementation of Camden PLUS result in meaningful changes in school and district outcomes (e.g., principal pipeline, teacher effectiveness, and student achievement outcomes)?—RAND will focus on three key outcomes: changes to the school leadership pipeline, impact on schools’ instructional culture (a proxy measure for both effective school leadership practices and teacher effectiveness), and impact on school- and district-level student achievement outcomes.

Contributions to the school leadership pipeline. Using TNTP program data and CCPS career trajectory data, RAND will provide descriptive reporting for each cohort on measures such as program completion, earning licensure, remaining within the district, and placement in school leadership positions. RAND will focus specifically on analyzing the effect of Camden PLUS on improving principals’ persistence in their schools. Using multilevel modeling that adjusts for the nesting of schools within districts, the analysis will estimate the turnover probability among principals trained through Camden PLUS relative to other New Jersey principals in the same school year, adjusting for the school’s baseline performance scores, low-performing school designation, grade level, size, and student demographics.¹⁴ The analysis will use propensity score matching to adjust for these school-level attributes, creating a group of observably similar schools to serve as a basis of comparison for Camden PLUS schools.¹⁵ A subsequent analysis will limit the comparison schools to those led by principals with similar tenure lengths at their schools, where a principal’s

¹⁴ Singer & Willett (2003); Raudenbush & Bryk (2002).

¹⁵ Rubin (1997); Rosenbaum & Rubin (1983).



years of experience in a given school will be inferred from historical, publicly available directories of schools and principals in New Jersey.

Impact on schools' instructional cultures. To assess the effectiveness of program graduates' school leadership practices and their impact on school-wide teacher effectiveness, RAND will compare the ratings on key culture domains from TNTP's Insight survey in schools led by Camden PLUS principals to Insight scores of other schools across Camden and the nation in the same academic period. RAND will use propensity score matching to construct a set of comparison schools that are observably similar to the Camden PLUS schools, as described above. Due to the small number of treatment schools, the analysis will focus primarily on the magnitude, direction, and substantive interpretation of the effect estimates in the sample rather than on hypothesis tests of generalizability beyond the sample. This is true for all of the proposed quantitative analyses in the evaluation, given the circumscribed program size and duration.

Impact on school performance. Camden PLUS' ultimate goal is to create meaningful changes in student achievement at the school- and district- level. To assess the project's impact on these important outcomes at the school level, RAND will examine the difference in New Jersey school performance scores (a composite of mathematics and reading test scores, student attendance, and graduation rates where appropriate) between schools led or co-led by Camden PLUS principals and assistant principals and similar schools in New Jersey. Consistent with previously detailed RAND analyses, methods will include a multilevel modeling approach and propensity score matching to obtain a set of comparison schools. The analysis will focus on performance in SY2016-17 so that some schools will have had up to three years of leadership by a Camden PLUS graduate; extensions of this analysis will model the relationship between school performance and duration of leadership by a Camden PLUS graduate.



To conduct the district-level impact analysis, RAND will employ a synthetic comparison group analysis in which Camden’s district-level test scores after Camden PLUS implementation are compared to a weighted composite of other districts in New Jersey that are similar in terms of prior test score trends and student demographics.¹⁶ It is important to note, however, that many reforms in Camden will be concurrent with the Camden PLUS implementation, so the district-level analysis will also capture the effects of these reforms.

Internal evaluation: leadership practices. TNTP’s internal evaluation will address research question three primarily through analyses of Insight survey results and CCPS outcomes data. School- and district-level analyses of Insight survey results will be produced biannually and will allow TNTP to assess the extent of program impact on leadership practices over time in schools with varying levels of exposure to the Camden PLUS project—i.e., schools where trained mentors host residents, where principals have been through Camden PLUS professional development, where graduates of the residency program are principals, where none of these things are true, etc. The impact of Camden PLUS program objectives on leadership practices will also be evaluated through trend analyses and comparative analyses on CCPS data such as principal evaluation scores and the number and quality of observations teachers receive.

Internal evaluation: teacher effectiveness and student outcomes. TNTP’s internal evaluation will investigate the impact of Camden PLUS on teacher effectiveness through further trend and comparative analyses of CCPS data from *Table B.2* (p. 26), including measures such as the distribution of teacher evaluation scores and the differential retention of effective and ineffective teachers in schools with varying levels of exposure to the program. To assess program impact on student outcomes, TNTP will rely on growth analyses of standardized testing data provided in state score reports until RAND is able to complete its data collection and multilevel modeling.

¹⁶ Abadie et al. (2007); Abadie & Gardeazabal (2003).



Publishing evaluation results. TNTP and RAND will share knowledge generated through their evaluations in a series of products detailed in Section A(4) (p. 22). Briefly, these include at least one TNTP blog post per year, a TNTP district case study report, multiple conference presentations, and at least two RAND working papers expected to be subsequently published in peer-reviewed journals.

3. Periodic Performance Feedback

Annual program improvement cycles. RAND will provide TNTP with annual reports on its progress evaluating Camden PLUS and offer emerging findings to inform program improvement. However, because the scope of the RAND evaluation will be limited and time-delayed, TNTP will conduct its own analyses of the performance measures and program implementation data discussed in Section A(1) (p. 2). A large majority of this TNTP and CCPS data becomes available each spring. Therefore, TNTP will synthesize the available data each summer and will dedicate staff capacity to designing major program improvements at that time, as noted in Section D(1) (p. 42).

Ongoing performance feedback. Camden PLUS staff will treat annual program improvement cycles as important opportunities to step back and make informed decisions about major program changes. TNTP will make smaller adjustments almost constantly, and where possible, will seek to make them based on objective data. For this reason, Camden PLUS or TNTP staff will conduct immediate analyses of the few performance measures that are available at times of year other than the spring, such as results from the fall school culture survey and the school placement data for graduates of the pipeline program. The same principle will apply to the program implementation data discussed in Section B(2) (p. 28), including program financial data, regular participant survey results, participants' grades on program assignments, and day-to-day school observations. These real-time data sources will be summarized for weekly program status reports and will serve as the basis for programmatic decisions made by Camden PLUS staff. In this way,



Camden PLUS staff will always have access to the timely, high-quality information they will need to ensure that the program and its participants remain on track to meet the project’s goals.

Resources for the Evaluation

Evaluation staff and budget. The Camden PLUS partners have dedicated significant resources to the project evaluation. From TNTP, the Camden PLUS Partner and Site Director will oversee program improvements based on evaluation outcomes, the Program Manager will analyze program data, and TNTP’s internal Research and Evaluation and Instructional Culture Insight teams will provide support in collecting, cleaning, and interpreting data. From CCPS, the Office of Research, Planning, and Information Services will collaborate with TNTP and RAND to provide valuable district data such as teacher and leader evaluation scores and career trajectory information. From RAND, the external evaluation will be conducted by Dr. Jennifer Steele, an education policy researcher with experience leading large, mixed-methods program evaluations and Dr. Laura Hamilton, who brings extensive experience leading studies of school leadership models and other education interventions. Additional information about the qualifications and responsibilities of the staff involved in the Camden PLUS evaluation are available in Section D (p. 44). The total cost for all Camden PLUS evaluation and knowledge sharing efforts is \$465,000, or 9 percent of the proposed SLP budget.

C. Significance

Transforming Camden. Camden PLUS is part of a comprehensive strategy to fundamentally transform one of the highest-need urban school districts in the United States. CCPS and TNTP believe that effective school leaders are essential for the implementation of any other reforms prompted by the state takeover of the district—without this critical element, those efforts will not produce meaningful change at the school and classroom levels. Camden PLUS aims to



develop effective leaders who can implement strong instructional culture and talent management practices. These leadership practices will increase teacher effectiveness and, in time, student achievement. As part of the CCPS' turnaround plan, the program will contribute to improved educational opportunities for the district's low-income, minority students and create new knowledge for program providers, educators, and policymakers.

1. Increased Knowledge for the Field

Significant learning. Camden PLUS will produce significant new knowledge about school leader preparation and professional development, instructional culture in high-need urban schools, and transforming one of our nation's lowest-performing districts.

What we don't yet know. The existing knowledge base about preparing and developing school leaders is woefully inadequate. There have been many studies of effective school leadership practices,¹⁷ some of which have even focused on improvements in high-need urban schools.¹⁸ This body of research clearly establishes the importance of the school leader's role: leadership may account for as much as 25 percent of a school's total impact on student achievement,¹⁹ and effective leadership is essential for school improvement.²⁰ The research also points to a set of practices, skills, and dispositions for effective school leaders. But these competency models are often overly broad: for example, the Interstate School Leaders Licensure Consortium (ISLLC 2008) standards, the basis for principal evaluation policies in more than 40 states, include 183 knowledge, disposition, and performance indicators. We don't yet know which of these are most important for new school leaders to master, in part because there are too few evaluations of leadership preparation programs with substantially different approaches. Moreover, few leadership preparation programs track their graduates' student achievement results, leaving a large gap in knowledge that could

¹⁷ For example: Chenowith & Theokas (2011); Louis et al. (2010); Marzano et al. (2005); Leithwood (2004).

¹⁸ For example: Knapp et al. (2010); Portin et al. (2009); Orr et al. (2005).

¹⁹ Marzano et al. (2005).

²⁰ Bryk et al. (2010); Duke (2004); Leithwood (2004); Berends et al. (2001).



promote program effectiveness.²¹ Similarly, there are too few examples of professional development programs for current principals that have had a positive impact on school outcomes, making it difficult for providers to improve their programs or for educators to select from among them. Finally, system-wide improvement in high-need districts remains far too rare to build a robust knowledge base about how schools in those districts changed over time. Camden PLUS addresses each of these major research needs.

Improving knowledge of leadership preparation and professional development. The Camden PLUS program model builds upon the lessons learned by cutting edge leadership preparation programs. Two such programs—New Leaders and the New York City Leadership Academy—have undergone robust external evaluations that meet WWC standards with reservations.²² The evaluation of the Camden PLUS program will be a significant contribution to this small body of research. First, unlike the studies above, it will focus exclusively on results obtained by principals in traditional district schools, as opposed to charter schools. Second, the evaluation of Camden PLUS will help the field to prioritize the leadership competencies that drive principal preparation. Rather than the typical approach of exposing participants to all elements of school leadership at once, such as the 183 indicators in the ISLLC 2008 standards, Camden PLUS aims for participants to master 16 objectives across four core elements of effective leadership that will serve as the foundation for their long-term growth. Results generated by program graduates will indicate whether this new approach should be adopted by other leadership preparation providers. Third, the evaluation of Camden PLUS will include a study of school outcomes, measured by TNTP’s Instructional Culture Insight survey, obtained by graduates of a professional

²¹ Darling-Hammond et al. (2007); Hess & Kelly (2005); Levine (2005).

²² Martorell et al. (2010); Corcoran et al. (2009).



development program for current principals. Few such studies currently exist and fewer still show positive results, so this will be a significant contribution to the knowledge base.

Improving knowledge of instructional culture. A key component of Camden PLUS is the implementation of TNTP’s Instructional Culture Insight survey across all of the district’s schools. Insight gathers timely information on school leadership and the instructional environment directly from teachers. Biannual Insight surveys will provide a window into important teacher perspectives on whether their schools have clearly defined expectations for effective teaching and are committed to improving teachers’ instructional practice. The results will be used to evaluate the impact of the residency and current principal professional development programs. In addition to program evaluation, Insight results will be used to construct a district-wide view of trends in school culture during a period that coincides with the state takeover of CCPS and an influx of resources for reform. To the best of TNTP’s knowledge, a granular, five-year view of district-wide school culture has never before been compiled contemporaneously with such profound system change, another significant contribution to the knowledge base. TNTP will incorporate results from Camden’s implementation of Insight in its public reporting for the project evaluation and in any future revisions to the Insight survey.

Improving knowledge of district transformation. In addition to Insight, Camden PLUS will be evaluated through student achievement outcomes, school leader evaluation data, teacher evaluation data, and other important teacher and leader effectiveness measures such as the differential retention of effective and ineffective educators. These data will further contribute to the detailed picture of a district in the early phases of transformation after a long period of underperformance. Though there are many studies of school turnarounds,²³ there are few of whole-

²³ For example: Chenowith & Theokas (2011); Carter (2000).



district turnaround because they are so rare, especially for urban systems.²⁴ The Camden PLUS evaluation will therefore provide a unique view of a district in the process of transformation. This knowledge will be all the more significant for the field because it will include reforms implemented as part of a state takeover, a rare educational intervention.

Bridging knowledge and practice. The new knowledge generated by the implementation and evaluation of Camden PLUS will be significant, not only for researchers but also for practitioners. CCPS will incorporate the lessons learned from implementing the project to sustain and improve Camden PLUS beyond the grant period, and TNTP plans to replicate successful elements of the Camden PLUS model in other districts and states across the country. The organization has a strong track record of bringing promising new practices to scale. For example, the organization’s work to build new teacher career pathways and compensation systems affected more than 110,000 teachers this year, and its efforts to pioneer next generation teacher evaluation systems affected 145,000 teachers in 5,000 schools this year, influencing the quality of instruction received by an estimated 2.6 million students. In addition to program replication efforts from CCPS and TNTP, knowledge generated through the grant activities will be distributed publicly and may affect the practices of educators and policymakers nationwide. TNTP has previously achieved such broad impact through publishing groundbreaking reports like *The Widget Effect* (2009), which catalyzed a national conversation on teacher effectiveness and was prominently featured in many states’ Race to the Top plans, and *Leap Year* (2013), which recently led prominent education writer Andy Smarick to declare that he was “all but certain a number of states will take this report’s lessons to heart, and once again it will be said that TNTP influenced for the better our educator policies and practices.”²⁵

²⁴ Calkins et al. (2007).

²⁵ Smarick (2013).



2. System Improvement

Comprehensive reform. The research is clear: Great leadership is essential to turning around any organization, especially a school or district.²⁶ Few districts in the country are in such dire need of turnaround as CCPS. Almost all of its schools qualify as among the lowest performing in New Jersey. Its high school graduation rate is below 50 percent, 36 percentage points below the state average. In 2010-11, only 20.1 percent of CCPS third graders were proficient in reading, and only 18.3 percent of high school students reached even basic levels of proficiency in math. The state takeover of Camden is a drastic intervention—one pursued relatively rarely in cities plagued by chronic underperformance over the course of several decades, including Cleveland, Detroit, and Prince George’s County, MD. The takeover also represents CCPS’ best chance for improvement. The school board that has thus far failed to improve student outcomes will be reconstituted and its role will be advisory. A new superintendent will be appointed, and the state will have broad authority to improve district governance, operations, and most importantly, talent management. Schools will receive substantial instructional support from the state’s Regional Achievement Centers. But all of these efforts are unlikely to positively impact teacher effectiveness or student achievement without strong school leaders who can improve instructional culture and attract, develop, and retain great teachers, or without strong leadership across the district to sustain new initiatives when local control is re-established and additional resources disappear. Camden PLUS is therefore an essential component of CCPS’ turnaround strategy.

All schools, all leaders. Camden PLUS will strengthen leadership at all levels, for all schools district-wide. Through the residency program, Camden PLUS will help retain **effective teachers** who would otherwise be likely to leave the district for an additional year and scale their impact as **teacher leaders**. Those who demonstrate effective leadership in the residency will be

²⁶ Bryk et al. (2010); Calkins et al. (2007); Duke (2004); Leithwood et al. (2004); Berends et al. (2001).



certified to become **assistant principals** or **principals**, filling critical gaps in CCPS' leadership bench and improving school outcomes. Current **principals** will measurably improve their leadership practices through the first year professional development program, training for principals who mentor residents, and the ongoing implementation of the survey. Finally, **district leaders** receive actionable data about principals' effectiveness from Insight reports and other ongoing program evaluation activities, and they will benefit from the capacity-building initiative to sustain the program beyond the grant period. By 2018, TNTP and CCPS will have improved school outcomes system-wide by addressing leadership effectiveness at every level, and the district will be well-positioned to retain and grow its best educators—the most important thing it can do to improve student achievement over the long term.

3. Magnitude of Results

Importance of effective leadership. Great school leadership is essential for promoting great teaching and learning. Research indicates that a quarter of schools' total impact on student achievement can be attributed to leadership actions, while classroom factors explain one-third.²⁷ This impact can largely be attributed to the actions that leaders take to build a productive instructional culture and to manage teacher talent through effective hiring and dismissal, evaluation, and professional development. In a national survey of 40,000 teachers, 91 percent described effective school leadership as having a very important impact on student achievement and 96 percent rated supportive school leaders as very important to retaining good teachers, more than any other factor and in confirmation of a wide body of prior research.²⁸ Because of the important roles they play in teacher talent management and developing instructional culture, effective leaders have

²⁷ Marzano et al. (2005); Leithwood et al. (2004).

²⁸ Scholastic Inc. (2010); Allensworth et al. (2009); Clotfelter et al. (2008); Grissom (2008).



been described by researchers as the primary drivers of school improvement, without whom school turnarounds stand almost no chance of success.²⁹

Short term outcomes: school leadership practices. Camden PLUS will result in immediate improvements in school leadership practices across the district through its current principal professional development initiative and the implementation of the Instructional Culture Insight survey. These effects will be stronger in schools where Camden PLUS residents are placed and where principals have received mentor training. Moreover, leadership practices will dramatically improve where multiple residents or program graduates become part of the school’s leadership team, a certain outcome for the grant period given that CCPS has 26 schools and the program plans to enroll cohorts of approximately 12 residents per year.

The changes in leadership practices for Camden PLUS program participants can be compared to those achieved by TNTP in previous school leader coaching initiatives in New York City and Washington, DC. In both locations, more than 75 percent of teachers received more observations than they had in the past; teacher observation ratings were more strongly correlated with other performance measures, demonstrating accuracy; and evaluations produced a meaningful distribution of results, rather than rating nearly all teachers “satisfactory.” In New York, teachers in coached schools were more likely to agree that they receive feedback to help them improve.

Intermediate outcomes: Teacher effectiveness. By improving school leadership practices, Camden PLUS will significantly increase teacher effectiveness. Better teacher observations and feedback will result in more effective classroom instruction. More accurate teacher evaluations will help leaders focus their reward and retention efforts for high performers and their professional development or dismissal efforts for low performers. And improved instructional cultures will ease the challenges of teaching in high-need schools, facilitate teacher growth, and promote the retention

²⁹ Bryk et al. (2010); Louis et al. (2010); Calkins et al. (2007); Duke (2004); Leithwood et al. (2004); Berends et al. (2001).



of effective teachers. These teacher effectiveness outcomes are evident in TNTP’s DC school leader coaching initiative: in coached schools, 81 percent of high performing teachers were retained from 2011-12 to 2012-13 and 15 percent more ineffective teachers did not return to their roles than in the previous year. In Camden, TNTP and CCPS will collect similar “differential retention” data, teacher evaluation scores, and Instructional Culture Insight survey data to measure the program’s impact on teacher effectiveness throughout the grant period.

Long-term outcomes: student achievement gains. Camden PLUS will have a positive and important impact on long-term student achievement outcomes for the district. Its aspiring leader residency program shares a large majority of program elements with two existing programs that been shown to produce significant results through robust evaluations that meet *What Works Clearinghouse* standards for evidence with reservations—New Leaders and the New York City Leadership Academy. The evaluations found program effect sizes larger than those of principal experience alone, up to .06.³⁰ These results represent significant gains for students: many of the fastest improving schools in partner systems are led by graduates of these programs, and similar programs that have been coupled with systemic reforms have led to some of the best outcomes for low-income, minority students in the country, such as the leadership preparation programs run by the Knowledge Is Power Program (KIPP), Achievement First, and Gwinnett County Public Schools.³¹ Though CCPS will be too early in its turnaround process to expect the results of those high-performing systems, the common residency program elements support the expectation of a similar magnitude of results to New Leaders or the New York City Leadership Academy, which may be further enhanced by additional Camden PLUS program elements such as the intensive post-

³⁰ Martorell et al. (2010); Corcoran et al. (2009); Clark et al. (2009).

³¹ Broad Foundation (2013); Cheney et al. (2010).



residency summer training, mentor principal training, Insight survey data to inform the leadership actions of program schools, and the co-location of program residents and graduates.

D. Management Plan

1. Management Plan

Management team. **Crystal Harmon**, TNTP Vice President, Performance Management Group, will serve as the designated Project Director for Camden PLUS, acting as liaison between CCPS, TNTP and ED throughout the grant period, ensuring the project remains aligned with Department guidelines, the district’s larger reform agenda, and the goals outlined in this proposal. Crystal will manage the TNTP Partner who is responsible for launching and running the Camden PLUS program. A leader at TNTP since 2004, Crystal was recently named by *Education Week* as one of “Ten People Who Are Changing Education Today.”³² **Kate Sobel**, a Partner in TNTP’s Talent Management team, will be TNTP’s on-site lead of Camden PLUS, dedicating 100 percent FTE to the program. Currently, Kate oversees Philadelphia PLUS, which she helped to design. As on-site Partner for Camden PLUS, Kate will liaise with CCPS and TNTP staff members, manage the program’s Site Director and Leadership Coach, serve as a content expert for the development of curricula and assessments, and coach a portfolio of residents and new school leaders. Prior to working at TNTP, she spent three years as the principal of Camino Nuevo Charter Academy in Los Angeles, five years as a teacher in high-need schools, and two years as the Teach For America’s (Los Angeles) Managing Director of Institute. Kate holds a MEd from Harvard University. **Jill Regen**, representing the New Jersey Department of Education’s Human Capital team, will act as CCPS Coordinator for the management team. She will dedicate 20 percent FTE to the project

³² Mead, S. (2004).



throughout implementation and will be responsible for sustaining the program beyond the grant period. Jill reports directly to the district's **Interim Superintendent Margaret (Peggy) Jeker Nicolosi**, executive sponsor of this project on behalf of CCPS. Jill earned an MBA from Harvard University and was a 2012 Broad resident.

Finally, **Jennifer Steele, EdD** of the RAND Corporation will serve as the principal investigator on the external evaluation of Camden PLUS, dedicating an average of 11 percent FTE to the project. Dr. Steele received her doctorate in Administration, Planning, and Social Policy from Harvard University, and her interests are centered on education policy, particularly on K-12 teacher quality and data use in schools. She is currently leading a random-assignment study of dual-language immersion in Portland, Oregon, funded by the Institute of Education Sciences (IES). For the Bill & Melinda Gates Foundation, she is co-leading a study of competency-based school reform in five school districts, and studying changes in the distribution of effective teachers in four districts undertaking intensive human capital reforms. Dr. Steele's work has appeared in many scholarly journals including the *Journal of Research on Educational Effectiveness* and *Teachers College Record*.

Program staff. TNTP is a flexible organization that responds to the evolving needs of school systems. The organization has worked with 200 districts over 15 years and has developed the recruitment expertise to attract and rapidly secure top local talent for new initiatives. Upon receiving the grant, the Partner (Kate Sobel) will hire three qualified, full-time staff members for Camden PLUS. The expected staff roles will include a **Leadership Coach**, who will be an experienced school principal or principal manager reporting directly to the Partner. The Coach will be responsible for the professional development of the Camden PLUS residents, program graduates, and current CCPS principals. Also reporting to the Partner will be a **Site Director**, who will have significant project and people management experience in an educational context. The Site Director



will secure and maintain the program’s certification authority, lead selection for the residency program, coordinate evaluation efforts, and supervise a **Program Manager** responsible for logistics, data collection and analysis, and program communications such as annual recruitment campaigns. Increasingly over the course of the grant, the program team members will work with an expanded list of district personnel, including members of Camden City’s Regional Achievement Centers, to transfer findings, materials and best practices to CCPS for the long-term sustainability of the district’s own school leadership initiative.

Supervision and support. The Camden PLUS management team and program staff will benefit from additional capacity and supervision of progress to grant goals by TNTP’s executive leadership, including CEO **Ariela Rozman** and President **Timothy Daly**, who in 2012 were named co-recipients of the Harold W. McGraw, Jr. Prize in Education for their work since 2007 to build TNTP into “a leading voice on teacher quality” and “the most effective nonprofit policy group today”³³; **Karolyn Belcher**, Executive Vice President of New Teacher Effectiveness, who has more than 20 years of experience in education and oversees TNTP’s acclaimed teacher training programs in 13 states; **Daniel Weisberg**, Executive Vice President of Performance Management and General Counsel, the former New York City DOE Chief Executive of Labor Policy and Implementation who now oversees TNTP’s efforts to develop district and state capacity to support teacher effectiveness; and **Layla Avila**, a former teacher, analyst for the White House Initiative on Educational Excellence For Hispanic Americans, and current school board member who serves as TNTP’s Executive Vice President of Partnerships, which includes fundraising, new business development, and external research and evaluation.

Camden PLUS staff will also have access to TNTP’s central teams—research and evaluation, communications, human capital, finance, and technology—and their systems for

³³ Hess (2010); Rotherham (2010).



running efficient program operations and sharing knowledge. Collectively, TNTP staff have successfully implemented complex projects including five federal grants from the Department of Education, landmark studies such as *The Widget Effect* and *The Irreplaceables*, and recruitment or training of over 50,000 teachers for high-need schools across the country.

Additional staffing information. Brief biographies and resumes of all management team members and TNTP leadership are available in *Appendix D*. Job descriptions and expected qualifications for Camden PLUS staff are available in *Appendix F.2*.

Project management. TNTP and CCPS management team members will meet at least monthly to ensure that the grant activities in *Table D.1* are implemented on time, on budget, and with the quality necessary to develop great leaders for Camden schools.

Table D.1—Grant Activities

Goal 1: Create a pipeline of leaders who demonstrate the potential to become effective CCPS leaders.			
Objective	Staff Roles and Responsibilities	Milestones	Timelines
Recruit and select applicants who demonstrate the potential to become effective leaders of high-need schools.	TNTP Partner sets goals with CCPS, ensures a consistent high bar for selection, and ensures that recruitment targets are met Site Director and Program Manager run recruitment campaigns, interview candidates, and coordinate applicant review and data analysis CCPS Coordinator sets resident placement goals with TNTP Partner and coordinates internal district referrals	Conduct recruitment campaigns	Annually; Jan-Jun
		Screen and select cohort according to the following annual targets: Cohort 1: 7-10 Residents Cohort 2: 7-10 Residents Cohort 3: 12-15 Residents Cohort 4: 12-15 Residents	Annually; Apr-Jul
		Set goals and refine models based on evaluation outcomes	Annually; Jan-Mar
Develop school leader candidates through a rigorous one-year residency program.	Partner and Site Director oversee ongoing program content development and implementation Partner and Coach implement trainings and provide one-on-one school-based coaching Site Director secures and maintains program certification authority Program Manager assists in content management, data analysis, and logistics for training program	Secure certification authority	October 2013
		Pre-service training	Annually; August
		Residency year coursework	Annually; Sep-May
		Residency year coaching	Annually; Sep-May
		Post-residency training	Annually; June
		Set goals and refine program based on evaluation outcomes	Annually; July



Goal 1 (continued): Create a pipeline of leaders who demonstrate the potential to become effective leaders for Camden schools.

Objective	Staff Roles and Responsibilities	Milestones	Timelines
Certify and place new principals and assistant principals who have demonstrated effective leadership practices.	Partner ensures that all candidates have demonstrated effective leadership practices prior to certification Coach conducts assessments of leaders Program manager processes NJ state certifications Partner, Coach, and CCPS Coordinator collaborate to determine best-fit placements for graduates	Evaluate candidate data; ensure that only those assessed as effective are certified	Annually; May
		Process administrative certifications	Annually; June
		Place graduates in best-fit schools and principal/AP roles	Annually; Jun-Jul

Goal 2: Improve the effectiveness of new and veteran leaders in Camden schools.

Objective	Staff Roles and Responsibilities	Milestones	Timelines
Support graduates of the residency program to implement effective leadership practices in their first year after certification.	Partner and Coach ensure the quality and ongoing improvement of the coaching model Partner and Coach observe and coach groups of approximately 6-8 new principals and assistant principals each year	Coach new principals/APs in their first year	Annually; Sep-May
		Refine coaching model based on evaluation outcomes	Annually; July
Provide coaching and professional development to improve the leadership practices of current Camden principals .	TNTP Partner and Site Director develop content and ensure the quality and ongoing improvement of the first year professional development Coach executes first year coursework for current principals and, along with Partner, provides one-one-one support through school-based observation and coaching Program Manager coordinates logistics and data analysis	Develop curricular materials for current principal PD	Sep 2013
		Implement PD for current principals	Oct 2013 – Jun 2014
		Evaluate lessons learned from PD year and incorporate in pipeline program	July 2014
Coach Camden school leaders with to improve their practice based on data from TNTP's school culture survey.	Site Director troubleshoots Insight implementation challenges, coordinates with CCPS, and shares data and recommendations with district Coach and Partner guide principals to understand and take action based on Insight data Program Manager monitors teacher survey completion rates and conducts follow-up TNTP's Insight Team analyzes responses, develops school and district recommendations, and maintains necessary survey infrastructure	Administer fall Insight survey	Annually; October
		Analyze data, provide recommendations and training	Annually; Nov-Dec
		Administer spring Insight survey	Annually; March
		Analyze data, provide recommendations and training	Annually; Apr-May

Goal 3: Build the knowledge and capacity to develop effective school leaders in and beyond Camden.			
Objective	Staff Roles and Responsibilities	Milestones	Timelines
Transfer TNTP knowledge and build CCPS capacity to develop effective school leaders independently and beyond the grant period.	TNTP Partner and Site Director design and implement all elements of capacity building initiative, with logistical and tool development assistance from the Program Manager and Coach as needed CCPS Coordinator manages new district staff, collaborates with TNTP, and liaises with senior district leadership to ensure success of capacity building initiative	Codify program learning, finalize capacity building plan	Oct–Nov 2017
		Hire CCPS staff to sustain program	Nov 2017 – Jan 2018
		Train CCPS staff, transfer knowledge	Jan 2018 – Sep 2019
		Follow-up data analysis and technical support	SY 2018-19; Quarterly
Evaluate the Camden PLUS program and share knowledge to support the development of effective school leaders for high-need schools.	Project Director and Partner oversee program improvements Site Director oversees all evaluation activities Program Manager analyzes TNTP and CCPS evaluation data, with assistance from TNTP’s Research and Evaluation and Insight teams CCPS Coordinator provides timely access to district data sources RAND researchers conduct external evaluation of program TNTP Project Director and Partner share knowledge through blog posts, conferences, and district case study	Analyze and act on program implementation data	Ongoing
		Summarize data and progress to goals in program status reports	Weekly
		Collect and analyze performance measure data	Annually; Spring
		Conduct external evaluation (RAND)	Ongoing in years 2-5; Annual reports to TNTP
		Publish blog posts	Annually
		Publish TNTP district case study and RAND working papers	Fall 2018

2. Continuous Improvement

Rigorous program evaluation. The evaluation of Camden PLUS, detailed in Section B (p. 24), will include the collection and analysis of robust program implementation and impact data throughout the grant period. TNTP and CCPS will review this performance feedback data as it becomes available, including annual reports from external evaluators at RAND and internal TNTP weekly program status reports, and make iterative mid-course improvements as needed. Each winter, Camden PLUS staff will collaborate with CCPS to set goals and make improvements to the recruitment and selection model for the residency program. Training components of the program will be revised each July. The TNTP Partner and senior leadership will contribute lessons learned



from other TNTP projects, such as the Teaching Fellows programs and Philadelphia PLUS, to further improve the design of Camden PLUS.

A history of program innovation. Adaptability is among the six elements of TNTP’s staff culture. Fundamentally, TNTP believes that if its work is not meeting its goals, then the work must change. For example, early indicators showed that Teaching Fellows programs were producing an overall positive impact, but it was nowhere near large enough to close the achievement gap. In response, TNTP developed the Assessment of Classroom Effectiveness to ensure that every teacher recommended for certification had demonstrated positive growth in student outcomes in their first year. TNTP also fully revamped its teacher training curriculum, evaluated the impact of these changes, and published a report—*Leap Year (2013)*—detailing its progress to date. By partnering with TNTP, CCPS has committed to this same level of rigorous, ongoing program evaluation and improvement for Camden PLUS.

A cornerstone for CCPS. In the final year of the grant, TNTP will work with CCPS to develop the district’s capacity to internalize and sustain key elements of Camden PLUS. This objective will provide CCPS with the opportunity to further improve the program as its needs evolve in the years after the grant period. Both TNTP and CCPS believe that the long-term sustainability and continuous improvement of Camden PLUS are essential for the success of the district’s comprehensive effort to improve learning outcomes for students.



Works Cited and Bibliography

Abadie, A., Diamond, A., & Hainmueller, J. (2007). Synthetic control methods for comparative case studies: Estimating the effect of California's tobacco control program (No. 12831). Cambridge, MA: National Bureau of Economic Research.

Abadie, A. & Gardeazabal, J. (2003). The economic costs of conflict: A case study of the Basque Country. *American Economic Review*, 93(1), 113-132.

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools*. Chicago, IL: Consortium on Chicago School Research.

Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2001). *Implementation and Performance in New American Schools: Three Years into Scale-Up*. Santa Monica, CA: RAND.

Broad Foundation, The. (2013). "Previous Winners and Finalists" and "2013 Charter Prize". Available at <http://www.broadprize.org/>.

Bryk, A.S., Sebring, P., Allensworth, E., Luppescu, S. & Easton, J.Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.

Burkhauser, S., Gates, S.M., Hamilton, L.S., & Ikemoto, G.S. (2012). *First Year Principals in Urban Districts: How Actions and Working Conditions Relate to Outcomes*. Washington, DC: RAND Corporation.

Calkins, A., Guenther, W., Belfore, G., & Lash, D. (2007). *The Turnaround Challenge: Why America's Best Opportunity to Dramatically Improve Student Achievement Lies in Our Worst-Performing Schools*. Boston, MA: Mass Insight Education & Research.

Camden City Board of Education (2012). *Needs Analysis: Camden City Public Schools*. Camden, NJ: CCBE.

Carter, S.C. (2000). *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. Washington, DC: Heritage Foundation.

Cheney, G. R., Davis, J., Garrett, K., & Holleran, J. (2010). *A New Approach to Principal Preparation: Innovative Programs Share their Practices and Lessons Learned*. Fort Worth, TX: Rainwater Leadership Alliance.

Chenowith, K. & Theokas, C. (2011). *Getting It Done: Leading Academic Success in Unexpected Schools*.

Clark, D., Martorell, P., & Rockoff, J. (2009). *School Principals and School Performance*. CALDER Working Paper 38. Center for Analysis of Longitudinal Data in Education Research.



Clotfelter, C., Glennie, E., Ladd, H., & Vigdor, J. (2008). Teacher Bonuses and Teacher Retention in Low Performing Schools: Evidence from the North Carolina \$1,800 Teacher Bonus Program. *Public Finance Quarterly*, 36(1), 63-87.

Corcoran, S. P., Schwartz, A. E., & Weinstein, M. (2009). *The New York City Aspiring Principals Program: A School-Level Evaluation*. New York, NY.

Council of Chief State School Officers, The. (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC: CCSO.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M.T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Duke, D. L. (2004). *The Turnaround Principal: High-Stakes Leadership*. *Principal*, September/October, 12-23.

Gordon, R., Kane, T., & Staiger, D. (2006). *Identifying effective teachers using performance on the job*. Brookings Institute Discussion Paper 2006-01.

Grissom, J.A. (2008). "But Do They Stay? Addressing Issues of Teacher Retention through Alternative Certification." In *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education*, eds. Pam Grossman and Susanna Loeb. Cambridge, MA: Harvard Education Press.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *The Journal of Human Resources*, 39(2), 326-354.

Hess, F. & Kelly, A. (2007). *Learning to Lead: What Gets Taught in Principal Preparation Programs*. *Teachers College Record Online*, 109(1).

Hess, F. (2010). *What Rhee Accomplished (That You Never Hear About)*. Washington, DC: American Enterprise Institute. Available at <http://www.aei-ideas.org/2010/10/what-rhee-accomplished-that-you-never-hear-about/>.

Kirp, D.L. (2013). *The Secret to Fixing Bad Schools*. Available at <http://www.nytimes.com/2013/02/10/opinion/sunday/the-secret-to-fixing-bad-schools.html>.

Knapp, M.S., Copland, M.I., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). *Learning-focused Leadership and Support: Meaning and Practice in Urban Systems*. Seattle, WA: University of Washington.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. New York, NY: Wallace Foundation.

Levine, A. (2005). *Educating School Leaders*. Washington, DC: The Education Schools Project.



Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Learning From Leadership: Investigating the Links to Improved Student Learning*. New York, NY: Wallace Foundation.

Martorell, F., Heaton, P., Gates, S.M., & Hamilton, L.S. (2010). *Preliminary Findings from the New Leaders for New Schools Evaluation*. Washington, DC: RAND Education.

Marzano, R.J., Waters, T., & McNulty, B. (2005). *School leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mead, S. (2004, June 4) *Ten People Who Are Changing Education Today—and Will Be Ten Years from Now*. *Education Week*. Available at <http://tiny.cc/62oizw>.

National Center for Education Statistics (2013). *Elementary/Secondary Information System (ELSi)*. Available at <http://nces.ed.gov/ccd/elsi/>.

New Jersey Department of Education (2013). *Priority and Focus Schools*. Available at <http://www.state.nj.us/education/rac/schools/>.

Orr, M. T., Byrne-Jimenez, M., McFarlane, P., & Brown, B. (2005, January). *Leading out from Low-performing Schools: The Urban Principal Experience*. *Leadership and Policy in Schools*, 4(1), 23-54.

Portin, B.S., Knapp, M.S., Dareff, S. et al. (2009). *Leadership for Learning Improvement in Urban Schools*. Seattle, WA: University of Washington.

Raudenbush, S. W. & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods* (2nd ed.). London: Sage Publications.

Rosenbaum, P. R. & Rubin, D. B. (1983). *The central role of the propensity score in observational studies for causal effects*. *Biometrika*, 70(1), 41-55.

Rotherham, A. (2010). *In D.C. schools, Rhee and Fenty learn that tough reforms bring tougher politics*. *Washington Post*. Available at <http://www.washingtonpost.com/wp-dyn/content/article/2010/09/03/AR2010090302207.html>.

Rubin, D. B. (1997). *Estimating causal effects from large data sets using propensity scores*. *Annals of Internal Medicine*, 127(8, part 2), 757-763.

Sanders, W., & Horn, P. (1994). *The Tennessee Value-Added Assessment System (TVAAS): Mixed methodology in educational assessment*. *Journal of Personnel Evaluation in Education*, 8(1), 299-311.

Scholastic Inc. and Bill and Melinda Gates Foundation (2010). *Primary Sources: America's Teachers on America's Schools*.



Singer, J. D. & Willett, J. B. (2003). *Applied longitudinal data analysis: Modeling change and event occurrence*. Oxford: Oxford University Press.

Smarick, A. (2013). One giant leap for teacher development. Available at <http://www.edexcellence.net/commentary/education-gadfly-daily/flypaper/2013/one-giant-leap-for-teacher-development.html>

TNTP (2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Available at http://tntp.org/assets/documents/TheWidgetEffect_2nd_ed.pdf.

TNTP (2012a). *Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive*. Available at http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf/

TNTP (2012b). *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*. Available at http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf.

TNTP (2013). *Leap Year: Assessing and Supporting Effective First Year Teachers*. Available at http://tntp.org/assets/documents/TNTP_LeapYear_2013.pdf.

US Census Bureau (2013). *American Fact Finder*. Available at <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education* (1), 57-67.



Appendix* Table of Contents

Appendix A	Camden City Public Schools’ Eligibility According to ESEA Definition of “High-Need”
Appendix B	TNTP’s Nonprofit 501C3 status verification
Appendix C	Invitational Priority 2: Response to Evidence Standards
Appendix D	Key Personnel <ul style="list-style-type: none">• Short biographies of key personnel from CCPS, RAND and TNTP• Resumes of key personnel
Appendix E	Letters of Support <ul style="list-style-type: none">• CCPS Interim Superintendent Peggy Nicolosi• NJDOE Asst. Commissioner Peter Shulman
Appendix F	Other Program Information: <ul style="list-style-type: none">• F.1: Overview: TNTP’s Instructional Culture Insight• F.2: CamdenPLUS+ Staff Job Descriptions

** All appendix items have been submitted under separate cover via the “Other Attachments Form” of this application.*