

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100068

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
6/29/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Washoe County School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	P.O. Box 30425
Street2:	425 E. Ninth Street
* City:	Reno
County:	Washoe
State:	NV
Province:	
* Country:	USA
* Zip / Postal Code:	89520

e. Organizational Unit:

Department Name:	Division Name:
State & Federal Programs Dept.	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Kristen
Middle Name:		

* Last Name: McNeill

Suffix:

Title: [REDACTED]

Organizational Affiliation:

Washoe County School District

* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email: [REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Lead Educational Agency (LEA)

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund ARRA

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Washoe County, NV

Reno, NV
Sparks, NV

*** 15. Descriptive Title of Applicant's Project:**

Washoe County School District Teacher and Principal Performance Growth System

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NV002

* b. Program/Project: 2

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program	\$
Income	
g. TOTAL	\$ 0

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/6/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Washoe County School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
2. Fringe Benefits	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
3. Travel	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
6. Contractual	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
10. Indirect Costs*	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Nevada Department of Education The Indirect Cost Rate is

3.67%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Washoe County School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Kristen McNeill

Title: [REDACTED]

Date Submitted: 06/30/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: US Dept. of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: NV Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Kristen McNeill Title: XXXXXXXXXX Applicant: Washoe County School District Date: 06/30/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : WCSD TIF GEPA

File : J:\Grant Writers\A1 Teacher Incentive Fund\TIF FY11\Grant Parts\WCSD TIF GEPA Section 427.pdf



Teacher Incentive Fund – (Main) CFDA Number 84.385A
Washoe County School District – Teacher Principal Evaluation

General Education Provisions Act (GEPA)
Section 427: Equitable Access and Participation

The Department of Education’s General Education Provisions Act has been applied throughout this proposal for the Teacher and Principal Performance Growth System. The goal and objectives for this project encompass a systemic reform initiative for our human resources which includes: a) defining and supporting teacher and principal effectiveness by providing ongoing professional learning focused on individual professional development plans, b) redesigning teacher and principal evaluations grounded in student growth and achievement data c) develop evaluation tools and training to ensure inter-rater reliability through the use of rubrics that measure performance; d) the system will differentiate effectiveness: highly effective, effective, minimally effective and ineffective. **Barrier:** The Washoe Education Association and Washoe School Principal Association may object to how student growth is used to measure teacher and principal performance. **Solution:** Washoe Education Association and Washoe School Principals Association are partners in this grant, and we will make every effort to collaborate so all parties are represented fairly in how the district’s evaluation tool is developed.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Kristen Kristen McNeill

Address:

* Street1: P.O. Box 30425
 Street2: 425 E. Ninth Street
 * City: Reno
 County: Washoe
 * State: NV * Zip / Postal Code: 89520 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
 [REDACTED] [REDACTED]

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : WCSD TIF Human Subjects
 File : J:\Grant Writers\A1 Teacher Incentive Fund\TIF FY11\Grant Parts\WCSD TIF

**Washoe County School District (WCSD)
WCSD Teacher and Principal Performance Growth System; Teacher Incentive Fund grant
CDFA 84.385A Main Competition**

Human Subjects: Exempt—Reason No. 1

During this five year grant the goal and objectives for this project encompass a systemic reform initiative for our human resources which includes: a) defining and supporting teacher and principal effectiveness by providing ongoing professional learning focused on individual professional development plans, b) redesigning teacher and principal evaluations grounded in student growth and achievement data c) develop evaluation tools and training to ensure inter-rater reliability through the use of rubrics that measure performance; d) the system will differentiate effectiveness: highly effective, effective, minimally effective and ineffective.

Exemption 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as, (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. Teachers, principals, or students will be individually identified. Information would include any increase in teachers' knowledge; and knowledge to develop effective hiring and evaluation tools. Benefits: Revise evaluation structures to ensure the most highly effective teachers and principals. No risks involved.

Project Narrative

Project Abstract

Attachment 1:

Title: **WCSD TIF Abstract** Pages: **0** Uploaded File: **WCSD TIF Abstract.pdf**



Abstract

The Principal and Teacher Performance Growth System is a performance-based compensation plan for Washoe County School District (WCSD) teachers, principals and other personnel that is multi-faceted including student growth indicators and “valued-added tools.” As of February 2010, Nevada’s new law, Nevada Revised Statute 386.650, mandates all school districts and charter schools use student performance data as part of their principal and teacher evaluation systems. WCSD’s goal for this project is to *increase the number of highly effective and competent certified teachers and principals who reflect the District's Mission, Vision, and Core Beliefs through the implementation of an effective and comprehensive evaluative growth system.* As a new applicant to TIF, WCSD recognizes although student achievement data are central to the evaluation system, knowledge, skills, and disposition are also critical components of the evaluation system in Nevada’s statewide strategy. Targeting nine of our highest need schools, the objectives of this project address all TIF Absolute Priorities, Competitive Preferences, and Core Elements and encompass a systemic reform initiative for our human resources which includes: a) working collaboratively with WCSD collective bargaining units to develop, pilot, modify and communicate consistent, reliable, and fair evaluation rubrics and policies to measure principal, teacher and other personnel performance growth; b) training administrators, principals and Peer Assistance and Review (PAR) teams so they can conduct consistent, reliable, and fair teacher and principal performance evaluations and communicate evaluation findings to evaluatees; c) developing ongoing, embedded professional learning and support focused on individual performance growth for teacher retention in hard-to-fill schools; d) developing different levels of compensation and career ladders for effective teachers and principals based on set criteria at participating schools; and, e) sustaining the system by leveraging district resources, federal, state and private funds.

Project Narrative

Application Narrative

Attachment 1:

Title: **WCSD TIF Narrative Final** Pages: **0** Uploaded File: **WCSD TIF Narrative FINAL.pdf**



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Attachments

High-Need Schools DocumentationHN 1

Letters of CommitmentA 1-20

Other Attachments.....O 1-76



NEED FOR THE PROJECT

(1) High-needs schools with difficulty: (i)&(ii) Recruiting & retaining highly qualified/effective teachers, particularly in hard-to-staff subjects/areas; (2) Student achievement in WCSD TIF schools is lower than comparable schools; and (3) “Comparable” schools.

Washoe County School District (WCSD) is the **58th** largest district in the nation with **102 schools** (including charter) serving more than **64,800** students in urban, suburban and rural settings, and facing challenges similar to those in large urban districts across the nation. WCSD has a growing population of students who belong to minority racial groups, and student performance can be predicted based on student race. The high school graduation rate is one of the lowest in the nation (**54%**) and only about **70%** of our graduates go on to college. In 2009, **95%** of WCSD graduates needed remediation in college for English, Math or both. Under the federal School Improvement Grant guidelines, Nevada Department of Education identified **seven** WCSD schools as Tier I and II schools or "**persistently lowest-achieving schools.**" There are **12** schools classified as Tier III schools, schools defined as on the cusp of qualifying as persistently low-achieving. It is anticipated many of the Tier III schools will be Tier I in the next school year. **The District did not make AYP in year 2009 and is currently on "Watch" status for AYP.**

School achievement is of paramount concern to WCSD. Our Board, administration, and community are addressing achievement challenges directly with a newly revised, robust Strategic Plan that begins with a clear and ambitious definition of success for students and schools, identifies supports essential to improving school performance, and articulates a new system for allocating resources and managing school performance. WCSD’s Vision, Mission and Core Beliefs follow:

<i>Washoe County School District</i>	
<i>Excellence in Education, Every Student, Every Day, to Graduation.</i>	
Vision	As a courageous innovative leader in education, Washoe County School District will be one of the nation’s top performing school districts, graduating all students college and/or highly



	skilled career ready.
Mission	To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21 st century.
Core Beliefs	<p>We believe:</p> <ul style="list-style-type: none"> • All students will learn and be successful. • The achievement gap will be eliminated by ensuring every student is challenged to learn at, or above grade level. • Effective teachers and principals, dedicated support staff, rigorous curriculum, measurable outcomes, ongoing monitoring and assessment, collaboration, professional development and a culture of continuous improvement will ensure classroom success for all students. • Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees. • Family, school and community engagement will be required for student academic success. • Leadership and passion, together with accountability and transparency, will be keys to reform and success.

Recommendations from our Strategic Planning Committee comprised of WCSD trustees, administrators, and community members support a District strategy that includes three major elements: a **Pathway to Success** (see page 13), identifying performance milestones for students and encouraging cross-school and cross-level decision-making on shared performance goals; a continued focus on **five essential supports for school improvement** that define the key work of school and District staff; and, **a system for managing school and District performance** consistent with a new theory of change and vertical school alignment. The WCSD Board adopted **“managed performance empowerment”** as the District’s theory of action and is requiring the use of district-wide, research-based aligned curricula and materials at every grade level. The rationale for a single curriculum is to recognize student mobility between schools, facilitate consistent, high quality professional development for teachers, and maximize the value of district-wide student assessments. The Board’s theory of action also recognizes that performance varies across schools and encourages differentiated support and autonomy for schools based on performance. WCSD’s goal is to strike a balance between accountability and empowerment that maximizes student learning. WCSD Strategic Plan’s five essential supports



for school improvement calls for focusing District resources and attention on building school and District capacity for: **1) School Leadership; 2) Professional Capacity; 3) Learning Climate; 4) Parent/Community Ties, and, **5) Instruction**. Supports 1, 2 and 3 all speak to the need for our Human Resources Department (HR) to completely revise its business processes and policies which not only includes hiring, but also how teacher and principal performance is evaluated.**

Integration of a performance-based compensation system (PBCS) will address the current lack of strategic alignment between recruitment, hiring, early to late stage mentoring, ongoing professional learning, leadership development, and performance evaluation. Alignment between these key practices and systems will make an enormous contribution toward addressing persistent inequities in the system. Currently, Nevada has a binary system of annual performance evaluation where teachers and principals are deemed satisfactory or unsatisfactory. In February 2010, Nevada Revised Statute (NRS) 386.650 was amended to mandate that all 17 school districts and charter schools in Nevada use student performance data as part of their principal and teacher evaluation systems. Also, legislation will be introduced in 2011 to include four differentiated designations in teacher and principal evaluations that define levels of effectiveness: *highly effective, effective, minimally effective* and *ineffective*. WCSD's vision is of a comprehensive reform and innovation of the entire continuum of human resources to overcome existing barriers in hiring, recruitment, retention and evaluation that include:

Hiring, recruitment, retention:

- *Principals hire their own teachers leading to inconsistencies across our 102 school sites. A new shared PBCS system with associated technologies, methods, and processes will ensure greater coherence, less wasted effort, and greater leveraging of resources.*



- *HR only “paper screens” candidates for context, not for core values.* The new performance-based system will improve the pool of candidates for all positions. The new system will support and train HR staff to be fully engaged with a complete cycle of recruitment, professional growth and retention of high quality teachers and principals.
- *There is little emphasis on recruiting or hiring minorities or those with diverse backgrounds.* This investment in innovation will ensure a strong equity dimension throughout the hiring, support, and evaluation phases of professional learning and will ensure a more culturally responsive workforce in the WCSD.
- *There are no criteria for key qualities (core values, skills knowledge and attitudes) WCSD wants in teacher/principal candidates.* The innovation will create and sustain a vision of educating for the 21st Century.

Performance Evaluation

- *No tangible feedback in current evaluation system.* The new evaluation systems will allow for constructive feedback to guide continuous improvement.
- *Data is not considered in work performance.* Goals will be collaboratively developed for each individual being evaluated. There will be multiple opportunities for feedback using a variety of performance indicators.
- *Evaluations are often perceived as superficial and meaningless.* The new evaluation system will allow for meaningful feedback and reflection on individual strengths and weaknesses.
- *No degree of differentiation other than “satisfactory” and “unsatisfactory” performance.* Nevada Department of Education (NV DOE) will submit new legislation in 2011 (p. 3). Currently, compensation, promotion, and retention of teachers are determined by tenure and collective bargaining agreements. The District is currently working with the Washoe Educators



Association (WEA) and Washoe School Principals Association (WSPA) to transition the human assets system from a tenure-value plan to a performance value approach. To recruit high quality candidates and retain the most effective teachers and principals, compensation reform will be rooted in WCSD's evaluation system. State and WCSD leaders agree that nothing under this grant shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under federal, state, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees. WCSD and the local collective bargaining representatives agree to confer in good faith over matters within the scope of this grant.

- *Inconsistency in how teachers and principals are evaluated; no formalized training and discrepancies exists on how to interpret current evaluation rubrics.* We will develop training for evaluations rubrics, Peer Assistance and Review (PAR) teams (for both principals and teachers) to conduct uniform evaluations.
- *Infrequent visitations from supervisor and no current system for peer review.* The new evaluation system will have many opportunities for supervisor or PAR teams to observe.
- *No individual professional development plans.* Individual Performance Growth Plans (IPGP) will be developed for both teachers and principals to hone skills in instruction, leadership and communication.

National studies reflect the need of our District and the barriers we face. The New Teacher Project believes pipelines to teaching (pre-service programs) are misaligned to districts who hire these teachers. And many districts, particularly urban districts, have not had an active teacher recruitment policy or rigorous selection model and simply take whoever applies and remains in



the applicant pool far into the summer (Levin & Quinn, 2003). Moreover, our workforce does not match the diversity of our students and surrounding communities. As shown on the table below, the majority of WCSD teachers and administrators are White (93%). Only **3.45%** of our teachers are **Hispanic**; **1.74%** **Asian-Pacific Islander** and less than **.5%**, are **Black**.

Washoe County School District Ethnic Report 4/1/10						
Ethnicity	Male	Percent	Female	Percent	Combined	Percent
CERTIFICATED (Teachers):						
Indian- Alaskan	8	22.85	277	77.14	35	0.87
Asian - Pacific	11	15.71	59	84.28	70	1.74
Hispanic	34	24.46	105	75.53	139	3.45
Black	6	28.57	15	71.42	21	0.52
White	786	20.92	2971	79.07	3757	93.41
Group Total:	845	21.00	3177	78.99	4022	100.00

Like many other states, Nevada suffers critical shortages in special education, Science Technology, Engineering Mathematics (STEM) subject areas, and under-performing schools. Critical shortages are determined by: 1) Number of teaching positions that are vacant; 2) Teaching positions filled by teachers who are on a provisional license; 3) Teaching positions filled by teachers who are licensed, but who are teaching in academic subject areas other than their area of preparation; 4) Teaching positions filled by a long-term substitute teacher. A barrier to recruiting talent for Nevada’s STEM classrooms is the coursework requirements as indicated in state licensure code. In 2011, the NDE will work to re-evaluate the coursework barrier for STEM subjects while maintaining the subject-area test requirement as the demonstration of content knowledge. Our District will work closely with NDE to revamp this state licensure code. Finally, data for hard to fill classes in WCSD targeted TIF schools are high as shown below:

WCSD Human Resources Department Separations (as of 6/1/10) and New Hires - Classroom Teachers Only								
	2009-10		2008-09		2007-08		2006-07	
	Separations	New Hires						



WCSD Human Resources Department Separations (as of 6/1/10) and New Hires - Classroom Teachers Only								
	2009-10		2008-09		2007-08		2006-07	
	Separations	New Hires						
Glenn Duncan ES	0	0	0	3	1	0	1	3
Echo Loder ES	0	2	2	7	4	6	2	6
Smithridge ES	0	0	1	4	3	6	3	6
Sun Valley ES	0	0	2	2	1	6	1	3
Veterans Memorial ES	0	1	0	1	1	1	1	2
Archie Clayton MS	0	0	1	3	2	3	1	5
George Dilworth MS	2	4	2	2	2	3	2	5
William O'Brien MS	0	1	3	8	6	5	3	4
E. Otis Vaughn MS	0	1	0	2	2	3	1	3
Total	20	118	108	322	218	331	184	368
Hard to fill	9	56	41	140	82	115	69	141

Research indicates measuring teacher effectiveness has remained elusive in part because of ongoing debate about what an effective teacher is/does. An enormous underlying problem with teacher evaluation relates to lack of agreement about what constitutes a good or effective teacher (Cruickshank & Haeefe, 1990). Others contend that trends in measurement of teacher effectiveness seem to follow the development of new instruments and technologies, focusing on the ability to measure something, rather than first defining effectiveness and *then* determining technology for measuring it (Campbell et al., 2003). Teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on student performance (Campbell, et al., 2004). The increased availability of data in which student achievement is linked to teachers along with statistical innovations in analyzing these data may be partly responsible for what appears to be a growing emphasis on measuring teachers' contributions to student achievement (Drury & Doran, 2003; Hershberg et al., 2004; The Teaching Commission, 2004). Finally, value-added models provide a measure of teacher effectiveness driven by technological development. Research shows the marketing of technology to states for the purpose of evaluating schools and teachers have garnered considerable attention and contributed to the increased use of value-added



methodologies (Sanders & Rivers, 1996). Supports of using valued-added measures of teacher effectiveness contend such models can accurately rank teachers within a district by their contributions to student learning (Goe & Croft, 2009).

Target Schools - We will target nine School Improvement Schools for the development of a teacher/principal evaluation system. Seven of our target schools are Tier I and II and two are Tier III. Two of the Tier I schools are now designated as –Turnaround Schools,” by federal School Improvement definition. The remaining Tier I and II schools are –Transformation Schools.” The two schools selected from Tier III have high poverty rates with failing academic reforms and will most likely be identified as Tier I or Tier II by the 2010-11 school year. The table below shows targeted TIF school data, including free and reduced lunch percentages, student population, minority rates, and number of teachers, administrators, classified at each site.

High-Need Schools Eligibility for Teacher Incentive Fund Schools Washoe County School District - Free and Reduced Lunch Count as of 12/01/2009						
School Name	% of Free/Reduced Lunch Students	# of Children in Low-Income Families	# of Free Lunch/ # of Reduced Lunch Children	Total Student Population (12/1/09)	% of Minority Student Population*	# of Teachers/ Administrators /Classified Employees**
Glenn Duncan ES	88.00%	429	Locked in Provision II Status	488	91.2%	36/3/20
Echo Loder ES	94.00%	555	Locked in Provision II Status	590	92.7%	43/2/17
Smithridge ES	90.00%	594	Locked in Provision II Status	660	92.2%	45/2/21
Sun Valley ES	84.18%	495	414/81	588	65.4%	42/1/17
Veterans Memorial ES	89.67%	382	304/78	426	84.2%	32/1/19
Archie Clayton MS	58.50%	334	269/65	568	47.1%	31/2/17
George Dilworth MS	79.27%	524	380/144	661	69.9%	42/2/20
William O'Brien MS	57.29%	448	312/136	782	53.4%	45/2/23
Otis E. Vaughn MS	79.74%	488	375/113	612	71.8%	41/2/25

*Minority statistics from www.nevadareportcard.com data from 2008-09 school year.
 **Teacher and Principal Statistics from WCSD Human Resource Department, May 25, 2010

Student Achievement in the nine TIF schools as administered by the NV DOE through the Criterion Referenced Test (CRT) in the 2008-09 school year is detailed in the tables below



(www.nevadareportcard.com). These results illustrate proficiency rates as well as percentage meeting Annual Measurable Objective (AMO). In most cases, these schools have not met the AMO in core subject areas both at comparable District and/or State levels.

WCSD TIF Elementary Schools

MATH CRT Assessments 08-09										
	3rd Grade CRT-Math					5th Grade CRT-Math				
Elementary Schools	% Above AMO	1	2	3	4	% Above AMO	1	2	3	4
State	4.2	6.5	33.0	31.3	29.2	5.9	4.0	33.8	45.7	16.5
District	4.3	5.7	33.7	32.5	28.0	7.0	3.5	33.2	47.4	15.9
Duncan	-14.6	9.7	48.6	25.0	16.7	-13.4	4.3	52.9	32.9	10.0
Loder	-14.9	4.3	54.3	30.0	11.4	-28.9	8.2	64.4	26.0	1.4
Smithridge	-14.8	12.8	45.7	19.1	22.3	-9.0	6.8	45.9	41.9	5.4
Sun Valley	13.0	4.0	26.7	38.7	30.7	-18.3	10.9	51.1	33.7	4.3
Veterans	0.2	1.6	41.9	30.6	25.6	-34.5	10.9	68.3	21.8	0.0

READING and SCIENCE CRT Assessments 08-09														
	3rd Grade CRT-Reading				5th Grade CRT-Reading				5th Grade CRT-Science					
Elementary Schools	% Above AMO	1	2	3	4	% Above AMO	1	2	3	4	1	2	3	4
State	8.3	4.4	35.5	37.2	22.9	0.2	8.6	39.4	43.4	8.5	8.5	35.6	40.4	15.5
District	7.7	5.1	35.5	36.7	22.7	1.5	8.0	38.8	44.1	9.1	7.9	34.0	41.4	16.7
Duncan	-26.7	8.3	66.7	15.3	9.7	-14.6	14.3	48.6	35.7	1.4	12.9	45.7	35.7	5.7
Loder	-23.1	18.6	52.9	28.6	0.0	-25.7	15.1	58.9	24.7	1.4	13.7	68.5	16.4	1.4
Smithridge	-13.4	10.6	51.1	26.6	11.7	-12.5	13.5	47.3	37.8	1.4	18.9	44.6	31.1	5.4
Sun Valley	-5.0	8.0	45.3	41.3	5.3	-14.7	10.9	52.2	33.7	3.3	17.4	39.1	38.0	5.4
Veterans	3.1	4.8	40.3	35.5	19.4	-29.9	18.2	60.0	21.8	0.0	18.2	58.2	23.6	0.0

WCSD TIF Middle Schools

MATH CRT Assessments 08-09 - WCSD TIF Middle Schools										
	7th Grade CRT-Math					8th Grade CRT-Math				
Middle Schools	% Above AMO	1	2	3	4	% Above AMO	1	2	3	4
State	8.7	11.6	21.1	39.5	23.8	0.0	13.0	32.3	41.1	13.6
District	14.5	8.6	22.2	40.2	28.9	5.7	9.8	29.8	46.5	13.9
Clayton	10.4	9.0	26.0	35.3	29.8	4.2	10.2	30.9	43.6	15.3
Dilworth	7.0	11.8	26.6	45.6	16.0	-7.9	12.6	40.6	41.9	4.8
O'Brien	3.4	13.5	28.5	41.2	16.8	-1.3	13.4	33.2	45.5	7.9



Vaughn	1.4	11.3	32.6	34.3	21.8	-9.3	15.4	39.2	37.8	7.6
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READING and SCIENCE Assessments 08-09														
Middle Schools	7th Grade CRT-Reading				8th Grade CRT-Reading				8th Grade CRT-Science					
	% Above AMO	1	2	3	4	% Above AMO	1	2	3	4	1	2	3	4
State	11.5	5.5	25.0	50.6	18.9	2.9	5.1	34.0	46.2	14.7	9.6	29.4	55.0	6.0
District	13.7	4.1	24.2	52.6	19.1	5.1	4.3	32.6	46.5	16.6	6.8	29.7	58.3	5.2
Clayton	11.1	2.7	28.2	55.0	14.1	1.5	2.6	37.9	44.1	15.4	6.8	31.8	55.9	5.5
Dilworth	2.0	4.5	35.5	51.2	8.8	-6.2	5.2	43.0	43.7	8.1	10.0	42.1	46.0	1.9
O'Brien	5.8	4.9	31.3	52.3	11.5	3.0	4.1	34.9	50.5	10.4	7.0	37.4	54.1	1.5
Vaughn	0.6	11.7	29.7	48.7	9.9	-5.5	8.1	39.4	43.8	8.7	12.0	40.2	46.9	0.9

AMO - Annual Measurable Objective
Achievement (Standard) Percentage of Proficiency:
1. Emergent/Developing - Student occasionally/does not apply skills/strategies and requires extensive remediation.
2. Approaches Standard - Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
3. Meets Standard - Student consistently applies skills/strategies without need for remediation.
4. Exceeds Standard - Student comprehensively/consistently applies & generalizes skills/strategies in a variety of situations.

Comparable Schools - Targeted TIF program schools are comparable to other schools in the District in terms of key factors such as size, grade levels and poverty levels. WCSD comparable schools as defined by high student population, poverty and minority levels *not targeted* but whose student achievement levels are higher than targeted TIF schools are in the table below:

Comparable WCSD Schools Not Targeted							
	% of FRL Students @ 12/1/09	# of Children in Low-Income Families	# of Free Lunch/ # of Reduced Lunch Children	Total Student Pop. 12/09	% of Minority Student Pop.*	% Above AMO Math: ES=3 rd / 5 th MS=8 th grade	% Above AMO Reading: ES=3 rd / 5 th MS=8 th grade
Anderson ES	91.20	394	Provision II Status	432	82.8%	5.8/-5.5	-8.6/-12
Mathews ES	87.90	654	548/106	744	85.5%	10.4/1.6	3.9/-13.4
Palmer ES	69.20	355	252/102	513		-13.6/-3.0	-14.4/-2.8
Pine MS	45.34	433	355/76	955		14.3	9.8
Sparks MS	70.82	495	376/119	699	67.5%	-5.7	-4.4
Swope MS	25.32	195	160/35	770	28.1%	15.8	17.1

*Minority statistics from www.nevadareportcard.com data from 2008-09 school year.

PROJECT DESIGN

(1) Program is part of WCSD and statewide strategy for improving the process teachers, principals, and other personnel are rewarded in high-need schools based upon their effectiveness as determined in significant part by student growth.



As a new applicant to TIF (Competitive Preference Priority 6), WCSD and the NV DOE recognize the changes that must occur in teacher and principal practices to achieve better results. In Feb. 2010, the Governor called a Special Session of the Nevada Legislature. At that time, NRS 386.650 was amended to mandate all school districts and charter schools use student performance data as part of their principal and teacher evaluation systems. In addition, legislation to be introduced in 2011 will include four differentiated designations in teacher and principal evaluations that define levels of effectiveness: *highly effective, effective, minimally effective* and *ineffective*. In addition to student achievement data, measures of principal effectiveness will include teacher evaluations. Although student achievement data are central to the evaluation system, knowledge, skills, and disposition are also critical components of the evaluation system in Nevada’s statewide strategy. The teacher and principal standards will clearly delineate the specific and measurable behaviors necessary to positively affect student learning. To assess the performance of these standards, a comprehensive observation rubric will be developed, and training will be provided to maintain reliability across settings and evaluators. In Nevada’s Race to the Top (RTTT) application, all 17 school districts including WCSD, have committed to working with NDE to revise a comprehensive evaluation system. Principals will be accountable for ensuring that opportunities are made available for teachers, and teachers will be held accountable for implementing data-driven instruction. WCSD’s **Principal and Teacher Performance Growth System** Goal and Objectives address all TIF Absolute Priorities, Competitive Preferences, and Core Elements:

Goal: Increase the number of highly effective and competent certified teachers and principals who reflect the District's Mission, Vision, and Core Beliefs through the implementation of an effective and comprehensive evaluative growth system.

Objectives:

1. Work collaboratively with WCSD collective bargaining units (WEA, WSPA, WESP) to establish consistent, reliable and fair principal and teacher performance evaluation policies.



<i>(Absolute Priority #1, #2, and Core Elements A and B)</i>
2. Determine student achievement growth goals in participating schools that align with WCS D Pathway key targets. <i>(Absolute Priority #1, Competitive Preference #4, Core Element D).</i>
3. Establish a performance-based compensation (PBCS) data management system including programming, warehouses and data analysts to link student achievement data to WCS D teacher and principal Human Resources systems. <i>(Absolute Priority 3, Core Element D)</i>
4. Train administrators, principals and Peer Assistance and Review (PAR) teams so they can conduct consistent, reliable, and fair teacher and principal performance evaluations and communicate evaluation findings to evaluatees. <i>(Absolute Priority #1, Competitive Preference #4, Core Element A).</i>
5. Develop, pilot, and modify consistent, reliable, and fair evaluation rubrics to measure teacher and principal performance growth. <i>(Absolute Priority #1 and #3, Competitive Preference #4, Core Element C).</i>
6. Develop a plan to ensure teachers and principals understand the specific measures of teacher and principal effectiveness in the PBCS. <i>(Competitive Pref Priority #4, Core Element E)</i>
7. Develop ongoing, embedded professional learning and support focused on individual performance growth and teacher retention in hard-to-fill schools (ELL, STEM, Spec. Ed). <i>(Absolute Priority #3 and Competitive Preference Priority #5, Core Element E).</i>
8. Develop different levels of compensation for effective teachers, principals, and classified staff based on set criteria at participating schools. <i>(Absolute Priority #1, Core Element B).</i>
9. Develop a teacher and principal career ladder for incentive pay. <i>(Absolute Priority #1, Competitive Preference Priority #5, Core Element E).</i>
10. Attract and retain highly effective teachers and principals. <i>(Competitive Preference #5).</i>
11. Develop fiscal sustainability for the Principal and Teacher Performance Growth System by leveraging district resources, federal, state and private funds. <i>(Absolute Priority #2, Core Element A and B).</i>

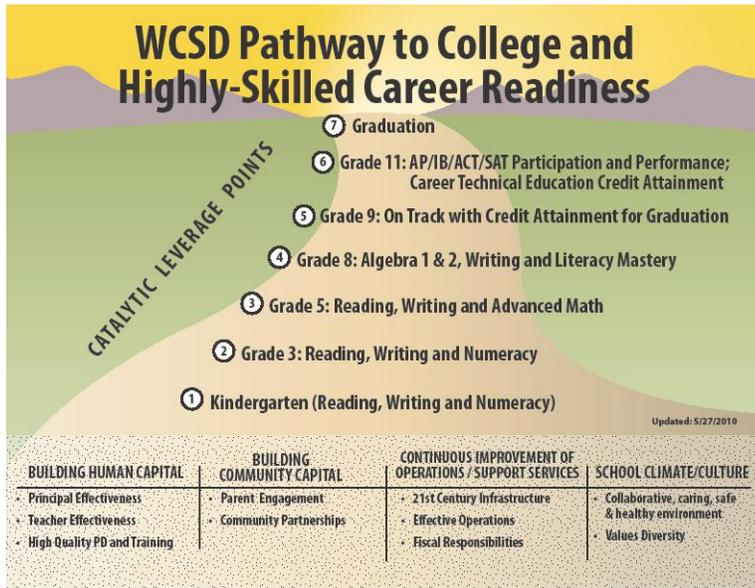
(i) Methodology to determine teacher/principal/other personnel effectiveness includes valid and reliable measures of student growth;

Objective 2: Determine student achievement growth goals in participating schools that align with WCS D Pathway key targets. *(Absolute Priority #1, Competitive Preference #4, Core Element D).*

In order to effectively evaluate school personnel, improvement in classroom instruction and school leadership must first be in place. At the center of WCS D’s improvement strategy is the **Pathway to College and Highly-Skilled Career Readiness (The Pathway)**. It establishes a set of common, ambitious, concrete goals for everyone involved with Washoe County schools-- students, parents, teachers, principals, administrators and other school staff. The Pathway identifies catalytic leverage points/important milestones for student success and creates a “value chain” that links the work of teachers and administrators across grade levels and schools. The



principals and faculty from elementary, middle and high schools serving a community will constitute a vertical team responsible for jointly setting goals across the schools. Rather than setting individual school goals, they will set team goals for which all of the schools on the vertical team share responsibility. Representatives of all the schools in a vertical team will come together regularly to establish the goals for each milestone, review progress toward the goals, and to make adjustments to implementation.



WCS D’s “managed performance empowerment” theory of action for managing schools calls for the District to establish performance expectations for all schools and staff through the Pathway, clearly define the work of school improvement through the essential supports, and then hold everyone accountable for student success. Based on the theory, the level of autonomy given to schools and staff in the future will vary depending on their level of performance. Schools that meet expectations will be granted increased autonomy; schools that fail to meet expectations will face tighter levels of control. The District’s managed performance empowerment approach also recognizes that as individual students move from elementary to middle to high school, the schools in which they enroll may be at different performance levels. In order to encourage and



facilitate collaboration across schools that share students, the primary driver of school assignment to zones is student feeder patterns. **WCSD's Integrated Improvement Model** - In order to effectively execute its performance management approach and create a performance culture in the district, WCSD will build the following tools and processes:

- Data management capacity: Periodic student assessments aligned to WCSD curricula;
- Annual summative assessment to provide individual student growth /attainment information;
- A robust school support organization that differentiates support based on performance;
- School and District Scorecards that clarify what matters and provide an annual report on attainment & growth at school/district levels (see Performance Management Indicators, p. 37);
- Dashboards/Scorecards reporting key indicators of student performance.

Nevada's RTTT calls for best practice informing that student mastery must be assessed through a combination of interim and summative assessments. This approach will be mirrored in Nevada's comprehensive evaluation system; at least one student interim assessment and one student summative assessment will be embedded. Specific details regarding this system will be built by the District Steering Committees for both Principal and Teacher Evaluations, and designed with flexibility so the frequency of evaluations may be determined in response to an educator's experience, placement, and/or effectiveness indicators from previous year's performance evaluation. Summative CRTs and formative evaluations (such as Measured Assessment Performance) will serve as tools to help teachers and principals better understand their performance and help determine more effective professional development opportunities. (NV RTTT, p. D-17). Scorecards and Dashboards will be used (see details Question 4, pgs. 38-41). Target growth goals for each of the participating schools will be used as one of the criteria for performance evaluation. The tables below list target goals for participating TIF schools:



PATHWAY PERFORMANCE TARGETS OF TIF SCHOOLS*									
	2007	2008	2009	2010	2011	2012	2013	2014	2015
8th Grade Algebra Participation	22%	22%	26%	NA	30%	34%	38%	44%	50%
Clayton	17%	10%	16%	NA	22%	27%	32%	38%	44%
Dilworth	16%	16%	17%	NA	23%	28%	33%	39%	45%
O'Brien	7%	12%	26%	NA	30%	34%	38%	44%	50%
8th Grade Algebra Performance	72%	68%	70%	NA	73%	75%	77%	81%	85%
Clayton	NA	86%	64%	NA	68%	71%	73%	77%	81%
Dilworth	NA	90%	57%	NA	61%	64%	66%	70%	74%
O'Brien	NA	53%	39%	NA	45%	50%	53%	57%	61%
At or Above Proficiency / At or Above Exceeds Standard									
8th Grade Writing Performance	68% / 19%	60% / 12%	61% / 12%	NA	62% / 15%	65% / 18%	69% / 21%	74% / 25%	80% / 30%
Clayton	69% / 20%	54% / 9%	59% / 13%	NA	61% / 16%	65% / 18%	69% / 21%	74% / 25%	80% / 30%
Dilworth	53% / 6%	43% / 7%	43% / 2%	NA	48% / 7%	53% / 12%	58% / 17%	64% / 22%	69% / 27%
O'Brien	53% / 4%	36% / 2%	52% / 7%	NA	56% / 11%	60% / 15%	64% / 19%	69% / 24%	75% / 30%
5th Grade Math Performance	62%/12%	61% / 13%	63%/16%	NA	65%/18%	67% / 20%	70% / 23%	75% / 26%	80% / 30%
Duncan	49% / 7%	50% / 7%	43% / 10%	NA	47% / 13%	50% / 16%	54% / 19%	60% / 22%	65% / 25%
Loder	39% / 0%	45% / 8%	27% / 1%	NA	32% / 6%	36% / 10%	41% / 14%	48% / 18%	55% / 22%
Smithridge	34% / 4%	46% / 4%	47% / 5%	NA	51% / 10%	55% / 13%	59% / 16%	65% / 19%	70% / 22%
Veterans	34% / 2%	44% / 0%	22% / 0%	NA	27% / 5%	31% / 9%	36% / 13%	43% / 17%	50% / 22%
5th Grade Reading Performance	56% / 8%	49% / 9%	53% / 9%	NA	57% / 14%	60% / 16%	65% / 18%	70% / 21%	75% / 25%
Duncan	37% / 3%	28% / 2%	37% / 1%	NA	42% / 6%	46% / 9%	52% / 12%	57% / 15%	62% / 20%
Loder	31% / 0%	19% / 0%	26% / 1%	NA	32% / 6%	37% / 9%	43% / 12%	49% / 15%	55% / 20%
Smithridge	25% / 2%	32% / 2%	39% / 1%	NA	46% / 6%	50% / 9%	56% / 12%	61% / 15%	66% / 20%
Veterans	37% / 2%	37% / 0%	22% / 0%	NA	28% / 5%	33% / 9%	39% / 12%	45% / 15%	51% / 20%
5th Grade Writing Performance	48% / 8%	45% / 6%	47% / 7%	NA	49% / 13%	53% / 15%	57% / 18%	63% / 21%	70% / 25%
Duncan	37% / 2%	17% / 0%	23% / 1%	NA	30% / 6%	35% / 10%	39% / 14%	45% / 17%	51% / 21%
Loder	27% / 3%	25% / 2%	26% / 3%	NA	33% / 7%	38% / 11%	42% / 15%	48% / 18%	54% / 22%
Smithridge	27% / 1%	16% / 0%	24% / 3%	NA	31% / 7%	36% / 11%	40% / 15%	46% / 18%	52% / 22%
Veterans	31% / 2%	27% / 0%	19% / 2%	NA	26% / 6%	32% / 10%	36% / 14%	42% / 17%	48% / 21%
3rd Grade Reading Performance	61% / 19%	58% / 25%	61% / 23%	NA	63% / 25%	66% / 27%	70% / 29%	75% / 32%	80% / 35%
Duncan	49%/13%	34%/11%	25% / 10%	NA	32% / 14%	37% / 17%	42% / 19%	48% / 22%	55% / 25%
Loder	24% / 2%	24% / 3%	29% / 0%	NA	35% / 5%	40% / 10%	45% / 13%	51% / 16%	56% / 20%
Smithridge	29% / 2%	25% / 2%	38% / 12%	NA	44% / 15%	49% / 18%	54% / 20%	60% / 23%	67% / 26%
Veterans	54% / 11%	34% / 10%	55% / 19%	NA	58% / 22%	62% / 24%	66% / 26%	71% / 29%	76% / 32%



3rd Grade Math Performance	56% / 23%	59% / 25%	59% / 28%	NA	62% / 29%	65% / 30%	69% / 31%	74% / 33%	80% / 35%
Duncan	64% / 32%	63% / 18%	42% / 17%	NA	46% / 20%	50% / 22%	54% / 24%	59% / 26%	65% / 28%
Loder	20% / 2%	39% / 11%	41% / 11%	NA	45% / 15%	49% / 17%	53% / 19%	58% / 21%	64% / 23%
Smithridge	34% / 10%	36% / 8%	31% / 22%	NA	36% / 23%	40% / 25%	44% / 27%	49% / 29%	56% / 31%
Veterans	52% / 18%	59% / 17%	56% / 26%	NA	60% / 28%	63% / 30%	67% / 32%	72% / 33%	78% / 35%
Kindergarten Reading Performance	NA	NA	NA	NA	59% / 12%	62% / 15%	65% / 18%	70% / 21%	75% / 25%
Duncan	NA	NA	NA	NA	35% / 10%	39% / 13%	43% / 16%	48% / 19%	53% / 23%
Loder	NA	NA	NA	NA	36% / 10%	40% / 13%	44% / 16%	49% / 19%	54% / 23%
Smithridge	NA	NA	NA	NA	45% / 12%	49% / 15%	53% / 18%	58% / 21%	63% / 25%
Veterans	NA	NA	NA	NA	50% / 12%	54% / 15%	58% / 18%	59% / 21%	64% / 26%

**Two additional TIF schools not listed here (Sun Valley ES and Vaughn MS) are in the process of establishing their Pathway Targets. (For Districtwide Pathway Performance Targets, see page 19).*

WCSD’s annual objectives are to realize significant and substantive improvements with respect to whole school performance as well as a narrowing of the achievement gap, looking for status increases and significant reductions in the percentage of non-proficient students. Note there is a difference between AYP targets and Pathway targets: AYP population includes students continuously enrolled for at least a whole school year. Pathway targets look at all students regardless of enrollment status.

(ii) Performance awards to teachers/principals/personnel are of sufficient size.

Objective 8: Develop different levels of compensation for effective teachers, principals, and classified staff based on set criteria at participating schools. *(Absolute Priority #1, Core Element B).*

WCSD will use TIF funding for the Principal and Teacher Performance Growth System to provide performance incentive awards to teachers, principals and other personnel at the nine participating schools. We believe the following outlined **incentive awards** are of sufficient size to affect behaviors and ultimately improve student achievement in our nine TIF schools.

Level	Compensation
Master Teachers	\$15,000
Teacher Mentors	\$7,000
Administrators	\$5,000
Teachers	\$2,000
Classified	\$500



(iii) Clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.

Based on the Nevada RTTT application, the WCSD will develop a Principal and Teacher Performance Growth System that is multi-faceted including student growth indicators and “valued-added tools” (see p. 25). Work has already begun on the Principal Performance Growth System slated for implementation early Fall 2010.

Objective 4. Train administrators, principals and Peer Assistance and Review (PAR) teams so they can conduct consistent, reliable, and fair teacher and principal performance evaluations and communicate evaluation findings to evaluatees. (*Absolute Priority #1, Competitive Preference #4, Core Element A*).

Objective 5. Develop, pilot, and modify consistent, reliable, and fair evaluation rubrics to measure teacher and principal performance growth. (*Absolute Priority #1 and #3, Competitive Preference #4, Core Element C*).

Objective 7. Develop ongoing, embedded professional learning and support focused on individual performance growth and teacher retention in hard to fill schools (ELL, STEM, Spec. Ed). (*Absolute Priority #3 and Competitive Preference Priority #5, Core Element E*).

Objective 9. Develop a teacher career ladder for incentive pay. (*Absolute Priority #1, Competitive Preference Priority #5, Core Element E*).

The Principal and Teacher Performance Growth System will generate the following five

outcomes: (1) All educators will receive feedback on performance as indicated in frequent formative opportunities and a summative formal end of year review (Objective 5); (2) All educators will receive an Individualized Performance Growth Plan (IPGP). The IPGP is an employee development tool designed to help educators identify a set of goals or actions to help enhance knowledge, skills, and/or abilities based on performance as well as career ladder. (Objective 9); (3) Professional development will be provided as needed in relation to the IPGP. Teachers and principals will be held accountable for accessing professional development tied to their IPGP. (Objective 7); (4) Outstanding educators who demonstrate extraordinary effectiveness through established criteria and a rigorous interview process will be identified to serve in roles such as Master Teacher, Teacher Mentor, or Principal Mentor. (Objective 9).

By 2014-2015, the WCSD Strategic Plan calls for all schools to meet five-year target growth goals. All quantitative data from observation rubrics and qualitative data will be entered into Teacher Incentive Fund – Main TIF Competition CFDA #84.385



WCSD’s *Infinite Campus* database as well as the State’s Comprehensive Oversight for Managing Performance to Achieve Student Success (COMPASS). The analysis and synthesis of these data are crucial to monitor performance with the intent to appropriately measure how performance results are used to make decisions regarding placement, promotion, retention, compensation, licensure, and termination. The annual performance evaluation will include an appeal process at the district level. Our Strategic Plan outlines draft Pathway Performance Targets for WCSD:

DRAFT PATHWAY PERFORMANCE TARGETS										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	57%	55%	56%	56%	NA	60%	62%	65%	70%	75%
AP Participation	30%	33%	26%	27%	NA	31%	34%	38%	44%	50%
AP Performance	NA	NA	54%	47%	NA	48%	50%	52%	54%	56%
SAT Participation	41%	47%	43%	41%	NA	44%	47%	50%	55%	60%
SAT Performance	NA	NA		1542	NA	1550	1560	1570	1585	1600
ACT Participation	34%	38%	36%	36%	NA	37%	39%	42%	46%	50%
ACT Performance	22.1	22.3	22	21.8	NA	22	22.3	22.8	23.3	24
CTE Credit Attainment	NA	45%	43%	43%	NA	47%	51%	55%	60%	65%
9th Grade Credit Accrual	70%	72%	75%	80%	NA	82%	85%	88%	91%	95%
8th Grade Algebra Participation	26%	22%	22%	26%	NA	30%	34%	38%	44%	50%
8th Grade Algebra Performance	67%	72%	68%	70%	NA	73%	75%	77%	81%	85%
	At or Above Proficiency / At or Above Exceeds Standard									
8th Grade Writing Performance	71% / 22%	68% / 19%	60% / 12%	61% / 12%	NA	62% / 15%	65% / 18%	69% / 21%	74% / 25%	80% / 30%
5th Grade Math Performance	62% / 17%	62% / 12%	61% / 13%	63% / 16%	NA	65% / 18%	67% / 20%	70% / 23%	75% / 26%	80% / 30%
5th Grade Reading Performance	48% / 7%	56% / 8%	49% / 9%	53% / 9%	NA	57% / 14%	60% / 16%	65% / 18%	70% / 21%	75% / 25%
5th Grade Writing Performance	49% / 8%	48% / 8%	45% / 6%	47% / 7%	NA	49% / 13%	53% / 15%	57% / 18%	63% / 21%	70% / 25%
3rd Grade Reading Performance	54% / 25%	61% / 19%	58% / 25%	61% / 23%	NA	63% / 25%	66% / 27%	70% / 29%	75% / 32%	80% / 35%
3rd Grade Math Performance	53% / 20%	56% / 23%	59% / 25%	59% / 28%	NA	62% / 29%	65% / 30%	69% / 31%	74% / 33%	80% / 35%
Kindergarten Reading Performance	NA	NA	NA	NA	NA	59% / 12%	62% / 15%	65% / 18%	70% / 21%	75% / 25%



Guiding WCSD’s Principal Performance Growth System are the six standards developed by the **Interstate School Leaders Licensure Consortium (ISLLC)** to help strengthen preparation programs in school leadership. Components of each standard include *Knowledge* required for the standard, *Dispositions* or attitudes manifested by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard. WCSD chose these standards to determine effectiveness of teachers and principals because they rely heavily on the research on linkages between educational leadership and productive schools, especially in terms of outcomes for children/youth. As well, significant trends in society and education are considered that hold implications for emerging views of leadership. Finally, guiding the ISLLC were the following principles that Standards should: 1) Reflect the centrality of student learning; 2) Acknowledge the changing role of the school leader; 3) Recognize the collaborative nature of school leadership; 4) Be high, upgrading the quality of the profession; 5) Inform performance-based systems of assessment and evaluation for school leaders; 6) Be integrated and coherent; 7) Be predicated on the concepts of access, opportunity, and empowerment for all members of the school community. The six ISLLC Standards are:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.



To date, WCSD has made great strides to develop the Principal Performance Growth System. For the Teacher Performance Growth System, similar steps will be made during the planning year in order to develop a viable performance evaluation tool. For example, a Key Performance Indicator directly tied to instruction with criteria based on the four levels of effectiveness is shown below. The full draft of the WCSD Principal Evaluation Rubric is in Other Attachments, p. 22, along with a survey review form that will be used to modify the rubric.

Standard 2: The Instructional Leadership of Learning

Competency 2A: Data Leadership: Collaboratively utilizes data to set goals, monitor progress and drive continuous improvement toward goals.

Key Performance Indicators

- Ensures that teacher professional learning communities center around student achievement data and student work.

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional staff rarely, if ever, collaborates to review the impact of instructional strategies.	Instructional staff members occasionally collaborate to informally review the impact of instructional strategies.	All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data and the effect on student achievement. Regularly scheduled collaboration times to discuss the impact on classroom instruction are formally reviewed. Examines the practices and procedures of PLCs to ensure the impact on instructional strategies.	All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data, student work and other evidence. Collaboration time is regularly scheduled and the impact is formally reviewed at grade level, departmental level, and school level.

Criteria for the Principal Performance Growth System include:

- ▣ Student learning and school performance, as indicated by growth on a range of school learning and climate measures (50%);
- ▣ Leadership practices and professional values, including instructional leadership, operational leadership, people leadership and resource management (50%).

Goals:

- ▣ To develop a Principal Performance Growth System that links school leadership to student achievement that it is geared to promoting student learning;



- ▣ To foster professional growth of principals in terms of increased knowledge and stronger skills that propels schools to higher levels of effectiveness;
- ▣ To eliminate the knowing-doing gap.

Components of system:

- ▣ Leadership Standards - Tightly aligned with and scaffold on the Interstate School Leadership Licensure Consortium Standards (ISLLC);
- ▣ Features the use of multiple sources of data to arrive at conclusions including self-evaluation, Dashboard data, 360 degree interviews, supervisor feedback;
- ▣ Professional Growth Plans drive the system;
- ▣ Frequent formative feedback - Encourages ongoing dialogue between principals and their supervisors. Underscores the importance of formative analysis as well summative judgments.

Process:

- ▣ Formed a committee of administrators identified by Washoe School Principals Association.
- ▣ Researched best practices in Principal Performance Growth Systems and reviewed other districts' systems.
- ▣ Developed a set of standards, competencies and key performance indicators with feedback from committee.
- ▣ Met with all principals to attain feedback and identify evidence and artifacts that could be gathered to prove attainment of competencies. Adjusted according to recommendations.
- ▣ Created rubric.
- ▣ Gathered committee feedback and then entire group feedback.
- ▣ Developed process, got feedback, and adjusted based on feedback.
- ▣ Completed document.



- ▣ Trained Area Superintendents and Performance Managers.
- ▣ Trained all principals at retreat.
- ▣ Began the implementation process.

Feedback and recommendations from principals detailed in the appendix (Letters of Support/Surveys, p. 20). A few key reviews, both positive and negative, include:

- *Supervisor spent more time with me this year than in the past*
- *Rubric/self-evaluation was a jumping off point for conversations*
- *Constant communication that is non-threatening*
- *No scripted forum – open forum*
- *Steps are skipped because they are so time consuming*

Using knowledge gained in the development of the **Principal Performance Growth System**, we will employ the same strategies (**Teacher Performance Growth Committee**, focus groups, surveys for feedback) to develop the **Teacher Performance Growth System**. WCSD's teacher evaluation design will align to federal as well as Nevada Race to the Top expectations and implements the utilization of multiple value-added measures of student achievement data that fairly represents student progress and monitors the different levels of teacher effectiveness, incorporates classroom observation protocols, analyzes standards-based classroom artifacts and student work samples, includes instructional portfolios that contain self-reporting/monitoring measures, systematically monitors professional development implementation and establishes student rating systems of teachers as described by Goe, Bell & Little (2008). Teacher contributions to defining and establishing the student performance targets successfully supports a model of consistent, reliable and reasonable performance growth criteria. The proposed WCSD process to evaluate teacher effectiveness also works to build capacity of high quality



instructional strategies, creates positive/diverse school climates, encourages family engagement/school-home partnerships and supports the District's model of continuous school improvement as outlined within the WCSD Strategic Plan. It is essential to integrate all of these components within the teacher evaluation system in order to ensure rigor and increased student achievement as defined by Little, Goe & Bell (2009).

(2) Involvement and support of teachers, principals, and other personnel, including input from teachers, and principals, and other personnel in the TIF schools to be served by the grant, and the involvement and support of unions where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

Objective 1: Work collaboratively with WCSD collective bargaining units (WEA, WSPA) to establish consistent, reliable and fair principal and teacher performance evaluation policies. (Absolute Priority #1, #2, and Core Elements A and B);
Objective 6: Develop a plan to ensure teachers and principals understand the specific measures of teacher and principal effectiveness in the PBCS. (Competitive Preference Priority #4, Core Element E)

The systems and structures that WCSD is building will encourage and accelerate the development of a performance culture in WCSD by establishing high expectations for students and adults, making performance more transparent, informing efforts to improve instruction with data, and over time, recognize both excellent and inadequate performance by teachers, principals and administrators. In order to allow time for the conversations that will build this new performance culture, schools' staff will need time to learn about new expectations, new assessments, new performance targets and new ways of working with colleagues from other schools. Principals will need to learn new ways of working with data, of leading teachers and working with colleagues.

This year, 18 representatives from the Washoe School Principals Association formed the **Principal Performance Growth System Committee**. The Committee worked on developing the criteria and rubric for the new principal evaluation system (Other Attachments p. 22). Also
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during six principal meetings during the 2009-10 school year, two hours were dedicated to training principals how to analyze data, present data, and set targets based on data. Principals are continuing this work in monthly vertical meetings as well.

The WCSD Strategic Plan will require schools to display Dashboard data that supports Pathway Indicators. Next year each school will identify Dashboard Target Goals (pgs. 40-41) that support our Pathway Indicators. For 2010-11, Administrator Professional Development to support the new Principal Performance Growth System will include:

- Skillful Teacher
- Data Dialogue and Decision Making
- Measured Academic Progress (MAP)
- Improving Classroom Observational Skills for Administrators
- Cultural Competency
- Train administrators to understand Principal Performance Growth System

At the state level, input from teachers, principals, assessment experts, parents, and students to determine criteria, additional assessments, and comprehensive elements to measure teacher and principal effectiveness are factors critical to the success of a fair and equitable system of evaluation. During the 2010-11 school year, the NDE will partner with the Teachers and Leaders Council to design a fair, transparent, and rigorous performance evaluation system for teachers and principals. At the District level, we have been working with the Washoe Education Association (WEA), Washoe Education Support Professionals (WESP), and the Washoe School Principals Association (WSPA), to develop new hiring processes, signing bonuses (for our two Turnaround Schools, Duncan and Smithridge ES), and to communicate accurate information about the Principal and Teacher Performance Growth System.



Meetings will be held to communicate accurate information about the Principal and Teacher Performance Growth System. During the 2009-10 school year at the District's Principal Meetings, feedback on the work being done by the Principal Performance Growth Committee was solicited to fine-tune evaluation criteria, look-for's and other data needed to equitably evaluate principals and other school leaders.

Similarly, we will do the same with the Teacher Performance Growth Model. The **Project Coordinator** will recruit members from the WEA and WESP, teachers and classified personnel at TIF participating schools and other teachers to serve on the **Teacher Performance Growth Committee** to revise the teacher evaluation system. All this work will be done in Year 1 of the grant. The **Project Coordinator** will work with this committee to develop the performance evaluation. The WCSD Chief of Human Resources and Chief Operating Officer will oversee the work. WCSD's Human Resources Department will be responsible for a website for personnel explaining the performance evaluation once performance evaluation instruments and rubrics are fully established.

(3) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations 2x a year;

Objective 5: Develop pilot and modify consistent reliable and fair evaluation rubrics to measure teacher and principal performance growth. (Absolute Priority #1 and #3, Competitive Preference #4, Core Element C).

Our stakeholders, including both local and state teacher association leadership, have agreed to the following four baseline measures:

1. 50% of the evaluation will cover student achievement data (33% will be based on summative growth data and 17% will be based on local measures of student growth);



2. 50% of the evaluation will be based on other data and information determined by each LEA (e.g. classroom observations);
3. Review of evaluations from the previous three years will be considered; and
4. Performance review discussions will include areas of strength, growth, and performance with focused areas for the following school year.

In addition to the four baseline measures for teachers, principal effectiveness will include such as analyses of working conditions, the rate of teacher retention at the school, teacher access to professional development based on data-driven improvement needs, high school graduation rates, and college enrollment rates.

The WCSD will incorporate the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S User's Guide, 2009) as guide to establish curriculum and instructional, assessment and accountability and leadership needs. The NCCAT-S is designed to assist schools, districts and the state in identifying the priority needs of a school in need of improvement and for identifying the types of technical assistance a school will need in order to improve. The NCCAT-S is a collection of 20 rubrics. Each rubric is comprised of one indicator and two to five elements. This audit tool was developed by the NDE in response to the 2009 Nevada Legislature's Senate Bill 389, which requires districts to conduct a comprehensive curriculum audit of schools identified as In Need of Improvement (INOI) – Year 3, as a corrective action. It is also part of Nevada's system of support and corrective actions under the requirements of Section 1116 of the No Child Left Behind Act (NCLB). Ultimately, the results of the NCCAT-S will be used to determine the types of focused technical assistance and support that a school will need, and to guide the district in its development of the school's Restructuring or Turnaround Plan. The **Peer Assistance and Review (PAR)** process outlined by the Montgomery County



Education Association will also provide guidance to designing specific indicators within the WCSD teacher performance evaluation program. PAR describes a successful protocol of teachers working together to improve the quality of teaching and learning. The program solicits the input of a joint panel of teachers, teacher's union representatives and administrators that collaborate, build consensus, and recommend effective teacher evaluation criteria and system support. The performance review comes from peer educators with current, extensive and highly successful classroom experience (Montgomery County Education Association, 2010).

WCSD assessment data identified to support effective teacher evaluation is derived from a variety of universal screenings and diagnostic measures that monitor instruction and intervention strategies. WCSD supports a set of required, proven, research-based instruments that include benchmark assessments aligned to standards, Developmental Reading Inventories (DRA), Measures of Academic Progress (MAP), Student Oral Proficiencies (SOPA), Curriculum-Based Measures (CBM)/AimsWeb, word study, student writing samples and Nevada CRTs. The WCSD proposed teacher evaluation system will also identify truly outstanding teachers that have inspired life altering academic success experiences for students. Teachers that go beyond good or great will be recognized and rewarded. The evaluation system also provides teachers with recommended assessment tools that include standards-based progress reporting, running records, Qualitative Spelling Inventories (QSI), standards-based local assessments that are significant to planning differentiated lessons and the state CRT. The WCSD assessment measures are clearly defined, serve a definite purpose and state an intended application to increase teacher effectiveness through the use of the data that is generated. These assessment descriptions will be provided to teachers as follows:



WCSD Common Math Finals	
What is it?	Standards-based summative assessments aligned to course guides and test blueprints for each tested course; items assess at the theme and content strand levels with a minimum of four items devoted to a theme or strand. Selected response (multiple choice) format.
What does it measure?	Each of the math themes targeted in the course's guide and corresponding test blueprint. The test is an end-of-course, summative assessment meant to reflect a semester's worth of learning.
What is/are its intended use(s)?	Teachers use data to assign student grades, departments and the district uses the data for program/curriculum evaluation and instructional planning.
Who is it for?	All WCSD high school and middle school students enrolled in the targeted courses (currently Algebra 1-2).
What's its frequency?	At the end of each semester
Curriculum-Based Measurements (CBM)	
What is it?	Standardized general outcome measures that are designed to be simple, accurate and efficient and sensitive to improvement over short periods of time, and contribute to timely data-based decisions.
What does it measure?	General, important skills in reading, math, spelling, written expression, early literacy, and early numeracy.
What is/are its intended use(s)?	Serve as "signs" or indicators of general achievement through: Universal Screening – during which the general population is assessed to identify individuals who may be at risk or in need of more individualized services Monitoring Intervention – during which the benefits students gain from supplemental instruction are assessed; decisions are possible during instruction to inform the need for changes in instruction and tier movement in the RTI framework
Who is it for?	All students, grades K - 12
What's its frequency?	Universal screening: three times a year. Monitoring Intervention: as often as twice weekly.
Informal Reading Inventory (IRI) - HM, DRA, Johns, QRI	
What is it?	A teacher-administered standardized assessment with which the teacher uses a graded series of passages of increasing difficulty to observe and record student oral reading errors and strategies. The following products represent some of the tools available: Development Reading Assessment (DRA – mandatory in grades K – 2); Houghton Mifflin Leveled Reading Passages Assessment Kit (HM); Jerry John's Basic Reading Inventory; and Qualitative Reading Inventory (QRI).
What does it measure?	Instructional reading levels Students' knowledge and strategies in word identification,



	fluency, and comprehension.
What is/are its intended use(s)?	<ol style="list-style-type: none"> 1. Indicate progress on the Pathway to college and highly-skilled career readiness 2. Determine students’ strengths, weaknesses, and strategies in word identification, fluency and comprehension 3. Analyze students’ reading behaviors 4. Identify individuals who are at risk or in need of more individualized services 5. Evaluate the success of core curriculum and instruction
Who is it for?	(WCSD) DRA is administered to all Kindergarten, 1st and 2nd grade students, and IRIs to below-grade level students (teacher discretion) in grades 3-6.
What’s its frequency?	(WCSD) IRI administration occurs two times a year in the second 12-week and third 12-week periods (baseline scores are provided from previous year).
WCSD ELA Interim Benchmark Assessment	
What is it?	A standards-based reading test with multiple choice items aligned to grade-level indicators organized within question groups, and a constructed response item (grades 3 – 9) in a format similar to that of the state test. It assesses targeted skills primarily at DOK 2. The tests are aligned to district pacing but not a specific textbook or site-based curriculum, and they are not directly aligned to the state test blueprint.
What does it measure?	The test measures student performance relative to state standards and progress toward mastery of skills within repeated question groups at given points in the school year.
What is/are its intended use(s)?	The data are to be used formatively along with other assessment data to plan and adjust instruction, to encourage student responsibility for learning, and to guide site-based professional discussion (PLCs). The data provide supplemental information to identify students not likely to meet grade-level proficiency goals.
Who is it for?	All students in grades 3 - 9
What’s its frequency?	3 times per year
WCSD Math Interim Benchmark Assessment	
What is it?	A standards-based math test with 4 multiple choice items per selected grade-level theme and 1 constructed response item (grades 3-8 only) in a format similar to that of the state test. The test assesses at the indicator level at DOK Levels 1 and 2; constructed response items at DOK Level 3. The tests are aligned to district pacing but not a specific textbook or site-based curriculum, and they are not directly aligned to the state test blueprint.
What does it measure?	The test measures student performance relative to state standards and district pacing over the course of the school year. Each test assesses a unique set of indicators.
What is/are its intended	The data are to be used formatively along with other assessment data



use(s)?	to plan and adjust instruction, to encourage student responsibility for learning, and to guide site-based professional discussion (PLCs). The data provide supplemental information to identify students not likely to meet grade-level proficiency goals.
Who is it for?	All students in grades 1 - 8
What's its frequency?	3 times per year
Kindergarten Portfolio (Observational Survey)	
What is it?	A teacher-administered standardized assessment with which the teacher observes and records student learning using standard tasks, standard administration, and real-world tasks. It provides a systematic way of capturing early reading and writing behaviors.
What does it measure?	Ten benchmarks: Concepts about Print; DRA (Informal Reading Inventory); Letter Identification; Symbol to Sound Identification; Word Reading (High Frequency Words); Writing Vocabulary; Hearing and Recording Sounds in Words; Rhyming; Reads Numerals 0 – 30; and Matches Numeral to Value.
What is/are its intended use(s)?	To monitor student progress, to provide teachers with student achievement information with which to plan interventions and adjustments in instruction, to evaluate the kindergarten curriculum and program.
Who is it for?	All kindergarten students
What's its frequency?	Four times a year: baseline, first nine weeks, mid-year and end-of-year, although it may be administered as frequently as monthly and even weekly.
MAP (Measures of Academic Progress)	
What is it?	A computer-based testing system, correlated to the Nevada accountability assessments, that adapts to the child in real-time as the test progresses. Students are presented with age appropriate test questions at different levels of difficulty that adjust based on the students' responses. Uses selected response items.
What does it measure?	Student growth, independent of grade; academic achievement relative to the state tested standards; expected performance on an upcoming state test.
What is/are its intended use(s)?	Determine appropriate instructional level; monitor student growth during the school year and from year to year; monitor student progress in special programs such as Title 1; predict likelihood of success on state accountability tests
Who is it for?	(WCSD) All students in math, grades 1 - 9; all students in reading, grades 3 - 9
What's its frequency?	Has the capability of four times a year; WCSD implementation is three times a year.
Qualitative Spelling Inventory (QSI) – Word Analysis	
What is it?	A standardized spelling test that uses lists of words specifically chosen to represent a variety of spelling features or patterns at



	increasing levels of difficulty.		
What does it measure?	The assessment measures students' knowledge of spelling features that relate to developmental stages, and it has been shown that the scores may predict reading achievement at all age levels.		
What is/are its intended use(s)?	The spelling development observed is an indicator of development in other areas of literacy. Teachers use the QSI as a diagnostic tool, a planning tool (for differentiation), and to determine a reading level range for instruction.		
Who is it for?	Administration of the QSI is recommended for all students in grades 1 and 2 and for students in grades 3-6 who demonstrate, on other assessments, a need for further study of their word analysis skills. WCSD highly recommends administration of the QSI to ELL students in grades 1-12.		
What's its frequency?	In WCSD QSI administration occurs in the second 12-week and third 12-week periods (baseline scores are provided from previous year).		
Standards-Based Local Assessments (SBLA)			
What is it?	Any of a number of locally developed and produced assessments that are standards based and generally administered in shorter cycles than interim assessments. They may be grade- or subject level common assessments, classroom assessments or formative processes. They are often embedded in instructional practices.		
What does it measure?	SBLAs typically focus on more granular components of the standards: themes/strands, objectives/indicators		
What is/are its intended use(s)?	SBLAs may be used to do the following: monitor students' progress toward mastery of standards; determine, at critical points of contingency, whether all students grasp scaffolded concepts and knowledge and are ready to move to more complex tasks or may need intervention; evaluate the effectiveness of instructional practices; or summatively evaluate student achievement relative to a standard or set of standards.		
Who is it for?	All students, grades K - 12		
What's its frequency?	Frequency varies according to use and curricular focus.		
Student Oral Proficiency Assessment (SOPA)-Qualitative Spelling Inventory (QSI)- Oral Proficiency and Word Study Alignment (OPAWS)			
What is it?	Developmental measure of oral proficiency based on student interaction	Developmental measure of word knowledge based on spelling	Developmental alignment of oral proficiency and word knowledge
What does it measure?	Complexity of student's language above the word level	Complexity of student's language at the word level	Slant of development of oral language and literacy
What is/are its intended use(s)?	1. Determine student's stage of oral language	1. Determine student's stage of word study. 2.	Determine whether the student's rate of progress in oral



	development. 2. Determine appropriate language objectives for the student. 3. Measure progress towards the student's target level of oral language.	Determine appropriate language objectives for the student. 3. Measure progress towards the student's target level of word study.	language and literacy is typical.
Who is it for?	English-Language Learners. Can also be informative for native speakers of English whose language development is a concern.	All students, especially useful for English-language learners whose literacy development is a concern.	English-language learners
What's its frequency?	Once per intervention (approximately every nine weeks)	Three times a year	
Nevada Criterion Reference Test (CRT)			
What is it?	The Nevada Proficiency Examination Program (NPEP) consists of different tests taken by students enrolled in public and charter schools in specific grades and specific programs.		
What does it measure?	The CRT measures grade level content standards in English language arts, mathematics, and science.		
What is/are its intended use(s)?	Nevada's system of accountability is designed to evaluate adequate yearly progress (AYP) of schools, districts and the state as a whole.		
Who is it for?	All students, grades K - 12		
What's its frequency?	Once a year		

Differentiated levels of compensation for effective teachers and instructional leaders are also a priority within the WCSD teacher evaluation system. WCSD proposes several approaches to evaluating the differences in teacher effectiveness that recognizes professional accomplishments as directly related to student progress. The design will focus on four criteria that include the following as outlined by Weisberg, Sexton, Mulhern & Keeling (2009):



1.	Adopt a comprehensive performance evaluation system that fairly, accurately and credibly differentiates teachers based on their effectiveness in promoting student achievement. Teachers should be evaluated based on their ability to fulfill their core responsibility as professionals—delivering instruction that helps students learn and succeed. This demands clear performance standards, multiple rating options, regular monitoring of administrator judgments, and frequent feedback to teachers. Furthermore, it requires professional development that is tightly linked to performance standards and differentiated based on individual teacher needs. The core purpose of evaluation must be maximizing teacher growth and effectiveness, not just documenting poor performance as a prelude to dismissal.
2.	Train administrators and other evaluators in the teacher performance evaluation system and hold them accountable for using it effectively. The differentiation of teacher effectiveness should be a priority for school administrators and one for which they are held accountable. Administrators must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to teachers.
3.	Integrate the performance evaluation system with critical human capital policies and functions such as teacher assignment, professional development, compensation, retention and dismissal. Even the best evaluation system will fail if the information it produces is of no consequence. An effective evaluation system must be fully integrated with other district systems and policies and a primary factor in decisions such as which teachers receive tenure, how teachers are assigned and retained, how teachers are compensated and advanced, what professional development teachers receive, and when and how teachers are dismissed. Only by attaching stakes to evaluation outcomes will teachers and administrators invest in the hard work of creating a truly rigorous and credible evaluation system.
4.	Adopt dismissal policies that provide lower-stakes options for ineffective teachers to exit the district and a system of due process that is fair but efficient. If the evaluation system is implemented effectively, unsatisfactory ratings will not be anomalous, surprising or without clear justification. Likewise, the identification of development areas and the provision of support will be continual. As in other professions, teachers who see significant, credible evidence of their own failure to meet standards are likely to exit voluntarily. Districts can facilitate this process by providing low-stakes options that enable teachers to leave their positions without being exiled. For teachers who must be officially dismissed, an expedited, one-day hearing should be sufficient for an arbitrator to determine if the evaluation and development process was followed and judgments made in good faith.

The recommendations outline a comprehensive approach to improving teacher effectiveness and maximizing student learning. If implemented thoroughly and faithfully, the authors believe they will enable districts to understand and manage instructional quality with far greater sophistication (Ibid.). The Connecticut Department of Education also provides a reputable framework for WCSD to follow that suggests the full implementation of a standards-based teacher evaluation model to include clearly defined features such as new teacher assignments,



standards-based evaluations of practicing teachers and incentive plans as described by Toch & Rothman (2008). The elements of effective teacher evaluation frameworks include clearly defined performance standards, instructional planning and preparation indicators, classroom environment components, instructional strategies and professional responsibilities. As well as includes standards to guide classroom observations rated on a point scale or rubric, formal and informal observations, ratings aligned to outcomes/ consequences, teacher developed goal setting and a connection to professional development implementation.

(4) Includes a data-management system, consistent with LEA's proposed PBCS, that can link student achievement data to teacher/principal payroll and human resources systems.

Objective 3. Establish data management system including programming, warehouses and data analysts to link student achievement data to WCSD teacher and principal Human Resources systems. (Absolute Priority 3 Core Element D).

WCSD has adopted a "managed performance empowerment" theory of action for managing school performance. The District will differentiate management of schools, at both the level of support and authority for decision-making, based on performance. Partial funding for the performance monitoring is expected from the Broad Foundation. WCSD is restructuring its school support organization to differentiate support for schools based on both school performance and the need to align vertical school teams. Beginning in July 2010, all district supports will be delivered through the new zone organization. Schools will remain with their vertical alignment (elementary to middle to high school feeder patterns) but will receive differentiated support depending on the performance level of their students.

Initially, Zones 1 and 2 will include nearly all the schools that are under school improvement status based on NCLB and State accountability guidelines (Tier I thru III). Other schools in these zones are also at high-risk of being in school improvement status in the near future, while a few are higher performing schools. Zones 3 and 4 will include most of the District's higher performing schools and a few lower performing schools (in fact Zone 4 include two School



Improvement Grant (SIG) schools) that are in vertical teams with higher performing schools.

This structure of Zone/School Leadership will facilitate capacity building in the WCSD for the

Principal and Teacher Performance Growth System through: 1) Highly Effective Principals; 2)

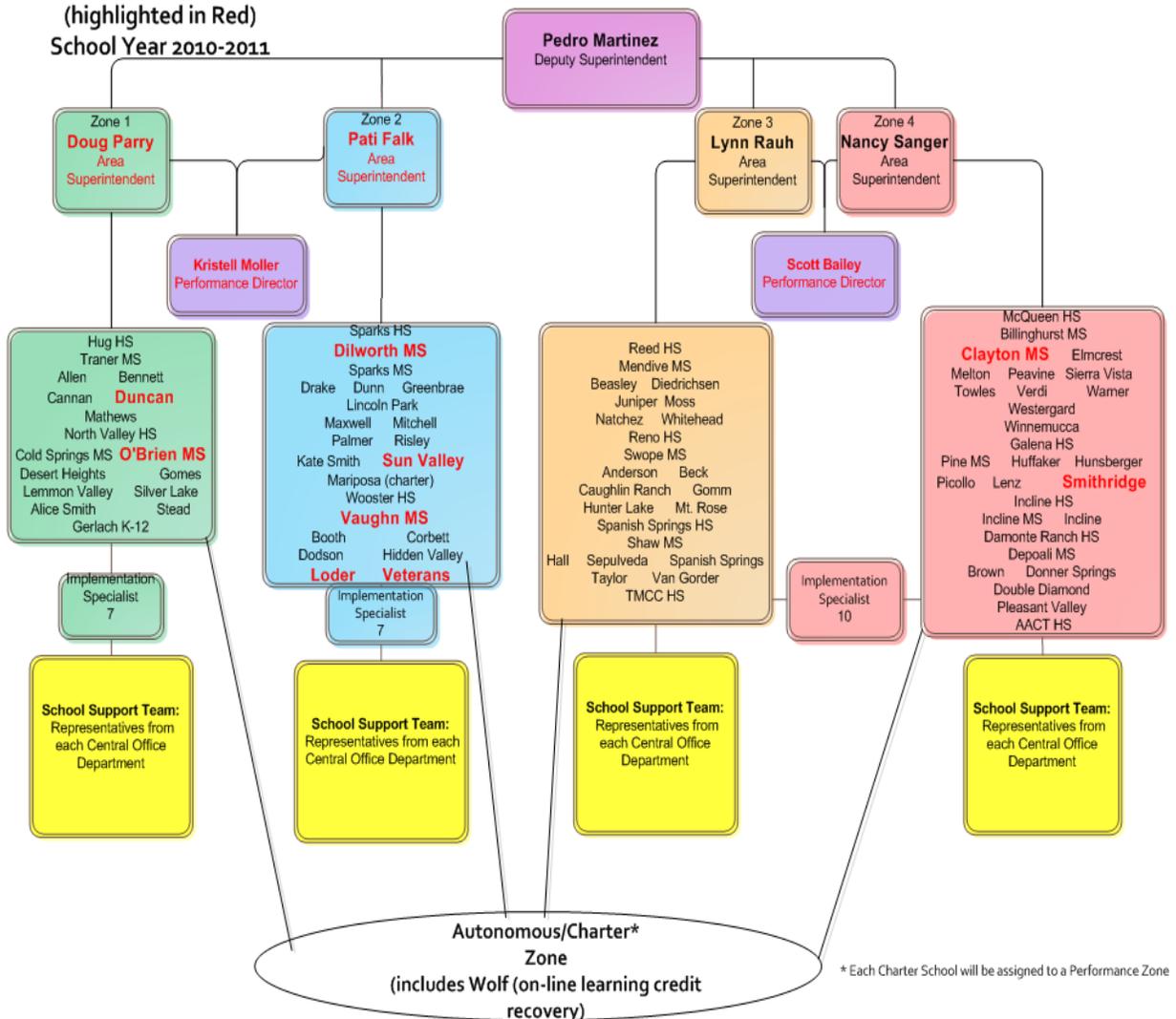
Area Superintendents; 3) Performance Directors; and 4) Accountability through Scorecards/

Dashboards. TIF Project Coordinator and Data Analysts will **travel frequently to the nine TIF**

schools to plan, communicate and implement the program. The chart below illustrates WCSD

Performance Zones:

**Performance Zones
With Participating TIF Schools
(highlighted in Red)
School Year 2010-2011**



* Each Charter School will be assigned to a Performance Zone

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Performance Teams, consisting of representatives from each central office department, will be assigned to each zone superintendent to support their group of schools. As a result, schools will have one point of contact in each central office unit who will directly support teachers and principals and build relationships with the schools they serve. Professional development will not be reduced in size but will be organized into one department (instead of scattered among departments). Staff development specialists will collaborate with content specialists in various departments serving on cross-functional teams and will directly support the Zone Superintendents, Implementation Specialists and their schools.

The Area Superintendents in Zones 1 and 2 will take the lead in helping participating schools focus on overall strategies and guide conversations for reform within each zone as it relates to their feeder schools. Data will be critical for monitoring performance. Area Superintendents' Dashboards will provide data on the progress of principals in engaging and moving their teachers and students on key performance indicators.

Performance Directors (PDs) will take the lead in helping TIF participating schools with data analysis. PDs will work with the Area Superintendents and, in collaboration with other managers, coordinate the work of a cross-functional team of specialists to assure quick, effective response to local school needs related to student performance. As well, PDs will monitor student results with principals, align resources to impact student performance results, and assure prompt, direct, effective service to students to facilitate improved academic performance. Finally, PDs will align local school student performance goals with those of WCSD assuring the needs of all significant stakeholders in schools are addressed. PD's are accountable for schools making academic targets.



Performance Management Indicators have been carefully chosen to reflect school and student progress and are aligned with WCSD priorities. The indicators include The Pathway key lever points as well as other intermediary variables influencing academic achievement, such as family engagement and school climate. These indicators will be used for both formative and summative purposes. For example, 9th grade credit accrual will be used to inform implementation of school programs and policies as well as serve as an end outcome of performance.

Performance Management Indicators Through Annual Scorecards		
Accountability Measures	Demographic Profile	Eighth Grade Algebra Participation
	Graduation Rates	High School Math Finals
	Dropout Rates	Adequate Yearly Progress
	High School Proficiency Performance	Discipline Referrals
	Ninth Grade Credit Accruals	Attendance of Students and Staff
	Grades in English, Science, Math	School Climate and Safety
	Family Engagement	

In addition to the listed indicators, principals at each of the schools are currently engaged in a target setting process. Targets are being set based on each school’s particular areas of challenge. Goals will also be established in consideration of the needs and strengths of the schools in which the student population feeds. In meeting these goals, the impact on student success is not limited to one school; rather, the effects are broad based that extend district-wide.

Data Management System - Though Nevada’s state effort began in 2003, an IES grant in 2007 further fueled this effort. The state system extracts data nightly from all Nevada districts. One of the primary purposes of the statewide system is to get critical information to state policymakers. The system is to be linked with the Nevada System of Higher Education (NSHE). Once this bridge between the K-12 and higher education systems is built, schools will have access to information on the post-secondary careers of their students.



WCSD has converted to *Infinite Campus* student information system and data warehouse. *Infinite Campus* provides both a robust student information system and a flexible data warehouse that makes it possible to integrate multiple sources of data to track performance at the student, classroom, school, region and district levels. The system can link student data with human resources and financial information. The *Infinite Campus* data warehouse is built on the industry standard Microsoft SQL database. The flexibility of the technology and availability of knowledgeable resources to support the system provides the district with a stable and cost effective information system solution.

WCSD also uses *Edusoft* (Riverside Publishing) as an assessment reporting system. *Edusoft* provides principals and teachers with easy and timely access to state and district level student achievement data, as well as teacher-developed assessments. Through *Edusoft* teachers also have access to supplementary instructional materials targeted to meet needs for supplementary instruction as identified through state and local assessment performance.

Building out the *Infinite Campus* system to generate the information to populate Scorecard and Dashboard information will be a major priority during the next 18 months. The *Infinite Campus* data warehouse technology is stable, flexible, cost effective and efficient. WCSD's Principal and Teacher Performance Growth System will require substantial analysis and design to ensure the proper linkages of source data, data governance clarity and data cleanliness. Two **Data Analysts** will input evaluation data as well as student data needed for Scorecards and Dashboards at the nine participating schools.

Scorecards and Dashboards - During 2010-11, WCSD will develop school Scorecards and Dashboards to inform decision-making regarding instruction and performance. All schools will have annual performance targets and annual Scorecards that report on performance in relation to



the targets. They will also have access to Dashboards that provide periodic snapshots of performance on key indicators. The Scorecards will provide annual reports on performance useful for evaluating strategies, initiatives and school and department leaders. Dashboards will help inform allocation of time and resources during the year to help schools meet Scorecard targets. Dashboards will be populated with data from formative assessments, student and teacher attendance files, and other data sources. Both Scorecards and Dashboards will be aligned with and report on progress advancing students down the districts pathway to success.

Scorecards--In summer 2010, WCSD will produce school Scorecards that provide annual school-level reports of performance on select measures aligned with milestones on the district pathway to success. A more comprehensive school profile will complement the report on key measures. Parents will be the primary audience for the Scorecards. Initial Scorecards will summarize performance from the 2009-10 school year, provide multi-year trend data, and benchmark school performance against district, state and national performance where available. Although the measures will be tightly aligned with the system-wide key performance indicators identified with Pathway milestones, the Scorecards will also include a more granular set of indicators. For example, the pathway identifies graduation as a system-wide KPI and graduation would also be visible on a high school Scorecard. However, dropout rates, retention rates and other indicators will also be considered for inclusion on the high school reports.

Scorecards will also include common elements across school levels, i.e., elementary, middle and high school, and there will be measures that are unique to each level. For example, performance on high school proficiency examinations and foreign language credits might be part of a high school Scorecard but will not be part of an elementary Scorecard. Scorecard measures will be vertically articulated to encourage cross-level collaboration and to reinforce the idea that



graduation success begins in kindergarten. For example, elementary Scorecards might include information regarding 7th/8th grade credit accrual and grades in core subject areas. Middle school Scorecards might include 9th grade credit accrual and grades in core subject areas. And similarly high school Scorecards will include measures such as matriculation rates to post-secondary academic institutions and college remediation rates.

The August 2010 Scorecards will be produced manually; the second iteration in August 2011 will be produced electronically through the *Infinite Campus* Data Warehouse.

Dashboards--WCSD will also be developing a Dashboard system that provides real-time reports on key indicators at the school, zone and district levels. The initial release of the Dashboard will be in November 2010 with updates each quarter. Like the Scorecard, Dashboards will be produced manually at the district office during the 2010-11 school year and through the *Infinite Campus* system beginning in October 2011.

In 2010-11, WCSD will build two Dashboards, one for principals and one for Area Superintendents. Similar to the Scorecard, with substantial input from principals, and Area Superintendents, the district will identify focused measures for each Dashboard view that are leading indicators of or contributors to success in meeting Scorecard expectations and milestones on WCSD's Pathway. In addition to measures of student progress, Dashboard will also include measures of success on District priorities, for example:

- Students with more than five absences during the first four weeks of school;
- Teacher attendance;
- Percentage of students meeting expected gains on each administration of the MAP assessment; and
- Percentage of juniors registered to take the SAT.



For most metrics, the Dashboard will also report on whether the performance is on-track (green), reason for concern (yellow), or off-track (red). In the first year, Dashboards will be supplemented with additional data that will assist in decision making processes, for example, a list of the students with more than five absences. Over time, as the Dashboard process is automated, the front page of the Dashboard will provide general information that can be “drilled through” to access finer grain detail. As with the Scorecards, the initial Dashboards will be reviewed with principals and Area Superintendents for suggestions and revisions.

While performance expectations will be consistent across schools, the specific metrics may vary for school, zone and district views. In some cases the difference will be in the level of aggregation. A principal will focus in on the teacher or grade as a unit of analysis while a zone superintendent will focus on the school as the unit of analysis.

For example, the principal Dashboard would provide information on the success of individual teachers in moving student performance and the zone superintendent Dashboard will provide data on the progress of principals in engaging and moving their teachers and students on key performance indicators. So it is likely that the principal and superintendent Dashboards will show different but related data in a variety of areas including student achievement, attendance and discipline referrals.

(5) High-quality professional development activities that increase the capacity of teachers/principals to raise student achievement and directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Objective 7. Develop ongoing, embedded professional learning and support focused on individual performance growth. (Absolute Priority #3 and Competitive Preference Priority #5, Core Element E).

Objective 9. Develop a teacher career ladder for incentive pay. (Absolute Priority #1, Competitive Preference Priority #5, Core Element E).

Effectively implementing the new assessment system and developing and using cross-school vertical performance targets will require substantial teacher time and training. A combination of Teacher Incentive Fund – Main TIF Competition CFDA #84.385



strategies will be used to support teachers and administrators in building the capacity to use the new assessment instruments, Scorecards, and Dashboards.

In Nevada RTTT application, an outline for evaluating teachers and principals includes continuously assessing performance throughout the year via formal discussions (i.e., the annual summative performance review at the end of the school year) and informal opportunities, including classroom visits, observation of behavior on campus, and ongoing feedback. NDE calls for evaluations that will generate the following five outcomes:

1. All educators will receive feedback on performance as indicated in frequent formative opportunities and a summative formal end of year review. *WCSD will use Scorecards and Dashboards to assist with this data, as well as **Data Implementation Specialists** and **Data Analysts** to both train and interpret data for instruction and performance evaluations.*
2. All educators will receive an individualized development plan following a summative review. *WCSD will use the Individual Performance Growth Plan. This employee development tool will be designed to help educators identify a set of goals or actions to help enhance knowledge, skills, and/or abilities based on performance as well as career aspirations to increase effectiveness for the following school year.*
3. Professional development will be provided as needed. Teachers and principals will be held accountable for accessing professional development. *WCSD will utilize **Master Teachers, Implementation Specialists, Teacher Mentors and Principal Mentors** to assist in these endeavors.*
4. Outstanding educators (or groups of educators) who demonstrate extraordinary effectiveness will be identified. LEAs and the NDE will determine how to maximize their talent through opportunities at the school, district, and state level as part of a **career**



ladder. *WCSD will have both principal/leadership and teaching tracks for District personnel.*

5. Evidence will be provided for licensure renewal, career trajectory decisions, and tenure decisions. WCSD will work closely with the NDE and teacher and principal associations to establish policies on teacher and principal effectiveness based on performance and to negotiate and implement approaches for applying data-driven decisions related to promotion, tenure, and dismissal of teachers and principals (NV RTTT, D(2) p. D-19-21).

Individual Performance Growth Plan (IPGP) rubrics will be developed in the first year of planning. In Nevada's RTTT application, the state will be requiring all professional development opportunities for teachers and principals be designed to address performance deficiencies as indicated through observations and/or student achievement outcomes. School districts will need to hold principals accountable for working with teachers to create individualized development plans. NDE will also require that principals and district leaders will be responsible for evaluating the extent to which professional development was effective. WCSD will work with NV DOE to create State Professional Development Standards to guide the provision of all training for teachers and principals offered in response to evaluation results.

Current Professional Development: WCSD has three federally-funded programs, **New Teacher Induction and Mentoring, Implementation Specialists (i.e. instructional coaches),** and **Principals Training Academy** used to mentor and assess individual professional development needs. **Teacher Mentors** will guide and support TIF schools through observation in the classroom, offering feedback, demonstrating effective teaching methods, assisting with lesson plans and helping them analyze student work and achievement data to improve their instruction. Goals of the program are to: 1) Increase teacher retention; 2) Accelerate teacher



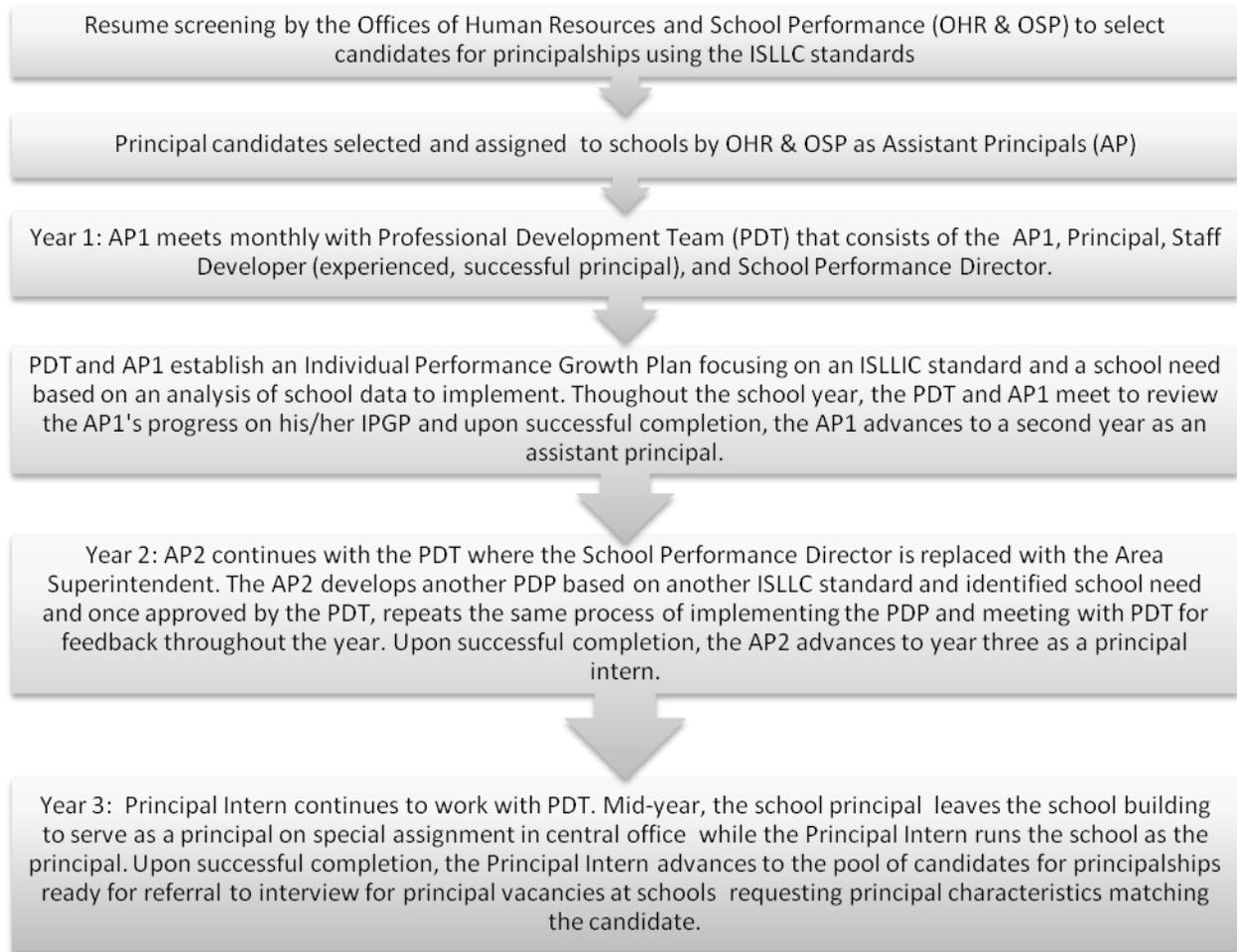
growth and high-quality performance; and, 3) Increase student achievement. The **New Teacher Induction and Mentoring Program** contributes to educational practice in the District, and specifically to TIF schools, because it is a multi-year program with sanctioned time for mentor-new teacher interactions, rigorous Mentor selection criteria and initial training and ongoing support and professional development for Mentors. Support is aligned to WCSD goals and school improvement priorities and Mentors are assigned to the same group of schools each year, allowing them to build collegial relationships with staff members and site administrators, enhancing the school-wide support of novice teachers and the building of strong working relationships and collaboration among teachers. This, in turn, promotes novice teacher well-being and satisfaction, leading to higher retention rates. **Implementation Specialists** provide high quality, targeted professional development and support to four **zones**, Kindergarten - 12th grade, to build teacher capacity, enhance teacher effectiveness, and increase student learning and achievement.¹ **Implementation Specialists** will support TIF schools by assisting PLCs to analyze student work and various types of data, help in the design of interventions and common assessments, provide expertise in standards-based lesson planning, as well as participate in observations and providing feedback to support implementation of concepts and strategies learned in professional development sessions. The IS Program contributes to educational practice in WCSD, and specifically to TIF schools, because activities consist of a broad range of intensive, sustained, job-embedded professional learning aligned to school-wide and WCSD goals, curriculum, instruction and assessment for the purpose of improving the quality of teacher performance and raising student achievement. **Principals Training Academy** is a tiered system of current Assistant Principals, Deans and Teachers working within a rigorous 3-year

¹ Part of the District's systemic reform vertically aligned schools based on student feeder patterns into four **zones** so school teams serving the same students at different levels receive a coherent set of supports. (See Zone Map p. 35).
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professional and team learning process for continuous improvement for principal recruitment and selection. It is a collaborative effort of the WCSD, Universities of Nevada, Phoenix, and Pittsburgh, and the San Francisco-based education research think-tank WestEd, has developed an innovative approach to recruiting, building, developing, and strengthening principal leadership.²

Principal Selection and Training Process



Master Teachers: Beginning with Year 2 of the grant and continuing through Year 5, teachers will have an added option of becoming a **Master Teacher** through a competitive,

² Following the tenets of the Professional Learning Community concept (DuFour, 1998) and driven by the active instructional leadership vehicle of the Walkthrough process (Werlinich, 2004), the 10-tier model empowers and professionalizes the professional development process.



rigorous, performance-based selection process developed during Year 1 of planning. Master Teachers will be compensated with an annual incentive. Master Teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They will take on additional responsibilities and authority, and will be required to have a longer work year. Master Teachers will be held to a different performance standard than the career teachers in their school, and are compensated accordingly. Master Teachers will provide ongoing classroom-based support. This includes team teaching, conducting classroom demonstration lessons, coaching, giving regular feedback on specific teaching and learning innovations and conducting evaluations and post-conferences.

Data Implementation Specialists Data Implementation Specialists will support grade level and/or content area PLCs by teaching, modeling, and supporting collaborative structures; providing professional resources; assisting PLCs to analyze student work and various types of data; assisting in the design of interventions and the development of common assessments; providing expertise in standards-based lesson planning; and modeling best practices.

Objective 10. Attract and retain highly effective teachers and principals. (Competitive Preference Priority #5).

WCSD will increase recruitment and retention efforts to seek and support highly effective teachers and principals in a number of ways including: a) Increasing the pool of candidates who reflect the WCSD's core values while increasing diversity in the workforce; b) Using a multi-prong approach encompassing several steps to help us identify effective teacher candidates, including competencies beyond traditional content and pedagogy and similar to Teach for America - Achievement/leadership; critical thinking; perseverance/commitment to students; organizational ability; influencing/motivating; and, respect for low-income communities (Goetz



& Aportela, 2008); c) Supporting our highly effective, federally-funded New Teacher Mentors, Implementation Specialists, and Principal's Academy programs by targeting professional development to strengthen areas of need and infusing cultural competencies into professional learning for all WCSD employees.

Recruitment: WCSD's Human Resources Department will center on increasing the pool of candidates who reflect the WCSD's core values while increasing diversity in the workforce. A selection of highly skilled, effective teachers will be developed through new procedures to pre-screen, paper screen, verify credentials, and interview applicants, so administration can select from a pool of qualified candidates. Top candidates who were not selected after interviewing at one school will be made available to other principals.

Currently, recruitment efforts are limited to local communities (within Washoe County) and throughout Nevada. WCSD will strengthen and develop partnerships with the University of Nevada, Reno, Nevada State College, Great Basin College, University of Phoenix, Sierra NV College, and University of Nevada, Las Vegas to attract new teachers. To expand our recruitment efforts, we recently signed a Memorandum of Understanding with University of Oregon for Native American teacher internships. Our partnership with the University of Oregon will give us the opportunity to cultivate Native American educators to serve our students, reducing our high Native American dropout rate. We will expand recruitment and similar internship-type programs to attract other minorities especially Hispanic and those candidates qualified as teachers of English Language Learners (ELL). In addition, we will work with our neighboring states to the west and north including California, Oregon and Idaho, to encourage students of education to apply to teach in Washoe County. We will also begin to build relationships with college student groups, including Hispanic and other minority groups, and



network with college faculty to identify, cultivate, and draw outstanding, diverse people into the teaching profession.

Screening and Interview Process will be a multi-prong approach encompassing several steps to help us identify effective teacher candidates. Competencies extend beyond traditional content and pedagogy. In Teach For America (TFA), common traits include a record of achievement, perseverance in the face of challenge, strong critical thinking skills, ability to influence and motivate others, organizational abilities, respect for and commitment to low-income students and families, and an understanding of TFA vision (Goetz & Aportela, 2008). For WCSD, competencies are similar to TFA's: **Achievement/leadership; critical thinking; perseverance/commitment to students; organizational ability; influencing/motivating; and, respect for low-income communities.** These competencies will be embedded into the interview process using an interview tool to be developed and refined prior to the end of the grant. An interview rubric will be developed and staff will receive in-depth training from the Chief Operating Officer, Chief Human Resources Officer, **Project Coordinator**. Our main objectives include: 1) refine the interview process and make adjustments as needed; 2) have at least three HR staff qualified to train other HR staff in carrying out this interview process with fidelity; and, 3) link the interview process to evaluations by aligning common traits and core competencies. Qualified applicants will be placed in the teacher/principal pool –Pre-screened HR” with application notes stating candidates’ strengths in all interview rubric areas. The pool will be available to all who need to conduct searches for principals or teachers based on specific criteria/needs for a school. WCSD’s Equitable Distribution of Teacher Plan (see Other Attachments, p. 49) currently allows an exclusive early transfer window for teachers to move into a high needs school.



Retention will include continuing support of our highly effective, federally-funded New Teacher Mentors, Implementation Specialists, Principal's Academy programs, and utilizing **Master Teachers** and **Data Implementation Specialists** to target professional development to strengthen areas of need.

Cultural Competency: Principals and central office administrators and staff will be provided professional learning opportunities in the areas of cultural diversity/equity. We will: 1) build a professional learning and continuous improvement system focused on achieving equitable results for all students; and 2) work with experts in systems change, leadership, principal coaching, and teaching English Language Learners, to develop inclusive classrooms; that exemplify universal design for learning, and support increased participation in STEM education.

ADEQUACY OF SUPPORT

(1) Management plan; (2) Project Coordinator and other key; (3) In-kind services and financial support; (4) Grant costs are sufficient to goals .

WCSD will leverage many programs and funding sources available to support an increasing share of the TIF Principal and Teacher Performance Growth System. WCSD will use Title II Part A Teacher and Principal Training and Recruiting Fund to support individual professional development needed by the school and teachers who need skill building to ultimately increase student achievement, as well as the New Teacher Induction and Mentoring Program (federal appropriations), and the Implementation Specialist Program (federal appropriations, Title I, II, WCSD General Fund) (Absolute Priority 2) to provide participating TIF school teachers with Individual Professional Growth Plan professional development. Additionally, we will seek funding from national foundations such as Broad and Gates as well as local and regional foundations who support teacher and principal development.

The proposed plan was also designed to meet the goals and objectives with measurable and



specific outcomes on a defined timeline, within budget, and with clearly defined roles and responsibilities for the **Project Coordinator, Data Analysts, Data Implementation Specialists, Implementation Specialists, Teacher Mentors, HR staff, external HR consultant, and external grant evaluator** to adequately fulfill the scope of work needed to achieve TIF outcomes. Project oversight will be led by Jane Woodburn, COO, and Tom Stauss, Chief HR Officer., who will hire and support the **Project Coordinator** (see job description in Other Attachments). The **Project Coordinator** will provide technical assistance and support to all project stakeholders to implement grant activities and oversee day-to-day operations of this project with **Clerical Support**. Other Management Team members: Sharyn Appolloni, New Teacher Mentor Program; Sue Denning, Implementation Specialist Program; Rick Harris, Principal's Academy; David Gamble, Director of Diversity, and members of the WEA, WSPA and WESP.

A "Request for Proposal" will be developed to select and contract a **Performance Evaluation organization** to lead the development of teacher evaluation activities, enhancement of the principal evaluation, and serve in an advisory capacity with respect to project implementation and sustainability. The performance evaluation group selected will have extensive experience in teacher/principal evaluations, particularly in the areas of tying teacher and principal effectiveness to student growth. The teacher/principal evaluation team's initial step will be to design and implement a teacher evaluation tool linked to student growth, utilizing knowledge gained from the principal evaluation tool and improving upon it. This will include process indicators, program obstacles, implementation with fidelity regarding evidence-based programs, as well as the overall theory of action the project is based on, progress on objectives, and outcome data on students/families/schools/community agencies. Working closely with



WCSD to guide this process will be the Washoe Education Association (teachers), Washoe School Principal Association (principals), Washoe Education Support Professionals (classified), and representatives from NV DOE. This will ensure stakeholder input to further propel sustainability for the project and if Nevada is successful in its bid to receive Race to the Top awards, these processes will work in direct conjunction with reform efforts embedded in the application. The WCSD Principal Evaluation Rubric is currently being developed and will be implemented in August 2010. The **Performance Evaluation Consultant** selected will focus on developing the Teacher Performance Evaluation and reviewing and improving the Principal Performance Evaluation.

COO-Mrs. Woodburn brings much experience from two large school districts in Maryland – Montgomery County and Prince George’s County Public Schools. As a school performance director, she supervised and supported principals in their school improvement efforts. As a human resources director, she headed recruitment and staffing in the district, spearheading initiatives to increase the diversity and quality of the staff and the use of technology to upgrade processes in human resources. **Chief HR Officer-Mr. Stauss** has more than 20 years experience in HR including extensive experience overseeing the administration of staffing, recruitment and selection, compensation, classification, labor relations, employee services, risk management, benefits, continuous systems improvement and human resources information systems. We will seek an **external grant evaluator** (such as WestEd). The following table outlines the **five-year Timeline and Management Plan** for the WCSD TIF project:

WCSD Principal and Teacher Performance Growth System TIF Timeline and Management Plan			
Activity	Responsible Party	Timeline	Milestone
Year 1 and Ongoing Activities during the 5-year cycle of the TIF Grant.			
Hire Project Coordinator, Clerical, Data Analysts, Data	<ul style="list-style-type: none"> • COO (General funded) • Chief HR Officer (General funded) 	Fall 2010	<ul style="list-style-type: none"> • TIF staff hired



WCSD Principal and Teacher Performance Growth System TIF Timeline and Management Plan			
Activity	Responsible Party	Timeline	Milestone
Implementation Specialists			
Form Teacher Performance Growth System Committee comprised of WEA members & other stakeholders. Teachers on Committee will be paid a stipend for 24/hrs a month of work for nine months.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator • WEA Office 	Fall 2010- Summer 2011	<ul style="list-style-type: none"> • Stakeholders meet monthly at first to guide Teacher Performance Growth Model evaluation tool and rubric.
Develop a Request for Proposal for an external HR consultant firm to assist with development of PTGS and staff training.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator • WEA Office • TPGM Committee members 	November 2010	<ul style="list-style-type: none"> • Selection made for an external HR/performance evaluation consultant firm.
Develop a Request for Proposal for External Grant Evaluator to evaluate goal and objectives of TIF project.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator • State and Federal Programs Director (General Funded) 	November 2010	<ul style="list-style-type: none"> • Selection made for an external grant evaluator.
Develop performance evaluation policies and criteria. Develop evaluation rubric for teachers and principals.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator • TPGM Committee • WEA office 	School year 2010-2011	<ul style="list-style-type: none"> • TPGS will be developed and will include evaluation tool and rubric.
Complete development of Principal Performance Growth System evaluation and rubric.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Principal Performance Growth Model Committee 	Work will be completed by time grant is award; expected competition date Sept. 2010	<ul style="list-style-type: none"> • Principal Performance Growth System evaluation tool and rubric ready for implementation for School Year 2010-2011.
Training for Area Superintendents and other WCSD personnel on how to use Principal Performance Growth System evaluation and rubric. Training will be conducted in part by the Project Coordinator,	<ul style="list-style-type: none"> • Chief HR Officer • Project Coordinator • Area Superintendents (General funded) 	Fall 2010 and ongoing	<ul style="list-style-type: none"> • Area Superintendents, HR staff and other District personnel trained and proficient in using evaluation hiring rubric for principals.



WCSD Principal and Teacher Performance Growth System TIF Timeline and Management Plan			
Activity	Responsible Party	Timeline	Milestone
assigned HR staff and external HR consultant firm.			
Start evaluation process for Principals using new Principal Performance Growth System.	<ul style="list-style-type: none"> • Area Superintendents and other assigned District staff for principal evaluations 	Late Fall 2010 and ongoing throughout grant period.	<ul style="list-style-type: none"> • Using developed rubric, selection of teachers and principals. Ongoing with continuous improvement of tool throughout grant.
Work with participating TIF schools on instructional strategies, mentoring, data collection and analysis.	<ul style="list-style-type: none"> • Project Coordinator • Implementation Specialists • Teacher Mentors • Data Implementation Specialists 	Fall 2010 and ongoing throughout grant period.	<ul style="list-style-type: none"> • Teachers will receive needed professional development through services delivered by expert personnel in the area of instruction, performance management, and data analysis.
Data development of scorecards and dashboards using Infinite Campus and Data Analysts.	<ul style="list-style-type: none"> • Chief Accountability Officer (General funded) • Performance Directors (General funded) • Data Analysis 	Fall 2010 and ongoing throughout grant period.	<ul style="list-style-type: none"> • Installation of Infinite Campus software??? • Scorecards and Dashboards established for participating TIF schools • School performance data analyzed, tracked to ensure schools will hit their student performance growth targets.
Performance Management Structures	<ul style="list-style-type: none"> • Chief Accountability Officer (General funded) • Performance Directors (General funded) • Data Analysis • Area Superintendents • School Principals 	Fall 2010 and ongoing throughout grant period.	<ul style="list-style-type: none"> • Student assessments implemented at appropriate grade levels including: <ul style="list-style-type: none"> ○ Measured Academic Progress (MAP) ○ Developmental Reading Assessment (DRA) ○ Curriculum Based Management • Data used to build scorecards and dashboards.
Training for selected WEA current teachers and retired expert teachers on the Peer Assistance & Review (PAR) Teams. Current teachers will use sub days to attend 1 training/month; retired teachers will receive a daily rate of pay.	<ul style="list-style-type: none"> • Project Coordinator • External HR Consultant Firm 	November 2011-August 2011	<ul style="list-style-type: none"> • PAR teams will be trained in how to conduct teacher reviews using Teacher Performance Growth Model evaluation and rubric. • A new cohort of teachers will be trained each year in order to build capacity by end of grant period.
Develop evaluation	<ul style="list-style-type: none"> • COO 	Fall Spring	<ul style="list-style-type: none"> • Teacher/principal evaluation



WCSD Principal and Teacher Performance Growth System TIF Timeline and Management Plan			
Activity	Responsible Party	Timeline	Milestone
rubric for teachers and principals	<ul style="list-style-type: none"> • Chief HR Officer • Contracted agency • WEA • WSPA • NV Dept. of Education 	2014 and ongoing	linked to interview rubric developed including 360 survey and student growth metrics.
Teacher/ Principal Evaluation tools implemented	<ul style="list-style-type: none"> • COO • Chief HR Officer • Designated teacher and principal evaluation teams 	Spring 2014 and ongoing	<ul style="list-style-type: none"> • Teachers and principals will be evaluated with newly developed evaluation tools and metrics.
Establish processes, meetings and deadline for data for external grant evaluator.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator • State & Federal Programs Director • External Grant Evaluator 	January 2012 and ongoing throughout grant.	<ul style="list-style-type: none"> • External Evaluator will work closely with TIF Team to exam goal and objectives.
Travel to two required TIF conferences.	<ul style="list-style-type: none"> • Project Coordinator and 2 other TIF team members 	2010-2011 And ongoing each year of the grant.	<ul style="list-style-type: none"> • Required travel for TIF recipients to attend two TIF conferences.
Year 2			
Incentive pay for principals, teachers and other school personnel (classified staff) for schools which make school wide student performance growth targets.	<ul style="list-style-type: none"> • COO • Chief HR Officer 	Late Spring 2012	Principals, teachers and other school staff at schools which make school-wide student performance growth targets will receive incentive pay: \$5,000 for principals and assistant principals; \$2,000 for teaching staff; \$500 for other school staff (classified personnel).
Year 3			
Incentive pay for principals, teachers and other school personnel (classified staff) for schools which make school wide student performance growth targets.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator 	Late Spring 2013	Principals, teachers and other school staff at schools which make school-wide student performance growth targets will receive incentive pay: \$5,000 for principals and assistant principals; \$2,000 for teaching staff; \$500 for other school staff (classified personnel).
Teacher incentives for career ladder qualification for with Master Teachers or Teacher Mentors	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator 	School year 2012-2013	<ul style="list-style-type: none"> • Teachers who meet criteria for Master Teacher and Teaching Mentor
Year 4			



WCSD Principal and Teacher Performance Growth System TIF Timeline and Management Plan			
Activity	Responsible Party	Timeline	Milestone
Incentive pay for principals, teachers and other school personnel (classified staff) for schools which make school wide student performance growth targets.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator 	Late Spring 2014	Principals, teachers and other school staff at schools which make school-wide student performance growth targets will receive incentive pay: \$5,000 for principals and assistant principals; \$2,000 for teaching staff; \$500 for other school staff (classified personnel).
Teacher incentives for career ladder qualification for with Master Teachers or Teacher Mentors	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator 	School year 2013-2014	<ul style="list-style-type: none"> • Teachers who meet criteria for Master Teacher and Teaching Mentor
Year 5			
Incentive pay for principals, teachers and other school personnel (classified staff) for schools that make school-wide student performance growth targets.	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator 	Late Spring 2015	Principals, teachers and other school staff at schools which make school-wide student performance growth targets will receive incentive pay: \$5,000 for principals and assistant principals; \$2,000 for teaching staff; \$500 for other school staff (classified personnel).
Teacher incentives for career ladder qualifications for Master Teachers or Teacher Mentors	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator 	School year 2014-2015	<ul style="list-style-type: none"> • Teachers who meet criteria for Master Teacher and Teaching Mentor
Final Grant Evaluation Due	<ul style="list-style-type: none"> • COO • Chief HR Officer • Project Coordinator • External Grant Evaluator 	Spring 2015	<ul style="list-style-type: none"> • Final report to US Department of Education on results of TIF Principal and Teacher Performance Growth System for WCSD.



QUALITY OF LOCAL EVALUATION

(1) Strong and measurable performance objectives related to the goals of the project ;(2) Produces quantitative and qualitative evaluation data; and, (3) Includes adequate evaluation procedures.

A comprehensive evaluation of the Performance-Based Compensation System (PBCS) at the Washoe County School District (WCSD) will be conducted to provide data on implementation and impact of the system . The local evaluation will be accomplished in a joint effort between a contracted external evaluation group and the WCSD research and evaluation team within Public Policy, Accountability, and Assessment. The chosen external evaluation group will hold expert knowledge and experience in evaluating teacher and principal performance management systems. The WCSD research and evaluation team will support the external evaluators by supplying achievement and human resource data, coordinating evaluation activities, providing district specific information, and responding to other support needs as they emerge.

The local evaluation will incorporate formative and summative methods to examine implementation fidelity, short-term and intermediate outcomes, and the impact of PBCS on the district longitudinally. Additionally, the local evaluation will assess the degree to which district supports exist to sustain and scale up successful teacher, principal, and classified staff PBCS practices across the district. The comprehensive evaluation plan will be completed and implemented in a collaborative process led by the external evaluation group, WCSD research and evaluation team, and key program stakeholders and will be put into practice at the beginning of the 2010-2011 school year. The formative evaluation will focus on measures of fidelity to ensure the program model is implemented as intended and to expose areas of adaptation where they occur. To examine fidelity, the external evaluation group will evaluate against detailed logic model and specific benchmarks for the implementation timeline upon receipt of the TIF award. The logic model will be regularly revisited with program leaders to clarify intended objectives

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and outcomes as well as to revisit the overall program plan. Quantitative and qualitative data will be collected using several methods, such as interviews, surveys, and analysis of school, teacher and student level data. These data will be documented throughout the project so scale-up and replication efforts can occur efficiently. This will allow for effective principal, teacher, and classified staff evaluation practices, including professional development, to be culled and used in all schools in WCSD and replicated within other school districts.

The summative evaluation will assess the impact of PBCS on a) student learning, teacher and principal effectiveness, b) recruitment of highly effective teachers and principals, and c) retention of effective teachers, principals, and classified staff. A quasi-experimental approach using an interrupted time series design will be used to compare selected performance outcomes between matched principal, teacher, and classified staff groups. Although the evidence generated from this study will not demonstrate causal relationships, it will provide strong evidence of whether PBCS influences change across performance indicators. The local evaluation plan will contain a regular communication schedule for meeting with project leadership, so information from the evaluation can be used to make program adjustments as necessary. Information gained from the formative evaluation will be shared on a quarterly basis with School Improvement Teams (SIT), zone leaders, the Executive Cabinet, and the Superintendent through written evaluation briefs. Information gleaned from the evaluation will also be shared orally on an ongoing basis as new information is obtained. An annual report will also be created. In the first three years of the project, the annual report will contain formative evaluation descriptions and summaries as well as progress on evaluation benchmarks. Outcome information will be included in the annual report beginning in the fourth year. This information will be valuable in informing key decisions to help drive on-going implementation and progress. The evaluation will be a vital



component to overall district reforms which will rely on strong evidence. Evaluation also ensures sustainability by aiding in realistic goal setting, identifying areas of challenge and strength, and providing an accurate depiction of the nine targeted TIF schools. The table below lists measureable program objectives and data sources to secure evidence of meeting these objectives. It is likely that the listed objectives and data sources will be modified based on the evaluation design that is to be developed in collaboration with the external evaluation group.

WCSD TIF Program Objectives and Outcomes

Program Objective	Performance Objective/Indicator	Measure/Data Source
1. <i>Work collaboratively with WCSD collective bargaining units (WEA, WSPA, WESP) to establish consistent, reliable and fair principal and teacher evaluation policies</i>	1.a. Representative compensation committee referred to as the Teacher Performance Growth System Committee	District documentation
	1.b. Principal and teacher evaluation policies	District documentation
2. <i>Determine student achievement growth goals in participating schools that align with WCSD Pathway key targets.</i>	2.a. Alignment of professional development (PD) to student growth goals	Key stakeholder interviews Content analysis of PD curriculum PD post assessment
	2.b. Increased student achievement	Student assessment data Pathway performance indicators
3. <i>Establish performance-based compensation (PBCS) data management system including programming, data warehouses and data analysts to link student achievement data to WCSD teacher and principal Human Resources systems.</i>	3.a. Increased percentage of key stakeholders who report satisfactory access to data	Key stakeholder interviews Key stakeholder survey
	3.b. Increased percentage of key stakeholders who report satisfactory timeliness in accessing data	Key stakeholder interviews Key stakeholder survey
	3.c. Increased percentage of key stakeholders who report satisfactory comprehension of accessed data	Key stakeholder interviews Key stakeholder survey
4. <i>Train administrators, principals and Peer Assistance and Review (PAR) teams so they can conduct consistent, reliable, and fair teacher and principal evaluations and communicate evaluation findings to evaluatees.</i>	4.a. Increased percentage of staff proficient in conducting teacher and principal evaluations	Pre/Post assessment Reliability studies on performance evaluation instruments
	4.b. Increased percentage of staff proficient in communicating performance evaluation findings to evaluated teachers and principals	Pre/Post assessment Reliability studies on performance evaluation instruments
5. <i>Develop, pilot, and modify consistent, reliable, and fair evaluation</i>	5.a. Increased predictive power in determining effective teachers and principals	Human resource data Reliability analysis



<i>rubrics to measure teacher and principal performance growth.</i>	5.b. Improved responsiveness to professional development needs	Key stakeholder interviews Key stakeholder survey Reliability analysis
	5.c. Improved teacher and principal effectiveness	Human resource data Key stakeholder interviews Key stakeholder survey Reliability analysis
<i>6. Develop a plan to ensure teachers and principals understand the specific measures of teacher and principal effectiveness in the PBCS.</i>	6.a. Increased percentage of teachers and principals who comprehend specific measures of teacher and principal effectiveness	Pre/Post assessment Key stakeholder interviews
	6.b. Improved principal and teacher effectiveness	Key stakeholder interviews Human resource data
<i>7. Develop ongoing, embedded professional learning and support focused on individual performance growth and teacher retention in hard-to-fill schools.</i>	7.a. Increased percentage of teachers proficient in meeting performance standards	Human resource data
	7.b. Improved teacher competency and effectiveness	Human resource data
	7.c. Increased student achievement	Student assessment data
	7.d. Increased teacher retention in hard to fill schools	Human resource data
<i>8. Develop different levels of compensation for effective teachers, principals, and classified staff at participating schools.</i>	8.a. Increased teacher, principal, and classified staff motivation to excel at meeting performance standards	Key stakeholder interviews Key stakeholder survey Human resource data
	8.b. Increased teacher, principal, and classified staff retention in hard-to-fill schools	Human resource data
<i>9. Develop a teacher and principal career ladder for incentive pay.</i>	9.a. Increased principal and teacher motivation to excel at meeting performance standards	Key stakeholder interviews Key stakeholder survey Human resource data
<i>10. Attract and retain highly effective teachers and principals.</i>	10.a. Increased recruitment of highly qualified classified staff	Human resource data
	10.b. Increased recruitment of highly effective teachers and principals	Human resource data
	10.c. Increased retention of highly qualified classified staff	Human resource data
	10.d. Increased retention of highly effective teachers and principals	Human resource data
	10.a. Increased student achievement	Student assessment data
	10.b. Improved overall school performance	School-wide performance management indicators
<i>11. Develop fiscal sustainability for Principal and Teacher Performance Growth System by leveraging district resources, federal, state and private funds.</i>	11.a. Ongoing operation and improvement of the PBCS system	Key stakeholder interviews District policy and documentation Evaluation artifacts

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **WCSD High Needs Demonstration** Pages: **0** Uploaded File: **WCSD TIF High Needs Schools Documentation.pdf**

**High-Need Schools Eligibility to be served by Teacher Incentive Fund
Washoe County School District Principal and Teacher Growth Performance System
Free and Reduced Lunch Count as of 12/01/2009**

School Name	% of Free/Reduced Lunch Students	# of Children in Low-Income Families	# of Free Lunch/ # of Reduced Lunch Children	Total Student Population (12/1/09)	% of Minority Student Population*	# of Teachers/ Administrators /Classified Employees**
Glenn Duncan ES	88.00%	429	Locked in Provision II Status	488	91.2%	36/3/20
Echo Loder ES	94.00%	555	Locked in Provision II Status	590	92.7%	43/2/17
Smithridge ES	90.00%	594	Locked in Provision II Status	660	92.2%	45/2/21
Sun Valley ES	84.18%	495	414/81	588	65.4%	42/1/17
Veterans Memorial ES	89.67%	382	304/78	426	84.2%	32/1/19
Archie Clayton MS	58.50%	334	269/65	568	47.1%	31/2/17
George Dilworth MS	79.27%	524	380/144	661	69.9%	42/2/20
William O'Brien MS	57.29%	448	312/136	782	53.4%	45/2/23
Otis E. Vaughn MS	79.74%	488	375/113	612	71.8%	41/2/25

*Minority statistics from www.nevadareportcard.com data from 2008-09 school year.

**Teacher and Principal Statistics from WCSO Human Resource Department, May 25, 2010

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **WCSD TIF Letters of Support** Pages: **0** Uploaded File: **WCSD TIF Letters of Support.pdf**

Letters of Support and Surveys
Teacher Incentive Fund Main Competition

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Washoe County School District

425 East Ninth Street • P.O. Box 30425 • Reno, NV 89520-3425
Phone (775) 348-0200 • Fax (775) 348-0304 • www.washoe.k12.nv.us

Board of Trustees: Estela Gutierrez, President • Barbara McLaury, Vice President • Nancy Hollinger, Clerk
Dan Carne • Barbara Clark • Ken Grein • Scott Kelley • Dr. Heath Morrison, Superintendent

June 8, 2010

Dear Teaching Incentive Fund (TIF) Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District Principal and Teacher Performance Growth System. We believe that the best possible working conditions for teachers are the best possible learning conditions for the children of Washoe County, which in turn translate into higher student performance.

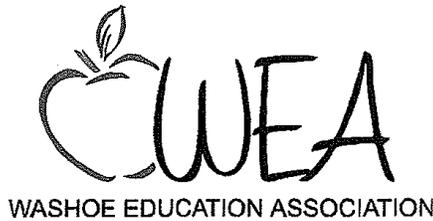
The implementation of the Principal and Teacher Performance Growth System will renew and restructure the District's principal and teacher evaluation system with a human capital strategy to include professional development and core competencies that produce meaningful formative feedback and meaningful differentiation in summative ratings based on their effectiveness. During the Summer of 2010, the principal evaluation system will be reviewed with the eventual intent of providing a robust and effective tool. The WCSD will use School Improvement Grant, Title I and other identified federal funds to support the efforts of the Teacher Incentive Fund grant.

The quality of the interaction between individual students, the material, and their teachers is key to the District's reform agenda. This reform rests on the quality of the people hired to teach in Washoe County School District schools, their persistence or can-do attitude, the quality of the professional development they receive, and the collective responsibility for student learning within the school building. The performance management system, or the K-12 assessment strategy, calls for three levels of assessment in all core subjects at all grade levels.

On behalf of our teachers, students and staff, please give every possible consideration to the enclosed application.

Sincerely,

Heath E. Morrison, Ph.D.
Superintendent



Dana Galvin, President
Jane Bantz, Vice President
Elaine Lancaster, Executive Director
Chuck Fletcher, UniServ Director

July 1, 2010

Dear Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund Principal and Teacher Performance Growth System*. The Washoe Education Association works to protect rights and due process for education professionals serving the Washoe County School District. As an association, our main goal is to advocate for members in the classroom, at the school site, within the District, as well as at state and national levels.

The **Washoe Education Association** has developed a strong and committed relationship with the WCSD and we are excited to partner on this project to support the implementation of the *Teacher Incentive Fund* grant. We will provide guidance in the development of evaluation systems using the District's Human Capital strategy which includes professional development, core values, and processes that provide meaningful formative feedback for teachers and meaningful differentiation to support teachers' professional growth and capacity.

We look forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program with a strong commitment to educating our students so they, in turn, can educate our K-12 community.

The **Washoe Education Association** encourages you to give every possible consideration to the enclosed application.

Sincerely,

Dana Galvin, President
Washoe Education Association

1890 Donald Street, Reno, Nevada 89502, (775) 828-9282 Fax (775) 828-6748 www.weatoday.org



Washoe School Principals' Association

David L. Fullenwider, President
14101 Old Virginia Road
Reno, Nevada 89521
(775) 850-8006

July 1, 2010

Dear Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund Principal and Teacher Performance Growth System*. The **Washoe School Principals' Association** works to protect rights and due process for education professionals serving the Washoe County School District. As an association, our main goal is to advocate for members at the school site, within the District, as well as at state and national levels.

The **Washoe School Principals' Association** has developed a strong and committed relationship with the WCSD and we are pleased to partner on this project to support the implementation of the *Teacher Incentive Fund* grant. We will provide guidance in the development of evaluation systems using the District's Human Capital strategy which includes professional development, core values, and processes that provide meaningful formative feedback for principals and meaningful differentiation in summative rating among principals based on their effectiveness.

We look forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program with a strong commitment to educating our students so they, in turn, can educate our K-12 community.

The **Washoe School Principals' Association** encourages you to give every possible consideration to the enclosed application.

Sincerely,

A handwritten signature in black ink, appearing to read "David L. Fullenwider".

David L. Fullenwider, President
Washoe School Principals' Association



Washoe Education Support Professionals

July 1, 2010

Dear Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District *Teacher Incentive Fund Principal and Teacher Performance Growth System*. The **Washoe Education Support Professionals** work to protect rights and due process for support professionals serving the Washoe County School District. As an association, our main goal is to advocate for classified personnel in the classroom, at the school site, within the District, as well as at state and national levels.

The **Washoe Education Support Professionals** has developed a strong and committed relationship with the WCSD and we are excited to partner on this project to support the implementation of the *Teacher Incentive Fund* grant. We will provide guidance in the development of evaluation systems using the District's Human Capital strategy which includes professional development, core values, and processes that provide meaningful constructive feedback for classified support professionals and meaningful differentiation to support their professional growth and capacity.

The **Washoe Education Support Professionals** looks forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program and encourages you to give every possible consideration to the enclosed application.

Sincerely,

A handwritten signature in black ink, appearing to read "Nichole Steventon".

Nichole Steventon
President 2011-12
Washoe Education Support Professionals



WCSD Staff Development Services

Sharyn Appolloni, Ed.D.
Inservice, Induction and Mentoring Administrator
14101 Old Virginia Road
Reno, NV 89521
(775) 850-8059
FAX (775) 851-5649
sappolloni@washoe.k12.nv.us

June 11, 2010

Dear Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District (WCSD) *Principal and Teacher Performance Growth System*.

WCSD's **New Teacher Induction and Mentoring Program** is an integral part of the District's induction system for new teachers. The **New Teacher Induction and Mentoring Program** is excited to partner with the WCSD to support the implementation of the District's *Principal and Teacher Performance Growth System*. We can provide services to streamline support for processes from hiring to evaluation. The **New Teacher Induction and Mentoring Program** can provide Mentors who guide and support the work of K-12 novice teachers in their first through fifth years through observation in the classroom, demonstration of effective teaching methods, and assistance with lesson plans. In addition, we can help new teachers analyze student work and achievement data to improve their instruction. WCSD started this program in 1997 and program data shows it has been successful in retaining new teachers while helping them perform at high levels earlier in their career. Essentially, all WCSD students K-12 benefit from the **New Teacher Induction and Mentoring Program**. Goals are to: 1) Increase teacher retention; 2) Accelerate teacher growth and high-quality performance; and, 3) Increase student achievement. The Program contributes to educational practice in the District because it is a multi-year program with established time for mentor-new teacher interactions, rigorous Mentor selection criteria, and initial training and ongoing support and professional development for Mentors.

The **New Teacher Induction and Mentoring Program** will work closely with the WCSD's Human Resources Department to ensure we have high quality, highly effective teachers as stakeholders develop the *Principal and Teacher Performance Growth System*. We look forward to participating and offering our expertise in the coming grant period and beyond to sustain the program.

On behalf of the **New Teacher Induction and Mentoring Program**, I encourage you to give every possible consideration to the enclosed Teacher Incentive Fund grant application.

Sincerely,



Sharyn Appolloni, Education Specialist
New Teacher Induction and Mentoring Program



BULLIS REGIONAL CENTER FOR TEACHING AND LEARNING

SUSAN K. DENNING, DIRECTOR

380 EDISON WAY
RENO, NV 89502
(775) 861-4410
FAX (775) 861-4485
sdenning@washoe.k12.nv.us

June 14, 2010

Dear Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District (WCSD) Principal and Teacher Performance Growth System.

The WCSD's Implementation Specialist Program is an integral part of the District's system of ongoing professional development for all teachers. Implementation Specialists provide high quality, targeted professional development and support to schools and K-12 teachers to build teacher capacity, enhance teacher effectiveness, and increase student learning and achievement. Implementation Specialists are deployed by Area Superintendents to work in each of four zones, primarily with content area and grade level Professional Learning Communities (PLCs) and with individual teachers to the extent possible. Implementation Specialists support PLCs and teachers by teaching, modeling, supporting collaborative structures, and assisting PLCs to analyze student work and various types of data. They also design interventions and common assessments, provide expertise in standards-based lesson planning, model best practices, participate in observations, and provide feedback to support implementation of concepts and strategies learned in professional development sessions.

The Implementation Specialist Program will work closely with the WCSD's Human Resources Department to ensure we have high quality, highly effective teachers as stakeholders develop the Principal and Teacher Performance Growth System. We look forward to participating and offering our expertise in the coming grant period and beyond in order to sustain the program.

On behalf of the Implementation Specialist Program, I encourage you to give every possible consideration to the enclosed Teacher Incentive Fund grant application.

Sincerely,



Susan K. Denning
Director, Regional Center for Teaching and Learning



Washoe County School District

425 East Ninth Street • P.O. Box 30425 • Reno, NV 89520-3425

Phone (775) 348-0200 • Fax (775) 348-0304 • www.washoe.k12.nv.us

Board of Trustees: Estela Gutierrez, President • Barbara McLaury, Vice President • Nancy Hollinger, Clerk
Dan Carne • Barbara Clark • Ken Grein • Scott Kelley • Dr. Heath Morrison, Superintendent

June 11, 2010

Dear Teacher Incentive Fund Grant Review Committee:

I am pleased to write this letter of support for the Washoe County School District (WCSD) *Principal and Teacher Performance Growth System*. The Washoe County School District **Principal's Academy** is an integral part of District's ongoing professional development for all new and upcoming principals. WCSD's **Principal's Academy** provides high quality, targeted professional development from pre-novice through distinguished principals.

The **Principal's Academy**, a collaborative effort of the Washoe County School District, the University of Nevada, the University of Phoenix, the University of Pittsburgh, and the San Francisco-based education research think-tank, WestEd, has developed an innovative 10-tier approach to recruiting, building, developing, and strengthening principal leadership. Following the tenets of the Professional Learning Community concept (Dufour, 1998), and driven by the active instructional leadership vehicle of the Walkthrough Process (Werlinich, 2004), the 10-tier model empowers and professionalizes the professional development process.

The **Principal's Academy** will work closely with WCSD's Human Resources Department to ensure we have high quality, highly effective teachers as stakeholders develop the *Principal and Teacher Performance Growth System*.

We look forward to participating and offering our expertise in the coming grant period and beyond by supporting the grant's program with a strong commitment to educating our students so they in turn can educate our K-12 community.

The **Principal's Academy** encourages you to give every possible consideration to the enclosed application.

Sincerely,



Rick Harris
Senior Administrator
Principal's Academy



Principal Performance Growth System Presentation To Principals

6/14/2010

PRINCIPAL PERFORMANCE GROWTH SYSTEM

Introduction to a new way of thinking.

TODAY'S GOALS

1. Introduce WCSD Principals to the *Principal Performance Growth System* Project
2. Give WCSD Principals an opportunity to improve the *Principal Performance Growth System* process
3. Give WCSD Principals the opportunity to "brainstorm" evidence that supports growth.
4. Determine if the suggested competencies and elements are fair.

1



6/14/2010

Project Goals

- ▣ To develop a Principal Performance Growth System that links school leadership to student achievement: that it is geared to promoting student learning.
- ▣ To foster professional growth of principals in terms of increased knowledge and stronger skills that propel schools to higher levels of effectiveness.
- ▣ To eliminate the knowing-doing gap.

Critical Elements

- ▣ **Leadership Standards-** Tightly aligned with and scaffold on the Interstate School Leadership Licensure Consortium Standards (ISLLC)
- ▣ Features the use of **multiple sources of data** to arrive at conclusions including self-evaluation, Dash Board data, 360 interviews, supervisor feedback...

2



6/14/2010

Critical Elements(cont)

- ▣ **Professional Growth Plans** drive the system
- ▣ **Frequent formative feedback-** Encourages ongoing dialogue between principals and their supervisors. Underscores the importance of formative analysis as well summative judgments
- ▣ Promotes **equity and fairness**

Backbone of the System

- ▣ Student learning and school performance, as indicated by growth on a range of school learning and climate measures (50%)
- ▣ Leadership practices and professional values, including instructional leadership, operational leadership, people leadership and resource management (50%)

3



6/14/2010

Challenges

- ▣ A design that honors local context and conditions
- ▣ Thoughtful development process employed to develop the system
- ▣ Inherently difficult because the nature of principals' work is complex, ambiguous and highly contextual.
- ▣ Identifying those characteristics that are essential for leadership success and then associating them with specific behaviors.

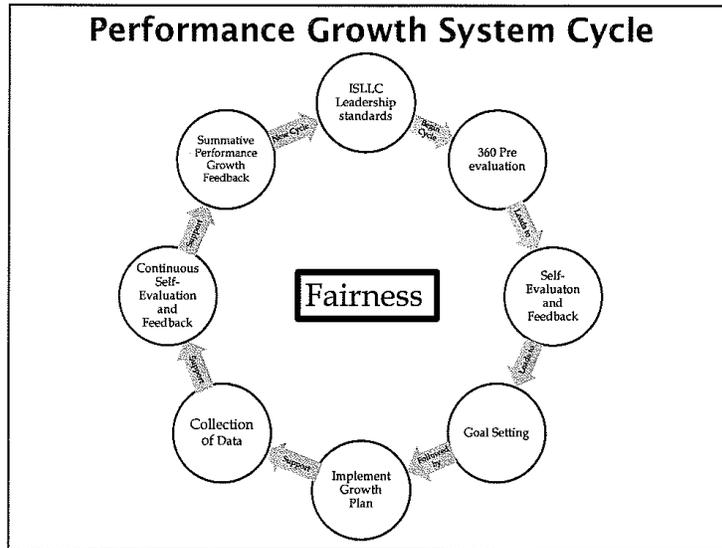
Solutions

- ▣ All aspects of the evaluation must measure what principals have control over.
- ▣ Transform principal evaluations from a bureaucratic chore into a tool for growth.
- ▣ Our system requires a cyclical process rather than an annual event.

4



6/14/2010



SURVEY RESULTS

#1. The leadership evaluations I have received have helped me to improve my performance.
 Percent who Disagreed:
 WCSD: 34% National Sample: 42%

#2 The leadership evaluations improved my motivation.
 Percent who Disagreed:
 WCSD: 38% National Sample: 40%



6/14/2010

#3 The leadership evaluations were directly related to the mission and vision of our school system.
Percent who Disagreed:
WCSD: 25% National Sample: 35%

#4 The leadership evaluations were related to student achievement results.
Percent who Disagreed:
WCSD: 55% National Sample: 53%

#5 The leadership evaluations I received were positive.
Percent who Disagreed:
WCSD: 1% National Sample: 13%

#6 The leadership evaluations were consistent with my original expectations of job.
Percent who Disagreed:
WCSD: 15% National Sample: 24%

#7 The evaluations I received were accurate.
Percent who Disagreed:
WCSD: 7% National Sample: 21%

#8 The evaluations have helped me to improve my performance.
Percent who Disagreed:
WCSD: 35% National Sample: 53%



6/14/2010

#9. The evaluations were based on clear standards that I knew would be the focus of the evaluations.

Percent who Disagreed:

WCSD: 15% National Sample: 24%

#10 During the last evaluation I had the opportunity to make suggestions to improve organizational support for me.

Percent who Disagreed:

WCSD: 46% National Sample: 34%

NARRATIVE EXPLANATIONS

What worked:

- Frequent conversations with supervisor
- Track II evaluations that included reflections and goal setting
- Feedback from staff surveys
- Goals collaboratively developed

7



6/14/2010

NARRATIVE EXPLANATIONS

What did not work:

- No tangible feedback
- Data not considered
- Superficial and meaningless
- No feedback until the end of the year
- Infrequent visitations from supervisor
- Sit and listen without criteria

FINAL NARRATIVE COMMENT

“A different supervisor this year has made and incredible and positive difference in the process. This says to me that the process is not very standard but highly subjective and variable depending upon who is writing it.”

8



6/14/2010

Assignment

- ▣ **This morning identify what has worked and what needs fixing with our current evaluation system. How would you improve the process?**
- ▣ **During the second meeting determine if the proposed Competencies and Elements are fair. Brainstorm how you or your supervisor might gather evidence documenting your achievements.**

9



6/14/2010

- 1 **PRINCIPAL PERFORMANCE GROWTH SYSTEM**
Introduction to a new way of thinking.
- 2 **TODAY'S GOALS**
 1. Introduce WCSD Principals to the *Principal Performance Growth System* Project
 2. Give WCSD Principals an opportunity to improve the *Principal Performance Growth System* process
 3. Give WCSD Principals the opportunity to "brainstorm" evidence that supports growth.
 4. Determine if the suggested competencies and elements are fair.
- 3 **Project Goals**
 - To develop a Principal Performance Growth System that links school leadership to student achievement: that it is geared to promoting student learning.
 - To foster professional growth of principals in terms of increased knowledge and stronger skills that propel schools to higher levels of effectiveness.
 - To eliminate the knowing-doing gap.
 -
- 4 **Critical Elements**
 - Leadership Standards- Tightly aligned with and scaffold on the Interstate School Leadership Licensure Consortium Standards (ISLLC)
 - Features the use of multiple sources of data to arrive at conclusions including self-evaluation, Dash Board data, 360 interviews, supervisor feedback...
 -
- 5 **Critical Elements(cont)**
 - Professional Growth Plans drive the system
 - Frequent formative feedback- Encourages ongoing dialogue between principals and their supervisors. Underscores the importance of formative analysis as well summative judgments
 - Promotes equity and fairness
 -
- 6 **Backbone of the System**
 - Student learning and school performance, as indicated by growth on a range of school learning and climate measures (50%)
 - Leadership practices and professional values, including instructional leadership, operational leadership, people leadership and resource management (50%)
- 7 **Challenges**
 - A design that honors local context and conditions
 - Thoughtful development process employed to develop the system
 - Inherently difficult because the nature of principals' work is complex, ambiguous and highly contextual.
 - Identifying those characteristics that are essential for leadership success and then associating them with specific behaviors.
- 8 **Solutions**
 - All aspects of the evaluation must measure what principals have control over.
 - Transform principal evaluations from a bureaucratic chore into a tool for growth.
 - Our system requires a cyclical process rather than an annual event.
- 9 **Performance Growth System Cycle**



6/14/2010

10 **SURVEY RESULTS**

#1. The leadership evaluations I have received have helped me to improve my performance.

Percent who Disagreed:
WCSD: 34% National Sample: 42%

#2 The leadership evaluations improved my motivation.

Percent who Disagreed:
WCSD: 38% National Sample: 40%

11

12

13

14 **NARRATIVE EXPLANATIONS**

What worked:

- Frequent conversations with supervisor
- Track II evaluations that included reflections and goal setting
- Feedback from staff surveys
- Goals collaboratively developed

15 **NARRATIVE EXPLANATIONS**

What did not work:

- No tangible feedback
- Data not considered
- Superficial and meaningless
- No feedback until the end of the year
- Infrequent visitations from supervisor
- Sit and listen without criteria

16 **FINAL NARRATIVE COMMENT**

"A different supervisor this year has made an incredible and positive difference in the process. This says to me that the process is not very standard but highly subjective and variable depending upon who is writing it."

17 **Assignment**

- This morning identify what has worked and what needs fixing with our current evaluation system. How would you improve the process?
- During the second meeting determine if the proposed Competencies and Elements are fair. Brainstorm how you or your supervisor might gather evidence documenting your achievements.
-



**Washoe County School District
Survey - Comments Regarding Principal Evaluation System collected from June 3, 2010**

What worked with Current System:

- Supervisor spent more time with me this year than in the past
- Rubric – self evaluation was a jumping off point for conversations
- Self-reflection is helpful
- Focused and selected choices
- Constant communication
 - Non- threatening
- Collaborative feel
 - Constant Support
- Great when they have been in our shoes – very helpful
- Track II – meaningful – focused on own goals tied to school

What has not worked with Current System:

- Minor & Major evaluations
- Confused on what we are supposed to be working on
- A more organized rubric to set goals
- Sit and listen does not work – this is a trust issue
- Open forum – no scripted forum
- Too many goals to focus on effectively in one year
- It depends on who your evaluator is...very subjective
- Hard to follow upon previous feedback when domains change every year
- Too many essential elements, goals, descriptive
- Lack of standardization and subjectivity of supervisor
- Frequent (yearly) changes of supervisors – no consistencies
- Steps are skipped because they are so time consuming – pre/post/goal setting conference /etc
- Elements of Rubrics were not aligned with district goals/objectives
 - Similar to teacher evaluations
- Depends on Senior Director
- Disconnected from reality
- Unfocused Sit and Listen
- More balance for goals/elements on key aspects
- District business interfered with school visits by Senior Directors
- Lack of time
- Lack of continuity
- Different styles of evaluators
- Too many Rubrics
- Too ambiguous



- Prior knowledge of level
- One time thing
- Sit and Listens – not best model
- No follow up after Sit and Listen
- Area Superintendents’ not held accountable
- No prescribed number of visits
- We do not have the opportunity to communicate with our peers
- Sit and listen encouraged the teachers to go over the principal’s head
- Sit and listen gave the teachers a lot of power and hard to make changes
- Sacred time – don’t come late!
- Constant feedback rather than just at the end
- Give feedback at each visit
- Staff goes directly to supervisor – not the principal. The teacher needs to begin with the principal

Concerns/Questions with Proposed Principal performance Growth System:

- Concern with 360-degree-No negotiable feedback to principals because teachers have a grudge with the 60 percent
- What is the role of the Performance Manager in the Principal Eval process? Should they have a role? Coach vs Supervisor
- Are there going to be curriculum pacing guides for administrators? By such and such a date your school should here
- Specific feedback related to school-each school is different.
- Will we have a prescribed number of visits
- What will the Area Superintendents’ “walk-through” form look like?
- Who holds the Area Superintendents’ and Performance Managers accountable?
- Do not over standardize
- Make sure Area Superintendents’ show up, our time is valuable too!
- Data compilation
 - Shared responsibility between district and school

Recommendations for Improvement:

- We want frequent feedback from supervisors
- A standardized evaluation walk-through system for Area Superintendents to walk-through with the principals
- E-walk process needs to match the Area Superintendents E-walk
- Differentiated approach to evaluations-maybe no formal evaluation every year
- Fewer goals more frequently with self reflection-clear focus-evolving
- Flexibility to set short term goals within longer term goal/objective
- One walk-through form doesn’t fit all differentiated
- Clarity of sit and listen
 - Where are we as a team?



- Goal
- Track II should stay
- Clarify number of elements and competencies
 - Clear delineation of cycle
- Regular consistent visits from Area Superintendents – Follow through
 - Have a process in place
 - Is it feasible for Area Superintendents and Pedro to goal set and visit all schools?
 - School focus = SIG – At Risk
- Collaborative setting of goals

Project Narrative

Other Attachments

Attachment 1:

Title: **WCSD TIF Other Attachments** Pages: **0** Uploaded File: **WCSD TIF Other Attachments.pdf**

Other Attachments

Teacher Incentive Fund Main Competition

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JANE LAI MAH WOODBURN

[Redacted]

[Redacted] (W) 775-333-3788

jwoodburn@washoe.k12.nv.us

EDUCATION

In progress	Ph.D. Educ Leadership & Policy Studies, University of Maryland College Park
2001	Certification - Administration & Supervision, Trinity College, Washington D.C.
1991	M.Ed. Counseling & Personnel Services, University of Maryland College Park
1979	M.Ed. Early Child-Elem Ed/Reading Specialist, University of Maryland College Park
1973	B.S. Special/Elementary Education, University of Maryland College Park

CERTIFICATION

Nevada Teaching License: K-8 Teaching, K-12 Special Education Generalist, K-12 Substitute
 National Board of Certified Counselors Certificate (valid until 8/31/10)
 Maryland Certified Professional Counselor Certificate (valid until 10/31/10)
 Maryland Advanced Professional Certificate (1/1/08 thru 12/31/12):

- Superintendent
- Administration I
- Counseling & Guidance (K-12)
- Reading Specialist (K-12)
- Special Education Teacher (K-12)
- Elementary Education Teacher (1-8)

WORK HISTORY

Washoe County School District, Reno, Nevada

2010-present Chief Operating Officer

Montgomery County Public Schools, Rockville, Maryland

2005-2009	Director of Recruitment and Staffing	Office of Human Resources
2001-2005	Director of School Performance	Office of School Performance
2000-2001	Admin. Assistant to Assoc. Supt.	Office of Student & Community Services
1997-2000	Personnel Specialist	Office of Human Resources
1996-1997	Resource Counselor	Thomas S. Wootton High School
1994-1996	Secondary School Counselor	Thomas S. Wootton High School
1993-1994	Resource Counselor	John F. Kennedy High School
1991-1993	Secondary School Counselor	John F. Kennedy High School
1989-1991	Academic Leave	



1988-1989 Special Ed Resource Room Teacher Piney Branch Elementary School

Prince George’s County Public Schools, Upper Marlboro, Maryland

1986-1988	Childcare Leave	
1985-1986	Special Ed Itinerant Resource Teacher	Office of Special Education
1984-1985	Childcare Leave	
1981-1984	Special Ed Department Chairperson	Parkdale High School
1980-1981	Special Ed Vocational Ed Teacher	Parkdale High School
Sum 1978/79	Reading Clinician	UMCP Reading Clinic
1977-1980	Special Ed Department Chairperson	Concord Elementary School, PGCPs
Fall 1975	Adult ESOL Teacher	Adult Evening School, PGCPs
1973-1977	Special Ed Resource Room Teacher	Concord Elementary School, PGCPs

SELECTED PROFESSIONAL EXPERIENCES – Administrative & Supervisory

Standards:

Vision

- Developed the Office of Human Resources’ (OHR) Hiring for Attitude Project under the direction of the superintendent
- Served on the Applicant Tracking System and Human Resources Online Project Teams to automate processes in OHR
- Led the Department of Recruitment and Staffing (DRS) in the development of videoshorts targeting Gen X, Y & Millennials and Career Changers and the use of technology for online recruitment and interviews
- Led DRS in the development of a vision, mission, and core values aligned to the OHR Strategic Plan
- Led DRS through the Baldrige process to improve customer satisfaction and staffing results
- Created the brochure for School Performance Support Team introducing members and communicating its mission to stakeholders
- Shared the vision and supported the assistant principal in the development and implementation of a Saturday Family Academy at Broad Acres ES
- Served as Team Leader for the Baldrige Summer SIP Workgroup
- Initiated and facilitated Principals’ Focus Group on Baldrige/SIP process
- Served on the Student and Stakeholder Focus Writing Team for MCPS’s second Baldrige application
- Co-led a writing team to draft the Student and Stakeholder Focus section of MCPS’s first Baldrige application for associate and community superintendents

Teaching and Learning

- Evaluated School Improvement Plans and provided feedback to principals for continuous improvement
- Conducted supervisory school visits and formal observations of principals providing feedback for continuous improvement



- Served on 21 Assistant Principal 1 Development Teams at elementary, middle, and high schools
- Supported principals in reviewing data, conducting instructional walk-throughs/program reviews and building professional learning communities
- Provided academic, social-emotional, and college counseling to students
- Conducted group counseling sessions for students and parents
- Wrote college recommendations for students
- Assisted teachers in scaffolding instruction to meet students' needs

Management

- Supervised staff of 36 employees in the DRS consisting of four units: Teacher-level Staffing Team, Supporting Services Staffing Team, Certification Team, and Substitute Teacher Unit.
- Managed recruitment, advertising, temporary part-time, and professional part-time budgets for DRS
- Supervised Job Fairs for internal and external candidates
- Organized teacher placement meetings
- Directed the School Performance Support Team consisting of representatives from central offices to support the needs of schools
- Supervised and evaluated vertical articulation specialist and school performance/data specialist
- Organized and supervised Vertical Articulation Teams in the NEC/Sherwood Cluster
- Facilitated directors of school performance and NEC/Sherwood Cluster principals meetings
- Served on principal interview panels
- Drafted written communications for superintendent/executive staff in response to stakeholder concerns
- Promoted the Baldrige Guided School Improvement Process (BGSIP) in schools and supported principals in transitioning to the development and implementation of the BGSIP
- Resolved conflicts with students, staff, parents, and community members
- Organized and facilitated the NEC/Sherwood Cluster Principals' Diversity Committee
- Facilitated Study Circles at Burnt Mills ES with administration, staff, parents, and community members
- Supervised the directors of student services, special education, family and community partnerships, and alternative programs
- Supported the development of the Saturday George B. Thomas Learning Academy at John F. Kennedy High School
- Recruited and hired special education teachers, guidance counselors, speech pathologists, occupational and physical therapists, pupil personnel workers, and school psychologists
- Used *Resumix* computer software system to keep track of new hires
- Organized recruitment trips with Human Resources staffers and administrators
- Conducted personnel investigations
- Supervised and evaluated high school guidance and counseling staff
- Interviewed and selected guidance and counseling staff



- Served as a special education liaison between central office and schools to resolve problems
- Wrote an award-winning grant to obtain calculators for a special education math inclusion class
- Supervised, evaluated, and hired staff in the special education department
- Developed master schedule for high school special education department

Collaboration with Stakeholders

- Collaborated with representatives from other offices and Maryland State Department of Education to support the Hiring for Attitude Project to create an alternative certification for middle school
- Collaborated with the Office of School Performance (OSP) to make involuntary staff placements
- Collaborated with union, administrators, and OSP to develop yearly staffing calendars
- Collaborated with other school districts to share information and best practices
- Collaborated with representatives from Johns Hopkins U, George Washington U, University of Maryland College Park, and Montgomery College to build partnerships to increase the diversity of our workforce and staff critical areas
- Collaborated with community superintendent and staff development specialists to plan for NEC/Sherwood Cluster principals meetings
- Conducted principal characteristics meetings with students, staff, and parents
- Collaborated with principals and instructional specialists to conduct supervisory walk-throughs
- Attended cluster PTA meetings and arranged for parent coordinators to visit a Baldrige Quality Academy to expand their knowledge of the Baldrige process
- Served on MCPS Committees: Hiring for Excellence; Asian & Hispanic Leadership Development; Middle School Reform; Latino Education Coalition; University Partnerships; Baldrige Leadership Team, Year Round Education, SAT Planning, Human Resources Cross-Functional Team, Parent Outreach Cross-Functional Team, Staff Development Collaboration Cross-Functional Team, Think Tank for developing the Framework for Teaching and Learning
- Attended OSP-OHR Administrative Intern Placement and New Teacher Orientation meetings
- Served as a facilitator at the superintendent's town meetings with Asian American parents and community members
- Served as liaison between the OSCS and the Asian American community
- Collaborated with NAACP Parent Council to organize and create a presentation for their conference
- Outreached and built relationships with leaders in the African American, Hispanic, and Asian American communities to support school district initiatives

Professional Growth

- Used the district's Professional Growth System to evaluate and support employees
- Learned how to conduct online interviews with teachers from China from a private company



- Attended OnRec Online Recruitment Conference to learn how to use social networks to recruit
- Collaborated with producer from Corp Shorts to produce recruitment videos targeting Generation X, Y, & Millennials and Career Changers
- Attended Maryland Association of School Personnel Administrators (MASPA) and American Association of School Personnel Administrators (AASPA) Conferences
- MCPS representative at the Maryland’s Human Resources Directors meetings
- MCPS representative at the Maryland Negotiation Services Conferences
- Trained on NVivo Computer-Assisted Qualitative Analysis Software to analyze data for my Ph.D. dissertation: *A Case Study Analysis of Middle School Principals’ Teacher Selection Criteria*
- Contributed to two publications—*Design Principles for Learner-Centered Schools: Promising Approaches to Data Based Decision Making to Improve Student Learning* and *Scaffolding Instruction to Improve Student Learning* which were presented at the Council of Educational Administrative & Supervisory Organizations of Maryland (CEASOM) Conferences
- Received training on:
 - Ruby Payne’s *A Framework for Understanding Poverty*
 - James P. Comer’s *School Development Program*
 - MSDE’s *Instructional Leadership Through Data-Driven Decision-making*
 - Facilitating Study Circles
 - Joyce Epstein’s model of School, Family, and Community Partnerships and her National Network of Partnership Schools

Leadership in the Political, Social, Legal, and Cultural Context

- Served as acting associate superintendent of human resources
- Served as acting community superintendent and represented the community superintendent at various events and meetings
- Attended superintendent’s A&S, Board of Education (BOE), County Council, curriculum update, and staff development specialists meetings
- Served as co-chairperson of the Education Committee of the Asian American Political Alliance
- Assisted associate superintendent at Leadership Team, Executive Leadership Team, Board of Education, and County Council meetings
- Assisted associate superintendent in drafting OSCS’s strategic plan and budget
- Served as an evaluator on the Baldrige Assessment Team to evaluate MCPS’s first Baldrige application
- Served on the Early Childhood Collaboration Team with the Montgomery County Department of Health and Human Services
- Established the Washington-Metropolitan Chapter of the National Association for Asian Pacific American Education (NAAPAE) and served as president of the chapter for two years

KNOWLEDGE OF FOREIGN LANGUAGE

Cantonese Chinese (Toy-San dialect)



THOMAS M. STAUSS

[REDACTED]
[REDACTED]
[REDACTED]

EMPLOYMENT

04/85 to Present: Washoe County School District

- Assistant Superintendent, Human Resources (January 2007 – Present)
- Housekeeping Operations Supervisor (2004-2006)
- Human Resources Coordinator (1999-2004)
- Acting Assistant Superintendent, Human Resources (1997-1999)
- Human Resources Coordinator (1992-1997)
- Human Resources Senior Analyst (1990-1992)
- Human Resources Analyst (1987-1990)
- Administrative Intern (1985-1987)

EDUCATION

Bachelor of Arts, Brigham Young University, Provo, Utah 1987
Major: Communications; Minor: Training and Development

PROFESSIONAL AND COMMUNITY ORGANIZATIONS

- Nevada Society of Human Resources Management
- Boy Scouts of America – Troop 24
- Zenger/Miller Master Trainer
- Governor’s Child Care Advisory Committee

RESPONSIBILITIES OF CURRENT POSITION

Oversee all aspects of Washoe County School District’s Human Resources Division, including: Serves as a member of the Superintendent’s Executive Cabinet; plans, organizes, develops and directs the implementation of goals, objectives and procedures for the Human Resources Division. Participates in the development of the District’s plans and programs as a strategic partner, particularly from the perspective of the impact on people. Translates the strategic and tactical plans into human resources strategic and operational plans. Evaluates and advises on the impact of long-range planning of new programs/strategies and regulatory action as those items impact the attraction, motivation, development and retention of employees. Oversees administration of staffing, recruitment and selection, compensation, classification, labor relations, employee services, risk management, benefits, continuous systems improvement and human resources information systems.



Serves as confidential internal consultant to District leadership, supervisors and employees on personnel issues that affect organizational and individual performance and work relationships. Oversees negotiations with all bargaining units, recommend bargaining goals, researches and responds to requests with regard to collective bargaining process. Conduct formal meetings regarding grievances, complaints and disciplinary actions to ensure appropriate application of District policies and regulations, compliance with negotiated agreements and state and federal laws. Conducts investigations, determines findings and prepares responses to state and federal complaints and individual lawsuits relating to personnel matters.

Selects, develops, evaluates and leads a team of human resource professionals and support staff in order to establish and maintain credibility as an effective and responsive internal consulting group.

Represents the Human Resources Division and serves as its chief spokesperson; represents Human Resources Division to the media and community groups; makes presentations at meetings of the Board of Trustees legislative hearings and other special meetings.

Performs complex non-routine analyses of human resources functions, and continually improves the programs, policies, practices and processes associated with meeting the strategic and operational goals of the District.



PROJECT COORDINATOR TEACHER INCENTIVE FUND

SUMMARY DESCRIPTION

Under the direction of the Assistant Superintendent, Human Resources plans, organizes and administers a comprehensive program of employment and related human resources services. Performs related work as required.

EXEMPLARY DUTIES/RESPONSIBILITIES

Plans, organizes and supervises the recruitment, selection and appointment process and procedures for District vacancies; develop and implement multifaceted recruiting program to attract quality licensed and unlicensed applicants, addressing targeted areas of need and seeking diversity; solicit participation of stakeholders; conduct outreach into targeted communities; utilize best recruiting techniques and sources; develop recruiting materials; obtain and apply appropriate technology; assess results and make adjustments as necessary; provides for proper posting of job opportunities; screens applicants for positions; provides for appropriate testing of applicants and for techniques for qualifying or disqualifying applicants; assists in the screening of certain positions to assure that District policies and procedures are properly followed; assists in evaluating selection instruments as appropriate; assures that employment functions comply with all federal and state guidelines as well as District rules and regulations; recommends revisions in District policies and procedures as necessary; develops and conducts training to assure that all employees understand and comply with District rules and regulations with respect to Human Resources functions; serves as a member of the management team in collective bargaining; serves as liaison to other agencies on matters related to WCSD Human Resources; interpret laws, rules, regulations, policies, collective bargaining agreements, and procedures regarding all aspects of employment including but not limited to: authorization to hire, licensing, salary placement, overtime, leave, work hours, and payroll interface; analyze complex problems involving systems, rules, legislation, bargaining proposals, etc., identify sources and causes, perform cost-benefit analysis, generate alternatives, and make recommendations for action; counsels administrators and employees as necessary to listen to expressions of concern and complaints; responds in a manner which creates understanding and fairness; performs periodic surveys to determine community practice with respect to human resources matters; prepares various reports, agenda back-up information and other documentation of personnel actions; supervises assigned Human Resources Division staff; performs evaluations, selects personnel and provides work direction and guidance to assigned staff.

EMPLOYMENT STANDARDS

Education/Experience: Any combination equivalent to education and experience that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Equivalent to a Bachelor's degree from an accredited college or university with coursework in public administration, personnel management, or any other related field;



AND

- 2. Five (5) years of professional experience in personnel administration, including responsibility for staff supervision and employer selection procedures.

Knowledge of: Federal and state laws, regulations, policies and bargaining agreements governing employment, equal opportunity, compensation, licensure and personnel; principles of management and supervision; data processing principles.

Skill at: Communicating effectively orally and in writing with people at all levels within and outside the organization, including public presentations; handling difficult interpersonal and legal situations with sensitivity; establishing effective working relationships with others; actively promoting programs and services; analyzing problems, generating relevant data; determining causes and identifying potential solutions; applying appropriate judgment when making decisions; interpreting complex written material; and maximizing use of appropriate software tools to accomplish work.

Licenses/Certificates: Possession of a valid Nevada driver's license.

THIS JOB SPECIFICATION SHOULD NOT BE CONSTRUED TO IMPLY THAT THESE REQUIREMENTS ARE THE EXCLUSIVE STANDARDS OF THE POSITION. INCUMBENTS MAY BE REQUIRED TO FOLLOW ANY OTHER INSTRUCTIONS, AND PERFORM ANY OTHER RELATED DUTIES, AS MAY BE REQUIRED BY THEIR SUPERVISOR.

Status: Professional-Technical
 Reviewed: November, 1986 (P.S.C)
 Range Revised: Yes-From 24 to 28
 Title Revised: Yes-From Personnel Analyst II to Classified Personnel Services Coordinator
 Spec Revised: Yes

Reviewed: June, 1995
 Range Revised: Yes - From 28 to 33 (effective 07/01/95)

Range Revised: Yes - ProTech 30 (effective 10/25/04)
 Job Code: 0282



WCSD Implementation Specialist Job Description

SUMMARY DESCRIPTION

Under the general direction of the Area Superintendent, the Implementation Specialist supports WCSD Blueprint goals and objectives relating to teacher performance and student learning by providing on-site professional development to build the capacity of teachers to deliver effective instruction in the core content areas of math, ELA, science, and social studies. Implementation Specialists will be deployed in each zone as directed by the Area Superintendent to work primarily with content area and grade level professional learning communities (PLCs) and with individual teachers to the extent possible. Implementation Specialists will support Response to Instruction Intervention (RTII) by providing professional development for teachers in areas such as differentiated instruction, high-yield instructional strategies, assessment, progress monitoring, and intervention and enrichment in response to school need and analysis of student achievement data.

EXEMPLARY DUTIES/RESPONSIBILITIES

Implementation Specialists will support grade level and/or content areas PLCs by teaching, modeling, and supporting collaborative structures; providing professional resources; assisting PLCs to analyze student work and various types of data; assisting in the design of interventions and the development of common assessments; providing expertise in standards-based lesson planning; and modeling best practices.

Implementation Specialists serve as a conduit of content and instructional expertise as well as on-site technical assistance and professional development with core materials. Implementation Specialists may model lessons as well as observe and offer feedback to teachers; assist teachers with intervention strategies and implementation of differentiated instruction;

Implementation Specialists support the implementation of effective research-based teaching strategies and reflective practices through a variety of methods, including PLC support; observation and feedback on teaching practices that result in high levels of student engagement and achievement; by modeling effective strategies; and by providing follow-up observations and feedback to departments and/or grade level groups to support implementation of concepts and strategies learned in professional development sessions.

All Implementation Specialists will be expected to participate in a program of support and professional development provided by the Regional Center for Teaching and Learning in order to continually develop and refine their skills in the coaching role.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Master's Degree (or in progress) with coursework in education or related field from an accredited university;

AND

2. Experience: A minimum of five (5) years successful classroom teaching experience at the high school, middle school, or elementary school level.

Knowledge of: Nevada content standards, adopted core curriculum materials and research-based instructional strategies; familiarity with formative and summative assessment strategies and designs; data analysis; effective classroom behavior management techniques; the needs of Special Education students and English Language Learners and effective strategies for meeting those needs.



Skill at: Group facilitation and interpersonal communication both oral and written; teaching adults, including effective collaboration; organizational skills and the ability to design and implement effective professional development experiences.

Licenses/Certificates: Possession of or ability to obtain, a valid State of Nevada driver's license with a driving record acceptable to the District; possession of a valid Nevada teaching certificate.

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Washoe County School District Implementation Specialist Program
Summary

WCSD's Implementation Specialists provide high quality, targeted professional development and support to four zones, Kindergarten through 12th grade to build teacher capacity, enhance teacher effectiveness, and increase student learning and achievement. Implementation Specialists are deployed in four zones as directed by an Area Superintendent to work primarily with content area and grade level Professional Learning Communities (PLCs) and with individual teachers to the extent possible.

Implementation Specialists will support PLCs and teachers by teaching, modeling, and supporting collaborative structures, assisting PLCs to analyze student work and various types of data and in the design of interventions and common assessments, providing expertise in standards-based lesson planning, modeling best practices, as well as participating in observations and providing feedback to support implementation of concepts and strategies learned in professional development sessions.

The WCSD Implementation Specialists Program will contribute to educational practice in the District because activities consist of a broad range of intensive, sustained, job-embedded professional learning aligned to school-wide and WCSD goals, curriculum, instruction and assessment for the purpose of improving the quality of teacher performance and raising student achievement. Goals of the program are to: 1) Increase teacher growth and high quality performance; 2) Increase student achievement; and, 3) Meet school targets as determined by zone leaders, principals, and the WCSD. All WCSD students K-12 will benefit from this program.



WCSD Teacher Mentor Job Description

SUMMARY DESCRIPTION

Under general direction, provides assistance to novice teachers in years 0-5 with the Washoe County School District as well as to other teachers needing assistance in the performance of a number of fundamental teaching responsibilities. District mentors support WCSD goals of increasing both teacher retention and student achievement. Performs related work as required.

EXEMPLARY DUTIES/RESPONSIBILITIES

Demonstrates knowledge of a variety of subject areas, including prerequisite relationships, and content-related pedagogy. Demonstrates knowledge of age appropriate approaches to learning, skills, knowledge, interests and cultural heritage. Supports novice teachers in years 0-5 in selecting instructional goals for value, clarity, balance, and suitability to diverse learners. Provides novice teacher with resources necessary for teaching subject material for all students. Assists novice teacher in designing coherent instruction with learning activities varied instructional materials and resources to use with different instructional groups. Develops lesson/unit plans with novice teachers that are clear and allow for different learning styles according to student needs. Assists novice teachers in assessing student learning congruent with instructional goals. In collaboration with the novice teacher, develops a clear criteria for assessment of student work which includes planning for future growth. Supports the novice teacher in creating a climate of respect and rapport in the classroom. Provides resources for establishing a culture for learning and effectively models how to manage classroom procedures and student behavior. Demonstrates the ability to organize physical space in the classroom that is both safe and accessible to learning. Models for novice teacher how to engage students in learning and how to provide positive feedback to students. Demonstrates professionalism by reflecting on mentoring for use in future mentoring experiences. Prepares and maintains accurate records. Communicates effectively and works collaboratively with novice teachers, principals, supervisor, other mentor teachers and members of the school community. Demonstrates professional growth by continuing education in the knowledge and skills related to mentoring and instruction.

Respects the confidentiality of the novice teacher. Observes the novice teacher in the classroom on a regular basis. Holds pre- and post- observation conferences providing coaching, collaboration and consultation related to the observation. Models effective instructional practices. Attends on-going district mentor training and national conferences. Assists in planning, facilitation and teaching of the Novice On-Site Seminars and New Teacher Seminars district-wide, both during and after school hours. Provides support to novice teachers in the development of their professional goals. Understands the instructional skills necessary to reach special needs and diverse student populations. Works collaboratively with the novice teacher to develop, write and assess instructional goals and objectives for specific teaching and learning objectives; analyzes data with the novice teacher to inform and accelerate the learning of students. Uses a variety of techniques and strategies in the support of novice teachers. Demonstrates flexibility in accomplishing the required duties. Demonstrates a sincere, enthusiastic willingness to spend time listening and sharing information with novice teachers. Demonstrates tactfulness, integrity, approachability, trustworthiness and receptivity in working with novice teachers. Demonstrates a knowledge base on teacher induction. Accurately completes all necessary accountability forms in the performance of the mentoring duties. Keeps the mentor program coordinator and the site-administrator informed of any situations needing administrative input.

The District Mentor will also provide services to experienced teachers designated as needing intensive assistance.

Note: The mentor teacher does *not perform* evaluative tasks in relation to the teachers.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education and experience that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Bachelor's Degree from an accredited college or university in education related field;



AND

2. Six (6) years successful teaching experience.

Preferred experience: Three (3) years of successful mentoring experience as a part of the WCSD Mentor Teacher Program, lead teacher for student interns, literacy coach, or one (1) year of successful experience as a WCSD Mentor Teacher Program site-facilitator.

Knowledge of: Teacher mentoring and induction practices; research-based instructional practices and effective classroom management strategies; phases of new teacher development; formative assessment and planning for instruction; cognitive coaching; facilitation of adult learning; foundations of mentoring.

Skill at: Ability to apply knowledge of current research and theory to classroom management and instruction; ability to work collaboratively with teachers with 0-5 years of experience and with veteran teachers in need of intensive assistance to plan and implement lessons based on the assessed needs of students. Ability to analyze student work and plan future instruction based upon the data. Demonstrated skill at effective teaching; planning and organizing; classroom management; assessment and diagnosis; interpersonal relations and conflict management, effective mentoring practices and procedures, coaching, creating an effective environment for learning, establishing and maintaining effective working relationships with teachers, supervisors and administrators; ability to develop a trusting, respectful and confidential relationship with novice teachers. Ability to present information effectively, facilitate adult learning, and respond tactfully and thoroughly to questions from novice teachers, peers, administrators and teachers. Ability to communicate clearly, tactfully and concisely, using listening and paraphrasing skills. Ability to give constructive feedback based on observable behaviors. Ability to model principles of continuous learning and reflection on their practice. Ability to collaborate with other professionals, have a flexible schedule, drive distances throughout the district, and teach classes after school hours. Ability to use technology to accomplish job responsibilities that may include basic knowledge of e-mail, word processing, and spreadsheet software. Ability to discern the specific needs of new teachers, prioritize, organize and implement a plan to support them in meeting those needs. Willingness to take direction and accept constructive feedback. Demonstrated attitude and characteristics of an effective mentor, including a sense of humor, approachability, integrity, sincerity, patience, receptivity, commitment to the profession, tactfulness and flexibility.

Licenses/Certificates: Possession of, or ability to obtain, a valid State of Nevada driver's license with a driving record acceptable to the District; possession of a valid Nevada Teaching License.

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Other: This position is a one-year-only position and consists of a 185-day, limited term contract plus an additional 10 days (a total of 195 days). If the person hired currently holds a standard contract with the Washoe County School District, he/she will be considered a –Standard in a one-year-only position.”



Washoe County School District New Teacher Induction & Mentoring Program Summary

WCSD’s New Teacher Induction and Mentoring Program provides Mentors who guide and support the work of K-12 novice teachers in their first through fifth years by observing them in the classroom, offering feedback, demonstrating effective teaching methods, assisting with lesson plans and helping them analyze student work and achievement data to improve their instruction. WCSD started this program in 1997 and program data shows it has been successful in retaining new teachers while helping them perform at high levels earlier in their career. Goals of the program are to: 1) Increase teacher retention; 2) Accelerate teacher growth and high-quality performance; and, 3) Increase student achievement. Essentially, all WCSD students K-12 will benefit from this program.

WCSD's New Teacher Induction and Mentoring Program contributes to educational practice in the District because it is a multi-year program with sanctioned time for mentor-new teacher interactions, rigorous Mentor selection criteria and initial training and ongoing support and professional development for Mentors. Support is aligned to WCSD goals and school improvement priorities and Mentors are assigned to the same group of schools each year, allowing them to build collegial relationships with staff members and site administrators, which enhances the school-wide support of novice teachers and the building of strong working relationships and collaboration among teachers. This, in turn, promotes novice teacher well-being and satisfaction, leading to higher retention rates. (See yearly attrition table below)

Yearly Attrition Rates of Novice Teachers, 1997-2009

Year	Mentored	Not Mentored
1997-1998	10.5%	18.9%
1998-1999	4.0%	8.8%
1999-2000	5.4%	12.5%
2000-2001	no data	no data
2001-2002	3.9%	no data
2002-2003	8.2%	8.2%
2003-2004	11.1%	3.3%
2004-2005	3.1%	8.3%
2005-2006	2.8%	all novices were mentored
2006-2007	1.0%	all novices were mentored
2007-2008	4.4%	all novices were mentored
2008-2009	2.2%	all novices were mentored



**DATA IMPLEMENTATION SPECIALIST
TEACHER INCENTIVE FUND**

SUMMARY

Under the supervision of the Office of School Performance and general direction of the Performance Director and working in collaboration with the Office of Public Policy Accountability & Assessment, the Data Implementation Specialist supports WCSD Strategic Plan through its goals and objectives relating to teacher performance and student learning. This is accomplished by providing on-site professional development to build the capacity of teachers to deliver effective instruction in the core content areas of math, ELA, science, and social studies by learning how to examine student data for differentiated instruction. Data Implementation Specialists will be deployed in the Zone structure and support the Performance Director in gathering and analyzing school site data. Data Implementation Specialists will provide professional development for teachers in areas such as differentiated instruction through use of data analysis, assessment, and progress monitoring, in response to school needs and analysis of student achievement data.

EXEMPLARY DUTIES/RESPONSIBILITIES

Data Implementation Specialists will support grade level and/or content area PLCs by teaching, modeling, and supporting collaborative structures; providing professional resources; assisting PLCs to analyze student work and various types of data; assisting in the design of interventions and the development of common assessments; providing expertise in standards-based lesson planning; and modeling best practices.

Data Implementation Specialists serve as a conduit of analytical expertise as well as on-site technical assistance and professional development with student achievement data.

Must effectively and efficiently use Infinite Campus, Edusoft, and other district data reporting tools in the delivery of information to schools. Must be able to clearly communicate complex information to teachers, building administrators, and to district staff.

Must have a strong working knowledge of the performance management system, the alignment of standards, curriculum, instruction, assessment, and accountability, and the various instructional initiatives being used in the district to promote student achievement.

Must have a strong working knowledge of Professional Learning Communities and skill at facilitating data driven discussions in a professional setting.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education that would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

- 3. Education: Master’s Degree (or in progress) with coursework in education or related field from an accredited university;

AND

- 4. Experience: A minimum of five (5) years successful classroom teaching experience at the high school, middle school, or elementary school level.



Knowledge of: Nevada content standards, adopted core curriculum materials and research-based instructional strategies; familiarity with formative and summative assessment strategies and designs; data analysis; effective classroom behavior management techniques; the needs of Special Education students and English Language Learners and effective strategies for meeting those needs.

Skill at: Group facilitation and interpersonal communication both oral and written; teaching adults, including effective collaboration; organizational skills and the ability to design and implement effective professional development experiences.

Licenses/Certificates: Possession of or ability to obtain, a valid State of Nevada driver's license with a driving record acceptable to the District; possession of a valid Nevada teaching certificate.

THIS JOB SPECIFICATION SHOULD NOT BE CONSTRUED TO IMPLY THAT THESE REQUIREMENTS ARE THE EXCLUSIVE STANDARDS OF THE POSITION. INCUMBENTS MAY BE REQUIRED TO FOLLOW ANY OTHER INSTRUCTIONS, AND TO PERFORM ANY OTHER RELATED DUTIES AS MAY BE REQUIRED BY THEIR SUPERVISOR.



DATA ANALYST TEACHER INCENTIVE FUND

SUMMARY DESCRIPTION

Under the supervision of the Office of Accountability and direction of the Teacher Incentive Fund (TIF) Project Director, analyzes student achievement data in relation to teacher and principal evaluation at participating TIF schools, which is to improve the Washoe County School District (WCSD) instruction and leadership, including, but not limited to curriculum, instruction, and support, in an effort to ensure that, upon graduation, students are well prepared for success in higher education and/or other endeavors of their choice, working with vision and pro-activity to analyze extremely complex and often problematic data elements. Working collaboratively with the Area Superintendents and Performance Directors, reviews and analyzes statistical and informational data related to Adequate Yearly Progress elements, compiles reports and prepares charts, graphs, and diagrams to display the data and analyses, and makes recommendations about areas for future instructional focus; supervises and has administrative oversight for technical assistance and the technical assistance partnerships required for schools that do not achieve adequate yearly progress targets. Working collaboratively with other department staff and school sites, coordinates the implementation of electronic systems or written procedures necessary to seamlessly gather data elements as required by the Nevada Revised Statutes for generation of school and school district accountability reports and recommends then coordinates projects connected to additional research questions based upon accountability report or Adequate Yearly Progress information. Performs related work as required.

EXEMPLARY DUTIES/RESPONSIBILITIES

Identifies and tracks the academic progress of students as they transition between schools and as they matriculate into post-secondary opportunities.

Collects and organizes longitudinal data sets in order to analyze trends and provides the formative and summative research necessary to make recommendations about successful practices and interventions in the school environment that are vital for academic success.

Works collaboratively with other district administrators utilizing existing assessment data to inform recommendations that may lead to improved curriculum, instruction, and support.

Skillfully communicates the above research information to executive cabinet and to the Board of Trustees as necessary making —~~usr~~-friendly” presentations of complex studies and statistical analyses.

Possesses a thorough and in-depth knowledge of federal and state statute governing accountability, assessment, standards, and school improvement. Assists in the completion of state and federally required reports including associated grant reports.

Answers questions from schools orally and in writing regarding the review and analysis of data regarding student achievement and performance on state-mandated assessments used for school improvement planning and for Adequate Yearly Progress determinations.

Works jointly with the Nevada Department of Education and Legislative Counsel Bureau to coordinate technical assistance partnerships required for schools in need of improvement.



Works collaboratively with Information Technology and the NDE to establish district-wide electronic processes and written procedures to ensure that school data entry has integrity and accuracy as related to state and federal requirements .

Develops custom reports from relational databases using the data elements and matrices provided by the Nevada Department of Education.

Formulates recommendations to schools regarding instructional points for decision-making.

Reviews district data needs to make recommendations regarding appropriate network and database system upgrades or changes.

Working with other department personnel, provides administrative leadership and oversight in the production of school and district accountability reports.

Effectively communicates with department staff and school sites to ensure that WCSD accountability programs include all mandatory data elements consistently applied as delineated in the Nevada Revised Statutes.

Communicates consistently and appropriately with school and district administrators regarding the significance of mandatory data elements and their inclusion in accountability reports.

Supervises staff to accomplish goals and objectives of the department.

EMPLOYMENT STANDARDS

Education/Experience: Any combination of education and experience that could likely provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

- 1. Bachelor’s degree from an accredited college or university in education, business or related field, with extensive course work in statistical analysis; and three (3) years of directly applicable experience in a K-12 public school or college/university environment with educational assessment experience;

OR

- 2. Master’s degree with significant course work in statistical analysis; and one (1) year of directly applicable experience in a K-12 public school or college/university environment with educational assessment experience;

OR

- 3. Bachelor’s degree from an accredited college or university, with a Nevada Teaching License and Teaching Endorsement and extensive coursework in statistical analysis; and three (3) years applicable experience in a K-12 public school or college/university environment. Experience using the district’s SASIxp program and SPSS is desirable.

Knowledge of: Nevada Revised Statutes, Nevada Administrative Code, NCLB, and related federal legislation; provisions of the Family Education Rights and Privacy Act; the release of student records;



curriculum and instruction as related to classroom and assessment programs; Microsoft Office applications and statistical software such as SPSS.

Skill at: Making difficult determinations when data or data elements are characterized by ambiguity and complexity; providing leadership and vision in communicating program requirements and complex data requirements for those programs; communicating effectively and clearly verbally and in writing; technical problem-solving; querying and analyzing information from large data sets; reporting and presenting data in a clear and concise fashion; utilizing descriptive and inferential statistics; preparing complex written and oral reports based upon quantitative data; organizing and managing a heavy workload; completing tasks in a timely manner; using mental concentration with a high level of organizational skill; interpreting complex statistical data and communicating in an understandable way with users often unfamiliar with those data; collaborating with others to analyze relevant information before independent decision-making; reviewing, analyzing, and evaluating school assessment data when compared with school improvement plans; handling routine though irregular interruptions; handling heavy telephone contacts and meetings schedule; maintaining extra hours and regular attendance at meetings before and after the regular work day, including the weekend; dealing with angry, distraught, or hostile individuals, operating a personal computer with a variety of software, including use of SASIxp, Excel, SPSS, and other related systems; working well with others to promote a collaborative team environment with the goal of achieving departmental goals and accomplishing complex departmental tasks; prioritizing and organizing work under pressure; making decisions about the appropriate delegation of tasks and supervising departmental personnel to whom tasks are delegated; using sound judgment, including appropriate handling of confidential matters which may be tied to legal liability or statutory responsibility; demonstrating appropriate decision-making skills with integrity and creativity; demonstrating personal and professional discipline in a team environment; establishing and maintaining effective working relationships with those contacted in the course of work; and, on behalf of the school district, communicating to and working collaboratively with the University and Community College System of Nevada, Nevada Department of Education, Legislative Counsel Bureau, and other governmental agencies as appropriate and when directed.

Licenses/Certificates: Possession of or ability to obtain a State of Nevada driver’s license with a driving record acceptable to the District; ability to drive and maintain mobile unit.

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Status: Pro-Tech
Reviewed: November, 2003
Range Revised: New -- Range 35 @ 226 Days
Title Revised: New -- DATA ANALYST AND TECHNICAL ASSISTANCE COORDINATOR
Spec Revised: Yes – New
Job Code: 0274



WCSD PRINCIPAL EVALUATION RUBRIC DRAFT JUNE 2010

Standard 1: The Vision and Culture of Learning

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Narrative Summary: Principals must be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations. The principal communicates the vision and high expectations and fosters a commitment to the vision among stakeholders. The vision and vision shape the educational plans, programs and actions. To be successful principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence and respond to issues, trends and changes in the environment.

Competency 1A: Cultural and Strategic Leadership:

Collaboratively designs a results-oriented vision statement utilizing Stakeholder core values. Utilizes a comprehensive diagnosis of the school's strengths and weaknesses to develop and implement a strategic school improvement plan. Fosters a sense of urgency in all stakeholders to complete the daily work and achieve the desired results.

Key Performance Indicators

- Designs, implements and maintains a results-oriented vision statement utilizing stakeholder core values that support student achievement.

Ineffective	Minimally Effective	Effective	Highly Effective
School leader develops the vision that is not aligned with the Washoe County School District Vision. Few instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds	Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. Some instructional staff members	All instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status. Designs and implements	Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school. All instructional staff members articulate high expectations for mastery of standards by all students



<p>or economic status.</p> <p>Makes little effort to communicate the shared vision.</p> <p>Vision statement has not been reviewed or revised in the last few years.</p>	<p>articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p>	<p>collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals imagination.</p>	<p>regardless of students' backgrounds or economic status. All students know they are expected to reach proficiency and believe they can. Initiates changes to vision and goals based on data to improve performance, school culture and school success.</p>
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- A strategic School Improvement Plan based on the diagnosis of data is developed, implemented, monitored and adjusted.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not understand statutory requirements regarding the School Improvement Plan.</p>	<p>Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives.</p> <p>Uses data sources to develop the framework for the School Improvement Plan.</p>	<p>Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the Washoe County School District's Board of Directors in the Blueprint for Success and Strategic Plan.</p> <p>Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives.</p>	<p>Incorporates principles of continuous improvement and college or career readiness concepts into the School Improvement Plan.</p> <p>Systematically collects, analyzes, and shares data with School Improvement Team regarding the school's progress toward attaining strategic goals and objectives.</p>



- Improvements and changes result in improved student achievement (*leading change*).

Ineffective	Minimally Effective	Effective	Highly Effective
Does not identify changes necessary for the improvement of student learning.	Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process.	Adapts/varies leadership behavior according to the changing needs of the school and community. If necessary, implements major changes to improve student achievement. Routinely and systematically communicates the impacts of change processes to all stakeholders.	Is a driving force behind major initiatives that prepares for college or a career? If necessary, systematically challenges the status quo by leading change with potentially beneficial outcomes to improve student achievement.

- A collaborative environment is in place emphasizing the development of stakeholder capacity.

Ineffective	Minimally Effective	Effective	Highly Effective
Reserves almost all decision-making authority, even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment	Sometimes delegates, but also maintains decision-making authority that could be delegated to others	Establishes a clear pattern of delegated decisions, with authority to match responsibility at every level of the organization.	People throughout the organization are clearly empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.



- School successes are celebrated and failures are addressed.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Does not recognize the importance of acknowledging failures and celebrating accomplishments of students, school or staff.</p> <p>Takes credit for improvements in school performance.</p> <p>Blames others for schools failures.</p>	<p>Randomly uses established criteria for performance as the primary basis for recognition and advancement.</p> <p>Occasionally congratulates staff on "small wins" and other successes.</p> <p>Takes partial responsibility for school's failures.</p>	<p>Systematically recognizes students and staff for recognition and advancement based on established criteria.</p> <p>Routinely shares student, classroom and school-wide successes and gives credit where credit is due.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals.</p> <p>Assumes full responsibility for school's failures.</p>	<p>Establishes a culture of rigorous achievement by celebrating student, staff and school successes.</p> <p>Utilizes recognition and reward as an opportunity to promote the school to the internal and external community.</p> <p>Uses failure as an opportunity for growth.</p>



Standard 2: The Instructional Leadership of Learning

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Narrative Summary: Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Nevada academic content standards and academic priorities of Washoe County School District. Principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instructional practices. Principals initiate and engage in ongoing, high quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Principals are adept at collecting, analyzing and interpreting data, which they share with stakeholders on a regular basis. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

Competency 2A: Data Leadership:

Collaboratively utilizes data to set goals, monitor progress and drive continuous improvement toward goals.

Key Performance Indicators

- Uses summative and formative student achievement data to inform learning needs

Ineffective	Minimally Effective	Effective	Highly Effective
Displays indifference to data, no changes in schedule, instruction, curriculum or leadership compared to the previous year.	Participates in data-informed decision-making workshops but displays limited evidence of change based on data.	<p>Displays clear evidence of changes in curriculum, teaching and leadership based on data.</p> <p>Uses data displays with both teachers and leaders to inform instructional decisions.</p> <p>Holds regular meetings with teachers to adjust instruction based on data.</p>	<p>Takes a “no exceptions, no excuses” attitude toward data.</p> <p>Utilizes data from state, district, building and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions.</p> <p>Regularly shares with other leaders and teachers both successes and failures based on local data analysis.</p> <p>Data display is the focal point of both formal and informal leadership and faculty discussions.</p>



- Ensures that teacher professional learning communities center around student achievement data and student work.

Ineffective	Minimally Effective	Effective	Highly Effective
Instructional staff rarely, if ever, collaborates to review the impact of instructional strategies.	Instructional staff members occasionally collaborate to informally review the impact of instructional strategies.	<p>All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data and the effect on student achievement.</p> <p>Regularly scheduled collaboration times to discuss the impact on classroom instruction are formally reviewed.</p> <p>Examines the practices and procedures of PLCs to ensure the impact on instructional strategies.</p>	<p>All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data, student work and other evidence.</p> <p>Collaboration time is regularly scheduled and the impact is formally reviewed at grade level, departmental level, and school level.</p>

Competency 2B: Curriculum Leadership

Collaboratively implements clear, manageable, standards aligned goals with rubrics, monitored and informed by aligned common formative assessments.

Key Performance Indicators

- Ensures that teachers follow a curriculum that is aligned with state standards.

Ineffective	Minimally Effective	Effective	Highly Effective
Few, if any, instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	Some instructional staff members ensure that students receive grade-level/content area, standards-based instruction	All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students achieve	All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students acquire



<p>Few, if any, instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards.</p> <p>Little, if any student work reflects grade-level/content area standards.</p> <p>Few, if any, instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms.</p>	<p>Some instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards.</p> <p>Some student work reflects grade-level/content area standards.</p> <p>Some instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms.</p>	<p>at the proficient level.</p> <p>All instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards.</p> <p>Student work consistently reflects grade-level/content area standards.</p> <p>All instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms.</p>	<p>the skills and knowledge needed for college and work force readiness.</p> <p>All instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards and provide enrichment to those who have demonstrated proficiency.</p> <p>All instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms and provide enrichment activities to students who have demonstrated proficiency.</p> <p>Student work reflects grade-level/content area standards and students are able to connect the work they do with college and work force readiness.</p>
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- Ensures that teachers use the principles of effective instruction that lead to measureable student learning.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Instructional staff uses few, if any, effective instructional strategies, including differentiated instruction, and to meet the learning needs of individual students and student</p>	<p>Instructional staff inconsistently uses effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and</p>	<p>All instructional staff members use proven effective instructional strategies, including differentiated instruction, most of the time to meet the learning needs of</p>	<p>All instructional staff members use proven effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and</p>



groups.	student groups.	individual students and student groups.	student groups.
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- Diversity is considered in learning experiences.

Ineffective	Minimally Effective	Effective	Highly Effective
No consideration has been given to providing the students population exposure to a variety of cultures and ethnicities.	Limited evidence that instructional materials provide the student population exposure to a variety of cultures and ethnicities.	There is clear evidence that instructional materials provide the student population exposure to a variety of cultures and ethnicities.	There is clear, convincing and consistent evidence that instructional materials provide the student population exposure to a variety of cultures and ethnicities.

- Technology is used in teaching with an impact on student learning.

Ineffective	Minimally Effective	Effective	Highly Effective
Does not display personal competence in technology applications. Does not link the use of technology and selected programs to specific learning objectives	Uses technology inefficiently or to minimally to enhance operations. The use of technology and selected programs has a clear impact on teaching and learning.	Uses technology personally in a competent manner. Links the use of technology and the selection of programs to specific teaching and learning objectives that enhance student learning.	Serves as a model for technology implementation to other school leaders. Links between the use of technology, the selection of programs and learning success are clear and public and measureable. Expects the entire staff to use technology to create new ways to improve student outcomes.



- An effective school-wide focus on differentiated instruction using the RTI model in addition to best teaching practices is in place.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Instructional staff does not have a process in place to identify students who need additional instruction and intervention.</p> <p>Few, if any, instructional staff members provide identified students with additional instruction or interventions.</p> <p>Opportunities for student interventions are limited and only exist if a teacher decides to provide them.</p> <p>Participation in the interventions, when available, rarely results in improved student achievement.</p>	<p>Instructional staff members have a process in place to identify students who need additional instruction and intervention, but not all members follow the process.</p> <p>Some instructional staff members provide identified students with additional instruction or interventions during the day but do not consistently use different methods to re-teach. Re-teaching does not consistently occur.</p> <p>Not all students who are identified have the opportunity to participate in appropriate interventions.</p> <p>Participation in the interventions, when available, sometimes results in improved student achievement.</p>	<p>All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention.</p> <p>All instructional staff members routinely provide identified students (through assessment results) with additional instruction or interventions during the day. The instruction uses different methods and materials to re-teach.</p> <p>All students who are identified have the opportunity to participate in appropriate interventions.</p> <p>Participation in the interventions, when available, consistently results in improved student achievement.</p>	<p>All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention and the effectiveness of the process is regularly monitored.</p> <p>All instructional staff members routinely re-teach lessons as needed through differentiation based on analysis of assessments. Students who continue to struggle are re-taught as often as needed. A variety of interventions are available during the school day, before, or after school, and or during the summer or track breaks.</p> <p>All students who are identified have the opportunity to participate in appropriate interventions and the barriers to participation have been reduced (e.g., staff and materials are available).</p> <p>Participation in the interventions leads to an increase in the number of students who reach proficient and advanced levels.</p>



Competency 2C: Human Resources Leadership

Supports teachers by developing a comprehensive professional development plan and supervises their progress regularly.

Key Performance Indicators:

- Sustained support is provided to improve student achievement.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Professional development is not focused on instructional staff needs as generated by an analysis of student achievement data.</p> <p>Professional development is limited and planned without seeking the input of instructional staff.</p>	<p>Professional development is focused on instructional staff needs, based on a general analysis of test scores, and the leaders' perception of instructional staff needs.</p> <p>Professional development is planned with input from some instructional staff.</p>	<p>Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data.</p> <p>Professional development is planned with input from the instructional staff.</p> <p>There is focused professional development for selected teachers to help them become instructional leaders to assist in meeting the school's instructional needs.</p>	<p>Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data.</p> <p>The focus of the professional development is differentiated and targeted, based on the specific needs of groups of instructional staff.</p> <p>Professional development is planned with input from all of the instructional staff to meet the instructional needs of targeted groups.</p> <p>There is focused and customized professional development for school leaders to help them maximize their skills as effective instructional leaders to assist in meeting the school's instructional needs.</p>



- Evaluates teachers and staff in a fair and equitable manner with the focus on improving student achievement.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Evaluates teachers using the district teacher evaluation instrument with little consideration to the performance growth of the teachers.</p> <p>Does not hold instructional staff accountable for implementing the district curriculum or for delivering effective standards-based instruction.</p> <p>Provides little or no constructive feedback to instructional staff.</p> <p>Evaluations are not accurate.</p> <p>Ignores data during the evaluation process.</p>	<p>Evaluates teachers using the district teacher evaluation instrument with some consideration to the performance growth of the teachers.</p> <p>The leader's teacher evaluation holds instructional staff accountable for implementing the district curriculum, but may not hold all staff accountable for providing effective standards-based instruction.</p> <p>Occasionally provides constructive feedback to instructional staff.</p> <p>Evaluations offer few, specific, meaningful suggestions to improve instruction.</p> <p>Inconsistently uses multiple forms of data as a basis for discussion.</p>	<p>School leadership systematically monitors the effectiveness of teachers using explicit criteria.</p> <p>The school leadership's teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and implementing the concepts that are introduced through professional development</p> <p>Regularly provides accurate constructive feedback to instructional staff regarding instructional effectiveness.</p> <p>Consistently uses multiple forms of data as a basis for discussion.</p>	<p>School leadership systematically monitors the effectiveness of teachers both formally and informally using explicit criteria and provides useful feedback that result in improved practice.</p> <p>The leader's teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and refining the concepts that are introduced through professional development to match student need.</p> <p>Regularly provides constructive feedback to instructional staff regarding instructional effectiveness and collaborates with instructional staff on how to effectively implement the feedback.</p> <p>Uses multiple forms of data as a basis for discussion and goal setting.</p>



- Quality supervision occurs regularly.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>School leadership rarely monitors the implementation of standards-based instruction.</p> <p>Only observes teachers in annual or bi-annual formal observation visits.</p>	<p>School leadership provides some monitoring of the effectiveness of standards-based instruction.</p> <p>Tries to get into classrooms but is often distracted by other events and rarely provides feedback.</p>	<p>School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria.</p> <p>Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.</p>	<p>School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria, and makes adjustments accordingly.</p> <p>Visits four to five classrooms every day and gives helpful, face to face feedback to each teacher within 24 hours.</p>

Competency 2D: Student Achievement

Emphasis is placed on continuously improving student achievement. Multiple indicators are used to measure the progress.

Key Performance Indicators

- Student achievement results and Pathway Indicators are used to determine the success of the school’s academic program.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>The leader meets few targets and student achievement is flat or falling.</p> <p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student</p>	<p>The leader meets a limited number of targets and student achievement is flat.</p> <p>There is some evidence of improvement, but insufficient evidence of changes in teaching and curriculum that will create the improvements necessary to achieve student achievement performance goals.</p>	<p>The leader meets the majority of his or her targets. Student achievement results demonstrate growth.</p> <p>The average of the student population improves as does the achievement of each subgroup of students needing improvement.</p>	<p>Consistent record of improved student achievement on multiple indicators of student success. Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the leader highlights the need, creates effective intervention</p>



achievement.			and reports improved results.
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- School Goal Attainment – June 2010 Superintendent and COO currently providing direction on this indicator.

Ineffective	Minimally Effective	Effective	Highly Effective
To be determined.	To be determined.	To be determined.	To be determined.

- Plans, sets and implements goals to improve students' achievement.

Ineffective	Minimally Effective	Effective	Highly Effective
Specific and measurable school, department, grade or teacher goals have not been set to improve student achievement.	<p>Establishes goals related to student achievement that is specific and measurable.</p> <p>Does not consistently monitor goals.</p> <p>Goals attainment is inconsistent</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers, departments and leaders on the impact on student achievement.</p> <p>Results show steady improvements based on these leadership initiatives. The leader monitors progress towards goals.</p>	<p>Routinely accomplishes goals with the result of improved student achievement.</p> <p>Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing successful new initiatives.</p> <p>Systematically monitors progress towards goals.</p>



Standard 3: The Management of Learning

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Narrative Summary: Schools that achieve high levels of student performance provide a safe orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and align resources to improve student achievement.

Competency 3A: Alignment Leadership

Effectively aligns all resources; budget, time, space and personnel to accomplish student achievement goals.

Key Performance Indicators

- Maximizes the use of instructional time.

Ineffective	Minimally Effective	Effective	Highly Effective
Does not systematically allocate instructional time in core content areas.	Allocates a designated amount of time in some core content areas.	Consistently allocates a designated amount of time for each core content area.	Consistently allocates a designated amount of time for each core content area, as well as ensuring that additional learning time is provided for students who have not yet mastered content.
Does not systematically protect instructional time in core content areas and allows interruptions such as announcements during the day, frequent assemblies, and field trips.	Allows some interruptions to instructional time, such as announcements during the day, frequent assemblies, and field trips	Limits interruptions to instructional time including announcements during the day, assemblies, and field trips.	Allows no interruptions to instructional time (e.g., announcements during the day) and only allows assemblies and field trips that are aligned with academic learning.
Does not engage in monitoring of the way that instructional time is used.	Occasionally monitors the use of instructional time in core content areas.	Consistently monitors the use of instructional time in all core content areas and immediately addresses any problems that arise.	Consistently monitors the use of instructional time in all core content areas, immediately addressing any problems that arise, and ensures that students who are already at the proficient or advanced levels receive instruction to enhance their learning.



Competency 3B: Procedural Leadership

Creates processes for budgeting, staffing, problem solving, communicating expectations and scheduling to achieve high performance.

Key Performance Indicators

- Procedures are in place so that student achievement can occur.

Ineffective	Minimally Effective	Effective	Highly Effective
School policies and procedures do not emphasize the importance of effective instruction.	School policies and procedures emphasize the importance of effective instruction, but leadership does not always follow the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures. Policies and procedures are routinely reviewed and revised as needed to strengthen the emphasis and clarify expectations.

- Schools provide a safe orderly learning environment by implementing appropriate student behavior systems.

Ineffective	Minimally Effective	Effective	Highly Effective
School policies and procedures provide for student discipline, assistance, counseling, and/or referral, but procedures are not clearly defined, taught or consistently followed.	School policies and procedures are clearly defined to provide for student discipline, assistance, counseling, and referral but are not consistently followed or taught.	School policies and procedures are clearly defined, taught and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling, and/or referral.	School policies and procedures are clearly defined, taught and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling and/or referral. The policies and procedures actively teach social skills, conflict management, and intervention and prevention programs.



- Manages funds in a way that is fiscally sound.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>School leadership does not have a comprehensive budgeting process for allocation of resources</p> <p>School leadership does not take student achievement data into account when making budgetary decisions</p> <p>School leadership does not demonstrate managerial responsibility for budget monitoring.</p>	<p>School leadership does not involve staff in the budgeting process for allocation of resources</p> <p>School leadership periodically refers to analysis of student achievement data in making some budgetary decisions, but does not consistently do so.</p> <p>School leadership demonstrates limited managerial responsibility for budget monitoring.</p>	<p>School leadership involves staff in the budgeting process for allocation of resources.</p> <p>School leadership consistently refers to analysis of student achievement data to make budgetary and resource allocation decisions.</p> <p>School leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks resources from outside sources.</p>	<p>School leadership uses a comprehensive budgeting process that addresses fiscal resources, involves staff and communicates to the entire school community.</p> <p>School leadership has a formal process for ensuring that budgetary and resource allocation decisions align to student achievement goals for all students and subgroups.</p> <p>School leadership demonstrates managerial responsibility for budget monitoring and continuously seeks resources from outside sources.</p>

- Utilizes systematic communication skills.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Understands the importance of open, effective communication in the operation of the school.</p>	<p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community</p> <p>Routinely involves the school improvement team in school wide communications processes.</p>	<p>Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p>Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p>	<p>Ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals and progress toward meeting these goals.</p>



Competency 3C: Decision Making Leadership

Processes are in place for decision making based on multiple sources of information.

- Decisions are based on data, curriculum, teaching and leadership practices.

Ineffective	Minimally Effective	Effective	Highly Effective
Data are rarely used for decisions and the predominate decision- making methodology is a mandate from the leader.	Some decisions are based on data, but others are the result of personal preference and tradition.	The records of decision making reflect a clear reliance on state and district student achievement data.	<p>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence o the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs.</p> <p>The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicate the success of this school leader.</p>



- Evaluates decisions for effectiveness and revises where necessary.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Defends prior decisions and demonstrates a reluctance to change.</p> <p>There is little or no evidence of reflection and reevaluation of previous decisions.</p>	<p>The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p>	<p>The leader has a record of evaluating and revising decisions base on new information.</p>	<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision review in which previous decision are re-evaluated in light of the most current data.</p> <p>There is a culture of honest bad news in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>



Standard 4: The Broader Community of Learning

ISLLC Standard 4: an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community needs, and mobilizing community resources.

Narrative Summary: High achieving schools continually improve teaching and learning through shared leadership. Principals are instrumental in the establishment and on-going development of a culture that engages staff, students and parents in improving student learning. Schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices, which value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions. Principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies are used in innovative ways to meet a variety of student and community needs.

4A: Family Engagement Leadership

Collaboratively creates a family friendly site by fostering a respect of cultural diversity and a shared responsibility for student achievement.

Key Performance Indicators

- Structures and processes are in places which result in parent and community engagement, support and ownership for the school.

Ineffective	Minimally Effective	Effective	Highly Effective
There is little attempt to involve parents in the school. Parents are not informed about school events. Parents are not considered as partners with the school.	<p>The school communicates with parents beginning with initial positive contacts.</p> <p>There is little continuous ongoing communication to build relationships.</p> <p>A few venues and tools are used to address support for the school community and student achievement.</p> <p>Interpretation and written communications are sometimes provided in the families' primary languages.</p>	<p>Families receive letters at the opening of the school year with information on school policies and procedures and calendars of school and classroom events.</p> <p>Progress reports/failure notices are sent home two weeks prior to the end of the grading period and parents are encouraged to set an appointment with the teacher to address possible student failure.</p> <p>Parents receive a timely response to all inquiries. Interpretation and written communications are usually provided in the</p>	<p>Families and school staff engage in regular, two-way, meaningful communication about student learning and progress.</p> <p>Systematic procedures are in place to communicate effectively within the school community.</p> <p>Language barriers have been overcome through a variety of technology and human efforts.</p> <p>Responsibility for cross-communication is shared by staff,</p>



	families' primary languages.	parents, and students.
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- Shared responsibility for student learning, success, climate and resources result in improved student achievement.

Ineffective	Minimally Effective	Effective	Highly Effective
Parents have little opportunity to participate with the school.	<p>A small group of parents leads fundraising efforts and many families contribute at some level of financial support.</p> <p>Parents are present at sporting events, parent nights, drama/music programs, and awards ceremonies.</p> <p>Many families attend the annual back-to-school night each year.</p> <p>Parent/ teacher conferences are scheduled, but there is no formal plan to increase participation.</p>	<p>Parents are part of committees/task force groups including school improvement planning, fundraising,</p> <p>Parents are invited to submit suggestions and concerns in relation to campus issues, school rules, and general governance.</p> <p>Parents may offer input on budget decisions made at the site.</p> <p>Parent-teacher conferences are held are also well-attended. To increase participation, the school has a plan that meets the needs of its parents.</p>	<p>Families and school staff continuously collaborate to support students in establishing lifelong learning goals. As a team, they continuously monitor students' academic, physical, and social development both at home and at school.</p> <p>The school actively encourages families to get involved with their children in learning activities at home, including homework and other curriculum-related activities and decisions.</p> <p>Students take a leadership role in quarterly parent-teacher conferences focused on student achievement.</p>

- The school upholds a welcoming climate.

Ineffective	Minimally Effective	Effective	Highly Effective
Parents do not feel welcome at the school.	<p>The school has clearly marked directional signs and friendly staff is available to meet with all visitors and provide information on people or locations.</p> <p>Activities/event fliers are posted or available on request and</p>	<p>The front office is efficient and welcoming with easy-to- follow signs for visitors.</p> <p>School event fliers and information are on display and a suggestion box is available along with feedback forms.</p> <p>The administrator and staff are available</p>	<p>Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in school.</p> <p>The administration and staff meet regularly with family and community groups to solicit</p>



	<p>feedback forms are visible in the office.</p> <p>The administrator and staff are available by appointment and respond to parent calls in a timely manner.</p> <p>Office staff members are friendly and efficient. Staff and families communicate respectfully with each other.</p>	<p>for parents' concerns/ questions and are easily accessible and quick to respond to parent calls.</p> <p>Volunteers assist not only with fundraising but also with other programs and events focused on student achievement.</p> <p>Families are noticeably present at school and community events.</p> <p>Interactions between staff and families are polite and professional.</p> <p>Efforts are made to include cultural events that celebrate the community's diversity.</p>	<p>input and support.</p> <p>Staff and families contribute to a mutual climate of congeniality and professionalism.</p> <p>There is visible evidence of appreciation for diverse cultures and concerted outreach to the community for diverse representation.</p>
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Standard 5: The Professional Behavior of Learning

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Narrative Summary: The administrator demonstrates honesty, integrity and fairness to guide school programs in ethical manner. The principal models professional standards and behavior. By modeling ethical behavior, principals create a climate of trust, stability and integrity. The principal promotes the success of all students by ensuring management of the organization, operations and resources.

5A: Resilient Leadership

Consistently rebounds and responds appropriately in disappointing and frustrating situations, accepting dissenting points of view and constructively handling disagreement.

Key Performance Indicators

- Displays a willingness to admit error.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Unwilling to acknowledge errors.</p> <p>When confronted with the evidence of mistakes, is defensive and resistant to learning from mistakes</p>	<p>Able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes.</p>	<p>Admits failures quickly, honestly, and openly with direct supervisor, immediate colleagues or staff.</p> <p>Evidence of learning from past errors.</p> <p>Non-defensive attitude in accepting feedback and discussing errors and failures</p>	<p>Assumes full responsibility for the schools errors or lack of progress. The leader does not blame others for the school’s shortcomings.</p> <p>The principal shares case studies of personal and organizational errors in a way to guide, inspire, and teach colleagues throughout the organization.</p>

- Dissent is handled constructively.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>Dissent is absent due to a climate of fear and intimidation.</p>	<p>Tolerates dissent, but there is little of it in public because subordinates do not understand the leader’s philosophy about the usefulness of dissent.</p>	<p>Uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions.</p>	<p>Creates constructive contention, assigning roles if necessary to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>Recognizes and rewards thoughtful dissent. Uses dissenting voices to learn, grow, and where appropriate, acknowledge leader’s error.</p>



- Works diligently to improve personal performance.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>No evidence of reference to previous recommendations from the Principal Performance Growth System.</p> <p>Does not adhere to suggestions or respond to feedback made by supervisor.</p> <p>Does not follow the Individualized Development Plan (IDP).</p> <p>Does not use data to modify his or her behaviors.</p>	<p>Aware of previous recommendations from the Principal Performance Growth System, but has not translated them into an action plan.</p> <p>Minimally implements the Individualized Development Plan (IDP).</p> <p>Partially adheres to suggestions or feedback made by supervisor.</p> <p>Uses limited data to modify the behaviors.</p>	<p>Previous recommendations from the Principal Performance Growth System are explicitly reflected into projects, tasks, and priorities.</p> <p>Demonstrates measurable improvements along the performance continuum and fully achieves goals listed in Individualized Development Plan (IDP).</p> <p>Fully adheres to suggestions and feedback made by supervisor.</p> <p>Uses data to modify the behaviors.</p>	<p>Uses previous recommendations from the Principal Performance Growth System combined with personal 360-degree feedback to formulate an action plan that is reflected in leader's daily choices as well as in the organizations priorities.</p> <p>The influence of previous feedback has an impact not only on the leader, but on the entire organization.</p> <p>Uses current data and seeks new sources of data to improve personal behaviors.</p>

5B: Personal Behavior Leadership

Consistently demonstrates honesty, integrity, and fairness to guide the school community in an ethical manner.

Key Performance Indicators

- The principal and staff treat people with respect, fairness and dignity

Ineffective	Minimally Effective	Effective	Highly Effective
<p>There is little, or no, evidence the school leader is concerned with the rights and dignity of teachers, students, and parents.</p>	<p>There is limited evidence the school leader creates and supports rules and routines that respect and protect the rights of all teachers, students,</p>	<p>There is clear evidence that the school leader creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents.</p>	<p>There is clear, consistent and convincing evidence that the school leader consistently creates and supports rules and routines that respect and protect the rights of all</p>



	and parents.	Actively supports the rights and dignity of all.	teachers, students and parents; and actively confronts efforts by others who might seek to infringe on these rights.
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- The principal models ethical behavior, create a climate of trust, stability and integrity.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>There is little or no evidence that the school leader is aware of the impact that integrity and ethics have on teaching and learning as well as on the culture of the school.</p> <p>There is little trust between staff, students, parents, and leader. Parents and staff openly express dissatisfaction with the school.</p>	<p>There is limited evidence that the school leader subordinates her/his interests for the good of the school community; brings ethical principles to the decision-making process; develops a caring school community; demonstrates a clear and compelling sense of integrity and ethical behavior that serves as a model for all members of the school.</p> <p>There is limited trust between students, staff parents and leader. Some parents and staff openly express dissatisfaction with the school.</p>	<p>There is clear evidence that the school leader subordinates her/his interests for the good of the school community; brings ethical principles to the decision-making process; develops a caring school community; demonstrates a clear and compelling sense of integrity and ethical behavior that serves as a model for all members of the school community.</p> <p>There is trust between students, staff parents and leader. The majority of parents, staff and students are satisfied with the school.</p>	<p>There is clear, consistent and convincing evidence that the school leader consistently subordinates his/her interests for the good of the school community; consistently brings ethical principles to the decision-making process; consistently develops a caring school community; consistently demonstrates a clear and compelling sense of integrity and ethical behavior and is seen as a model for all members of the school community.</p> <p>There is trust between students, staff parents and leader. Parents, staff and students display an unwavering sense of loyalty and satisfaction with the school.</p>



Standard 6: The External Relations of Learning

ISLLC Standard 6: an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Narrative Summary: The principal develops strong working relationships with local businesses and community groups. The leader nurtures the school’s reputation in the community as he/she actively seeks to understand the need of the local community and tailors programs to the needs of local families. The principal is the “watch-dog” assuming that the school complies with all policies, laws and regulations. They promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals.

6A: External Development Leadership

Effectively uses an understanding of the community to create and sustain mutually supportive school-community relations while following all federal, state and district mandates.

Key Performance Indicators

- The school community works within the framework of policies, laws, and regulation enacted by local, state and federal authorities.

Ineffective	Minimally Effective	Effective	Highly Effective
Does not implement federal, state and district mandates. Displays limited awareness of district goals and initiatives directed at improving students achievement.	Designs protocols and processes to comply with federal, state and district mandates. Inconsistently implements district initiatives directed at improving student achievement.	Ensures compliance with federal, state and district mandates. Continually assesses the progress of district initiatives and reports results to district.	Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school. Actively participates in the development of district goals and initiatives directed at improving student achievement.



- Establishes and maintains partnerships with area businesses, institutions of higher learning and community groups to strengthen programs and support district goals.

Ineffective	Minimally Effective	Effective	Highly Effective
<p>School leader has difficulty maintaining continuous partnerships.</p> <p>No clear goals are established.</p> <p>System for communication with partners is not in place.</p> <p>There are multiple entities within the school seeking support through a non-approved process.</p>	<p>School leader refines opportunities for community engagement at schools site.</p> <p>Evaluates current partnership needs.</p> <p>Identifies and implements a communication process.</p>	<p>School leader links community resources to school improvement plan.</p> <p>Partners are invited to help establish supports within their capacity to partner.</p> <p>Partners are asked to help establish a communication process that is mutually beneficial.</p> <p>School goals are clear and are communicated with partners to determine best use of partner's resources.</p>	<p>School leader partners with business/community/higher education collaboratively to support student achievement.</p> <p>Establishes clear partnership goals.</p> <p>Establishes a single point of contact to support school community relationships.</p> <p>Establishes consistent two way communication with community partners.</p>



**Principal Performance Growth System Review and Feedback Form
Review of Rubric- First Draft
June 15, 2010**

Name: _____ **Position:** _____

- 1. Please identify typos and awkward language. Identify by page and performance indicator or highlight problem areas in red.**
- 2. Identify areas that principals have little or no control. Identify by page and performance indicator or highlight document in red and write *unfair* on document.**
- 3. Identify Performance Indicators that we might want to measure in a 360-degree survey. Identify by page and performance indicator or highlight in red and write **360-degree**.**
- 4. Identify Performance Indicators or rubric language that we might consider removing or modifying. Please give a brief explanation why we need to take this action.**
- 5. Will the rubric help us to accomplish our goals?**

Project Goals:

- To develop a Principal Performance Growth System that links school leadership to student achievement: that it is geared to promoting student learning.**
- To foster professional growth of principals in terms of increased knowledge and stronger skills that propels schools to higher levels of effectiveness.**
- To eliminate the knowing-doing gap.**



**WASHOE COUNTY SCHOOL DISTRICT EQUITY PLAN
Not Highly Qualified and Experience Teacher Data***
B. TEMPLATE FOR DISTRICT EQUITY PLAN
(Based on the CCSSO –Template For State Plan”, 3/06)

	2009-2010	2008-2009	2007-2008
	<i>24 Low Poverty 27 High Poverty 53 Low Minority 41 High Minority</i>	<i>30 Low Poverty 25 High Poverty 56 Low Minority 38 High Minority</i>	<i>33 Low Poverty 26 High Poverty 61 Low Minority 41 High Minority</i>
Percentage of Core Subject areas Taught by Non-Highly Qualified Teachers			
Low Poverty Schools	1.04%	2.02%	2.22%
High Poverty Schools	.41%	0.88%	2.92%
Percent Point Difference between High and Low Poverty Schools	-.63%	-1.14%	0.70%
Percent less than 3 years of experience			
Low Poverty Schools	4.84%	6.75%	19.68%
High Poverty Schools	7.48%	12.74%	29.06%
Percent Point Difference between High and Low Poverty Schools	2.64%	5.99%	9.38%
Percentage of Core Subject areas Taught by Non-Highly Qualified Teachers			
Low Minority Schools	1.04%	2.34%	3.46%



High Minority Schools	.80%	1.18%	2.68%
Percent Point Difference between High and Low Minority Schools	-.24%	-1.16%	-0.78%
Percent less than 3 years of experience			
Low Minority Schools	4.41%	8.66%	23.44%
High Minority Schools	7.21%	11.65%	29.09%
Percent Point Difference between High and Low Minority Schools	2.80%	2.99%	5.65%

*Numbers are provided as of completion of the Title II, Part A Quality Teacher Report (completed in April annually).

The purpose of this template is to help districts analyze the district data system for collecting, analyzing and reporting district and school teacher distribution data, policies, and practices in order to develop district plans to improve the distribution of effective teachers to poor, minority and low-performing students.

District plans must [ESEA 1112(c)(1)(L)]: “ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.”

CCSSO recommends that the following eight elements be considered in developing and implementing equity plans. District use of the template items to inventory current policies and programs and consider potential district strategies will vary according to the size and contextual needs of the district.

1. Data and Reporting Systems		
How is the district planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?		
A. Inventory of current policies and programs		
Potential district strategies:	District’s role:	What [MY DISTRICT] is already doing:
1. Collect and report data on teacher turnover and projected teacher shortages	Build systems, inform	In progress



2. Develop district- and school-level databases to analyze teacher distribution patterns	Build systems, inform	Using state data to analyze teacher distribution based on courses taught
3. Develop electronic teacher data systems to provide current data on teacher certificates held and ensure that all teachers are properly credentialed in the subjects they are assigned to teach	Build systems, inform	Current HRIS (Bi-Tech) collects credential and teaching assignment. New IFAS system, just implemented, will enhance this process.
4. Collect and report school-level data on working conditions associated with high teacher turnover	Build systems, inform	Annual climate surveys are conducted each year, and the data is compiled and provided to administrators to address the needs outlined in the data.

B. Specific strategies [MY DISTRICT] will adopt:

1. Enhance data collection on teacher quality and experience indicators in HRIS.
2. Expand and refine student achievement data collection and analysis to identify student progress at District, school and teacher levels.
3. Gather and analyze additional data on working conditions and reasons for teacher turnover.
4. Continue to refine the teacher evaluation instrument.
5. Evaluate the results of implementing PLCs, Assessment for Learning, and High Quality Professional Development at school sites that is aligned with the SIP.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		Timeline for completion
			Yes	No	
Implementation of upgrade to Bi-Tech <ul style="list-style-type: none"> • Enhance teacher quality and experience data • Enable turnover reporting 	HR, Business and IT staff (Tom Stauss)	\$1.2 million already committed for this purposes	Y		Implemented on 04/08



Develop progress model for student achievement data	Instructional leadership (Lisa, Rick, Paul)	Funding for technology & training	Y		On-going
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D. Measures [MY DISTRICT] will use to evaluate and report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g. annual report; post on website)	Timeline
Milestones in Bi-Tech implementation project	HR, Business and IT staff	\$1.2 million already committed for this purposes	Periodic project reports to Project Team and Board of Trustees	Implemented on 04/08
Student achievement reported in terms of progress	Instructional leadership (Lisa, Rick, Paul)	Funding for technology & training	To be determined	On-going
Reports of teacher responses to surveys	Human Resources (Tom Stauss)	Time Possibly funds to reopen CTQ survey	Information compiled and submitted to administrators annually	Completed
Training records	Principals Academy (Rick Harris)		Annual report to Executive Cabinet and Board of Trustees	Completed

2. Teacher Preparation

How is the district planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?

A. Inventory of current policies and programs

Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:
1. Establish college scholarships, loans, and loan forgiveness	Provide funding	The District has supported legislation to forgive student loans for teachers who serve at targeted schools. Provide info to applicants and employees in regards to the following programs: college scholarships, USDE loan forgiveness programs, Washoe Education



<p>programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers</p>		<p>Association (WEA) interest-free loans to candidates for National Board Certification, Teachers' First Payment Assistance Loan Program, One-fifth year PERS service credit, and AB1 payment incentives to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers.</p>
<p>2. Establish grow-your-own programs to encourage middle and high school students to pursue teaching careers in high-need schools</p>	<p>Provide funding</p>	<p>WCSD's Diversity Scholar program pays for a portion of the teacher education program for classified employees seeking teaching credentials. Scholars must commit to teach for two (2) years. UNR's Deans Future Scholars program exposes sixth grade students who would be first-generation college-goers to the university in a series of activities that last through high school graduation. The District's Cultural Competency Committee is collaborating with local higher education institutions to help high school students perceive college as a realistic next step.</p>
<p>3. Expand and support high-quality alternative route programs</p>	<p>Regulatory, provide funding</p>	<p>WCSD has instituted alternative route programs for math, special education, science and language arts teaching positions.</p>
<p>4. Language has been included in the Washoe Education Association (WEA) Agreement, that allows High Need schools to hire earlier and avoid receiving overage teaches who may not meet the needs of the school</p>	<p>Implement Changes</p>	<p>Implement changes</p>



B. Specific strategies [MY DISTRICT] will adopt:

1. Pursue grant funding to support incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.
2. Continue to support legislation to provide incentives to attract teachers to high-poverty, low-performing schools, including loan forgiveness.
3. The Future Educators of America and the Education Academy at Hug High School are two initiatives that the District and WEA will pursue to seek students to pursue teaching careers in high-needs schools.
4. The Cultural Competency Committee will pursue expanded partnerships with local colleges and universities to inspire students to pursue teaching careers in high-needs schools.
5. The District's Negotiating will work with the WEA in negotiating changes.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		Timeline for completion
			Yes	No	
Federal funding will be sought by applying for a grant.	Human Resources (Tom Stauss)	Significant funding will be required to implement program design. A commitment to sustained funding by the state/ District will be required for this grant.	Y		On-going
Proposals will be submitted during negotiations.	Human Resources (Tom Stauss)	Time	Y		Completed

D. Measures [MY DISTRICT] will use to evaluate and report progress:



Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Federal funding will be sought by applying for a grant.	Human Resources (Tom Stauss)	Significant funding will be required to implement program design. A commitment to sustained funding by the state/District will be required for this grant.	Approval of grant.	On-going
Negotiated or not negotiated	Human Resources (Tom Stauss)	Time	Included in WCSD/WEA Agreement.	Completed

3. Out-of-Field Teaching

How is the district planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?

A. Inventory of current policies and programs

Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:
1. Discourage or ban the hiring of out-of-field teachers in high-poverty, low-performing schools	Regulatory	Human Resources reviews every teacher hire, transfer and reassignment to ensure teachers are appropriately licensed. Out-of-field teachers are only permitted when the available qualified pool of applicants has been exhausted.
2. Work in partnership with institutions of higher education to train already	Build systems	The District and University of Nevada Reno partner to provide coursework to existing teachers to become licensed in Special Education. Student interns participate in WCSD teacher mentoring program. The Masters Equivalency



licensed teachers to become certified in high-need subject areas		Program enables teachers to advance through the salary schedule by taking coursework that makes them eligible for highly qualified status or licensure in hard-to-fill assignments.
3. Expand the use of distance learning to permit student access to qualified teachers in other schools	Build capacity	The online Washoe On-line Learning for the Future (WOLF) program utilizes highly qualified teachers to enable students to learn and earn credits online.
4. Require and fund mentoring and induction for teachers of hard-to-fill subjects in low-performing schools	Provide funding	A cadre of full-time mentors supports novice teachers.
5. Target intensive professional development to out-of-field teachers in high-poverty, low-performing schools	Build capacity	Instructional coaches support teachers in meeting the needs of high-poverty and low-performing students. Professional development for teachers is provided throughout the year through job-embedded work, site trainers, early release days, PLCs, etc.
6. Upgrade inadequate laboratories and equipment in high-poverty schools	Provide funding	Two high-poverty high schools (Hug and Wooster) have received \$1 million in District funding for facility upgrades. Grants to several high-poverty elementary schools have enabled the installation of new computer labs.

B. Specific strategies [MY DISTRICT] will adopt:				
<ol style="list-style-type: none"> 1. The WCSD/WEA Enhanced Compensation Committee will finalize its recommendations for incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments. 2. Pursue grant funding to support incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments. 3. Continue to support legislation to provide incentives to attract teachers to high-poverty, low-performing schools, including loan forgiveness. 4. Target additional mentoring and instructional coaching support to teachers in high-needs schools. 				

C. Specific steps to implementation:				
Steps:	Agency, area, and	Resources required	Will initiative require	Timeline for



	person(s) responsible for developing program or policy		District Board action?		completion
			Yes	No	
Federal funding will be sought by applying for a grant.	Human Resources (Tom Stauss)	Significant funding will be required to implement program design. A commitment to sustained funding by the state/District will be required for this grant.	Y		On-going
Additional focus of efforts by mentors and instructional coaches on teachers in high-poverty and low-performing schools.	RCTL (Lisa Noonan)	Continued funding beyond the 2007-08 school year.	N		06/30/09

D. Measures [MY DISTRICT] will use to evaluate and report progress:				
Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Federal funding will be sought by applying for a grant.	Human Resources (Tom Stauss)	Significant funding will be required to implement program design. A commitment to sustained funding by the state/District will be required for this grant.	Approval of grant.	On-Going



Higher ratio of mentor or coach to teacher for teachers in high-needs schools	RCTL (Lisa Noonan)	Continued funding beyond the 2006-07 school year.	Program evaluation report.	On-going
4. Recruitment and Retention of Experienced Teachers				
How is the district planning to build a critical mass of qualified, <i>experienced</i> teachers willing to work in hard-to-staff schools?				
A. Inventory of current policies and programs				
Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:		
1. Create programs to recruit accomplished teachers to serve on teams to assist low-performing schools	Provide funding, build capacity	Accomplished teachers are recruited to serve as Instructional Coaches, Mentors, members of School Improvement Plan teams and Technical Assistance Partnerships. The additional professional development opportunities at high-needs schools attract certain veteran teachers. Sparks and North Valleys High Schools are being designated as Honor Grant schools, and their staffs will mentor staff at other schools.		
2. Create incentives to attract and retain accomplished teachers in hard-to-staff schools	Provide funding, build capacity	One-fifth year PERS service credit is purchased for teachers at high-poverty, low-performing schools.		
3. Rehire retired teachers and principals specifically to work in high-need schools	Provide funding, build capacity	Retired teachers and principals are recruited to fill critical labor shortages and to serve on School Support Teams and School Improvement Plan teams.		
4. Language has been included in the Washoe Education Association (WEA) Agreement, that allows High Need schools to hire earlier and avoid receiving overage teaches who may not meet the needs of the school	Implement Changes	Implement changes		
5. Establish college scholarships, loans, and loan	Provide funding	The District has supported legislation to forgive student loans for teachers who serve at targeted schools. Provide info to applicants and employees in regards to		



forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers		the following programs: college scholarships, USDE loan forgiveness programs, Washoe Education Association (WEA) interest-free loans to candidates for National Board Certification, Teachers' First Payment Assistance Loan Program, One-fifth year PERS service credit, and AB1 payment incentives to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers.
6. District provides incentives for principals to work at High Need schools	Provide funding	The District has provided a variety of incentives to outstanding principals to work at High Need schools.

B. Specific strategies [MY DISTRICT] will adopt:

1. Gather and analyze additional data on working conditions and reasons for teacher turnover.
2. The WCSD/WEA Enhanced Compensation Committee will finalize its recommendations for incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments and to take on additional responsibilities.
3. Pursue grant funding to support incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.
4. Target additional mentoring and instructional coaching support to teachers in high-needs schools.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		06/30/07
			Yes	No	
Federal funding will be sought by applying for a grant.	Human Resources (Tom Stauss)	Significant funding will be required to implement program design. A commitment to sustained funding by the state/District will be required for this grant.	Y		On-going



Expand teacher survey information regarding working conditions and turnover	Human Resources (Tom Stauss)	Time Possibly funding	N		Completed
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D. Measures [MY DISTRICT] will use to evaluate and report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Federal funding will be sought by applying for a grant.	Human Resources (Tom Stauss)	Significant funding will be required to implement program design. A commitment to sustained funding by the state/District will be required for this grant.	Approval of grant.	On-going
Reports of teacher responses to surveys	Human Resources (Tom Stauss)	Time Possibly funding	Information compiled and submitted to administrators annually	Completed

5. Professional Development
How is the district planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?

A. Inventory of current policies and programs

Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:
1.Target additional funding for teacher mentoring and induction to hard-to-staff	Provide funding	The District currently provides a wide spectrum of quality professional development, including mentors and site facilitators for new teachers, a new teacher portfolio, seminars for new teachers, on-site facilitators for special



schools		education teachers, training in programs targeted to the needs of teachers of high-poverty low-performing students.
2. Develop teacher coaching programs to assist teachers in the lowest-performing schools	Build capacity, provide funding	Current professional development includes instructional coaches and on-site consultants and facilitators in literacy, math and special education, training in programs targeted to the needs of teachers of high-poverty low-performing students.
3. Target districtwide professional development to underprepared teachers	Build capacity	Support for teachers not yet highly qualified includes a Praxis Academy, designed to prepare teachers to pass required exams and tuition reimbursement for courses required to demonstrate competency. All teachers participate in two contract days of professional development each year, and in even-numbered years an additional inservice day is added. Teachers who need to develop their skills, knowledge and strategies are supported in individualized plans of improvement and assistance, including targeted professional development.
4. Develop districtwide programs to assign master teachers, coaches to teachers in struggling schools	Build capacity, provide funding	Mentors and instructional coaches are utilized by all new teachers and by teachers in high-needs schools. Professional experts and facilitators in ESL, special education, literacy and math are available at the highest-needs schools.

B. Specific strategies [MY DISTRICT] will adopt:

1. Target existing professional development to teachers and schools in greatest need.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		Timeline for completion
			Yes	No	
Target mentoring, instructional coaching and other forms of professional development to teachers at high-poverty, low-performing schools.	RCTL (Lisa Noonan)	Significant funding will be required to augment current programs.	Y		On-going



State and federal funding will be sought by applying for grants.	RCTL (Lisa Noonan)	Significant funding will be required to augment current programs.	Y		On-going
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D. Measures [MY DISTRICT] will use to evaluate and report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Ratio of staff and funding resources directed to professional development in high-poverty, low-performing schools will exceed ratio at other schools.	RCTL (Lisa Noonan)	Significant funding will be required to augment current programs.	Annual report to Board of Trustees	On-going

6. Specialized Knowledge and Skills
How is the district planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?
e.g. professional development in cultural competence, SIOP, GLAD, differentiation; development of culturally relevant curriculum etc.

A. Inventory of current policies and programs

Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:
1. Develop professional development and training materials for teachers	Build capacity	The District currently provides a wide spectrum of quality professional development, including training in programs targeted to the needs of teachers of high-poverty low-performing students such as SIOP, GLAD, NELIP, Cell/eXII, SFA, BELLS, Read 180, Accelerated Reader and Math, Reading Recovery, STARS, SIS, SLF, differentiated instruction and Ruby Payne training on students of poverty.



2. Require teachers to participate in professional development designed to improve their ability to teach diverse learners effectively.	Regulatory, build capacity	Current professional development requirements include adopted programs as indicated in item 1 above, provided during two professional development contract days, minimum days and early release days. Additional voluntary targeted professional development activities are encouraged outside the contract day through incentives such as stipends or inservice credit.
3. Require state or district mentoring and induction programs for new teachers to include instruction in the teaching of diverse learners.	Regulatory, build systems, build capacity	The required mentoring program includes instruction in teaching diverse learners.
4. Support and fund grow-your-own programs for teachers or paraprofessionals from the community	Build systems, provide funding	WCSD's Diversity Scholar program pays for a portion of the teacher education program for classified employees seeking teaching credentials. Scholars must commit to teach for two years.

B. Specific strategies [MY DISTRICT] will adopt:

1. The Cultural Competence Committee will implement required training in cultural competency.
2. The Diversity and Equity department will expand promotion of the grow-your-own program for classified employees.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		Timeline for completion
			Yes	No	
Develop cultural competency	Diversity (David Gamble)	Funding for training	Y		Completed



training program, select provider and implement training.		program			
Market Diversity Scholar program to classified employees, and solicit additional resources to expand the program.	Diversity (David Gamble)	Funding for tuition, books and stipends		N	Completed

D. Measures [MY DISTRICT] will use to evaluate and publicly report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Number of teachers trained in cultural competency.	Diversity (David Gamble)	Funding	Monitoring report to Board of Trustees	Completed
Number of scholars entering and graduating the program.	Diversity (David Gamble)	Funding	Monitoring report to Board of Trustees	Completed

7. Working Conditions
How is the district planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover? e.g.,
Time: reasonable student loads, protected from duties that interfere with teaching, time to work with mentors and peers, quality professional development
Facilities and Resources: current technology, access to copy machines/faxes/phones, adequate clerical help, safe/clean environment
School Leadership: shield teachers from disruptions, provide effective mentors, give priority to supporting teachers
Teacher Empowerment: involve teachers in decision-making process, provide avenues to express concerns, mutual respect
Professional Development: enhancing teacher knowledge is a priority, provide adequate resources, professional development that is based on school and teacher goals

A. Inventory of current policies and programs



Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:
1. Survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools	Build systems	Teachers are surveyed annually.
2. Strengthen leadership in low-performing schools	Build capacity	Training is provided for principals in low-performing schools. Selection of principals for these schools is based on candidates' demonstrated capacity to lead these schools. Principals' performance evaluations are based on leadership standards. The District has provided a variety of incentives to outstanding principals to work at High Need schools
3. Reduce disparities in resources across districts by allocating district funds according to need	Provide funding	Differential staffing is provided to schools based on needs. "Corridor"(these are schools that have a high number of at risk students and therefore receive an additional allocation) schools and Title I schools receive additional teachers, deans and clerical support.

B. Specific strategies [MY DISTRICT] will adopt:

1. Gather and analyze additional data on working conditions and reasons for teacher turnover.
2. Continue to add staff support to the neediest schools through the annual budget process.
3. Provide resources such as full-day Kindergarten, portables, and rezoning to reduce overcrowding at neediest schools.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		Timeline for completion
			Yes	No	
Provide additional staff (teachers,	Instructional Leadership	Personnel	X		On-going



clerical support, administrators and deans) to the neediest schools.					
Add full-day Kindergarten to neediest schools	Elementary Instructional Leadership (Lisa Noonan)	Personnel, portables	X		Completed and on-going
Ease overcrowding at neediest schools by rezoning and providing portables.	Instructional Leadership	Portables	X		On-going

D. Measures [MY DISTRICT] will use to evaluate and report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Reports of teacher responses to surveys	Human Resources (Tom Stauss)	Time Possibly funding	Information compiled and submitted to administrators annually	Completed
Staffing ratios	Human Resources (Tom Stauss)	Information system	Annual class-size reduction plan, Staffing Guidelines	Completed
Number full-day Kindergarten classes	Elementary Instructional Leadership (Lisa Noonan)	Information system	Report to Executive Cabinet	Completed
Enrollment/capacity ratio	Instructional Leadership	Information system	Report to Executive Cabinet	Completed

8. Policy Coherence
How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

A. Inventory of current policies and programs

Potential district strategies:	District's role:	What [MY DISTRICT] is already doing:
1. Reduce time	Build systems	Implementation of online searchable applicant database, which includes analysis of



required to process teacher applications		teachers' highly qualified status.
--	--	------------------------------------

B. Specific strategies [MY DISTRICT] will adopt:

1. The WCSD/WEA Enhanced Compensation Committee will finalize its recommendations for incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require District Board action?		Timeline for completion
			Yes	No	
Advocate for continuation of funding for one-fifth year PERS service credit.	Human Resources (Tom Stauss)	Funding and staff to lobby the legislature.	Y		On-going

D. Measures [MY DISTRICT] will use to evaluate and report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Funding provide by the State.	Human Resources (Tom Stauss)	Significant funding will be required to fund program.	Approval of funding.	On-going



WASHOE COUNTY SCHOOL DISTRICT EQUITY PLAN

WCSD’s Equitable Distribution of Teachers plan was created by a committee of all stakeholders covering all departments. The original members were:

Scott Reynolds, Assistant Superintendent,
 Student Support Services
 Paul Lamarca, Assistant Superintendent,
 PPA&A
 Sue Denning, RCTL K-12 Director
 Eric Feeney, RPDP K-12 Director
 Sharyn Appolloni, RPDP Specialist
 Ben Hayes, PPA&A Grant Evaluator
 Katherine Loudon, Substance Abuse
 Specialist
 Mary Ann Robinson, ESL & Foreign
 Language Coordinator
 Chad Hicks, Title I Coordinator

Lynn Manning, Indian Ed Program
 Coordinator
 Joanne Everts, Early Childhood Program
 Director
 Joe Elcano, Education Tech Coordinator
 Dave Branson, Music Dept. Specialist
 David Gamble, Diversity Coordinator
 Jan Morrison, Title II Project Director
 Tom Stauss, Assistant Superintendent,
 Human Resources
 Dawn Huckaby, Human Resources
 Coordinator
 DeShawn Reed, Human Resources Specialist
 Lisa Noonan, Superintendent, Elementary
 Education

Strategies Currently in Place

1. **Data and Reporting Systems**

- a. Collect and report data on teacher turnover and projected teacher shortages.
- b. Develop district- and school-level databases to analyze teacher distribution patterns.
- c. Develop electronic teacher data systems to provide current data on teacher certificates held and ensure that all teachers are properly credentialed in the subjects they are assigned to teach.
- d. Collect and report school-level data on working conditions associated with high teacher turnover. (climate survey)

Measure/Evaluation: Items a-d reported above have been implemented and are utilized and assessed on an on-going basis.

2. **Teacher Preparation**

- a. Provide info to applicants and employees in regards to the following programs: college scholarships, USDE loan forgiveness programs, Washoe Education Association (WEA) interest-free loans to candidates for National Board Certification, Teachers’ First Payment Assistance Loan Program, One-fifth year PERS service credit, and AB1 payment incentives to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers.
- b. Establish grow-your-own programs to encourage middle and high school students to pursue teaching careers in high-need schools.



- c. Expand and support high-quality alternative route programs.
- d. Language has been included in the Washoe Education Association (WEA) Agreement that allows High Need schools to hire earlier and avoid receiving overage teachers who may not meet the needs of the school.

Measure/Evaluation: Items a-d reported above have been implemented and are utilized and assessed on an on-going basis.

3. **Out-of-Field Teaching**

- a. Discourage or ban the hiring of out-of-field teachers in high-poverty, low-performing schools.
- b. Work in partnership with institutions of higher education to train already licensed teachers to become certified in high-need subject areas.
- c. Expand the use of distance learning to permit student access to qualified teachers in other schools.
- d. Require and fund mentoring and induction for teachers of hard-to-fill subjects in low-performing schools.
- e. Target intensive professional development to out-of-field teachers in high-poverty, low-performing schools.

Measure/Evaluation: Items a-e reported above have been implemented and are utilized and assessed on an on-going basis.

4. **Recruitment and Retention of Experienced Teachers**

- a. Create programs to recruit accomplished teachers to serve on teams to assist low-performing schools.
- b. Create incentives to attract and retain accomplished teachers in hard-to-staff schools.
- c. Rehire retired teachers and principals specifically to work in high-need schools.
- d. Language has been included in the Washoe Education Association (WEA) Agreement that allows High Need schools to hire earlier and avoid receiving overage teachers who may not meet the needs of the school.
- e. Provide info to applicants and employees in regards to the following programs: college scholarships, USDE loan forgiveness programs, Washoe Education Association (WEA) interest-free loans to candidates for National Board Certification, Teachers' First Payment Assistance Loan Program, One-fifth year PERS service credit, and AB1 payment incentives to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers.
- f. District provides incentives for principals to work at High Need schools

Measure/Evaluation: Items a-f reported above have been implemented and are utilized and assessed on an on-going basis.

5. **Professional Development**

- a. The District currently provides a wide spectrum of quality professional development, including mentors and site facilitators for new teachers, a new teacher portfolio, seminars



for new teachers, on-site facilitators for special education teachers, training in programs targeted to the needs of teachers of high-poverty low-performing students.

- b. Current professional development includes instructional coaches and on-site consultants and facilitators in literacy, math and special education, training in programs targeted to the needs of teachers of high-poverty low-performing students.
- c. Support for teachers not yet highly qualified includes a Praxis Academy, designed to prepare teachers to pass required exams and tuition reimbursement for courses required to demonstrate competency. All teachers participate in two contract days of professional development each year, and in even-numbered years an additional inservice day is added. Teachers who need to develop their skills, knowledge and strategies are supported in individualized plans of improvement and assistance, including targeted professional development.
- d. Mentors and instructional coaches are utilized by all new teachers and by teachers in high-needs schools. Professional experts and facilitators in ESL, special education, literacy and math are available at the highest-needs schools.

Measure/Evaluation: Items a-d reported above have been implemented and are utilized and assessed on an on-going basis.

6. **Specialized Knowledge and Skills**

- a. Develop professional development and training materials for teachers.
- b. Require teachers to participate in professional development designed to improve their ability to teach diverse learners effectively.
- c. Require state or district mentoring and induction programs for new teachers to include instruction in the teaching of diverse learners.
- d. Support and fund grow-your-own programs for teachers or paraprofessionals from the community.

Measure/Evaluation: Items a-d reported above have been implemented and are utilized and assessed on an on-going basis.

7. **Working Conditions**

- a. Survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools.
- b. Training is provided for principals in low-performing schools. Selection of principals for these schools is based on candidates' demonstrated capacity to lead these schools. Principals' performance evaluations are based on leadership standards. The District has provided a variety of incentives to outstanding principals to work at High Need schools.
- c. Reduce disparities in resources across the district by allocating district funds according to need.

Measure/Evaluation: Items a-c reported above have been implemented and are utilized and assessed on an on-going basis.

8. **Policy Coherence**

- a. Reduce time required to process teacher applications.



Measure/Evaluation: Item a reported above have been implemented and are utilized and assessed on an on-going basis.

Strategies That May Be Considered

1. **Data and Reporting Systems**

- Enhance data collection on teacher quality and experience indicators in HRIS.
- Expand and refine student achievement data collection and analysis to identify student progress at District, school and teacher levels.
- Gather and analyze additional data on working conditions and reasons for teacher turnover.
- Continue to refine the teacher evaluation instrument.
- Evaluate the results of implementing PLCs.

2. **Teacher Preparation**

- Pursue grant funding to support incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.
- Continue to support legislation to provide incentives to attract teachers to high-poverty, low-performing schools, including loan forgiveness.
- The Future Educators of America and the Education Academy at Hugh High School are two initiatives that the District and WEA will pursue to seek students to pursue teaching careers in high-needs schools.
- The Cultural Competency Committee will pursue expanded partnerships with local colleges and universities to inspire students to pursue teaching careers in high-needs schools.
- The District's Negotiating will work with the WEA in negotiating changes

3. **Out-of-Field Teaching**

- The WCSD/WEA Enhanced Compensation Committee will finalize its recommendations for incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.
- Pursue grant funding to support incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.
- Continue to support legislation to provide incentives to attract teachers to high-poverty, low-performing schools, including loan forgiveness.
- Target additional mentoring and instructional coaching support to teachers in high-needs schools.

4. **Recruitment and Retention of Experienced Teachers**

- Gather and analyze additional data on working conditions and reasons for teacher turnover.
- The WCSD/WEA Enhanced Compensation Committee will finalize its recommendations for incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments and to take on additional responsibilities.



- Pursue grant funding to support incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.
 - Target additional mentoring and instructional coaching support to teachers in high-needs schools.
5. **Professional Development**
- Target existing professional development to teachers and schools in greatest need.
6. **Specialized Knowledge and Skills**
- The Cultural Competence Committee will implement required training in cultural competency.
 - The Diversity and Equity department will expand promotion of the grow-your-own program for classified employees.
7. **Working Conditions**
- Gather and analyze additional data on working conditions and reasons for teacher turnover.
 - Continue to add staff support to the neediest schools through the annual budget process.
 - Provide resources such as full-day Kindergarten, portables, and rezoning to reduce overcrowding at neediest schools.
8. **Policy Coherence**
- The WCSD/WEA Enhanced Compensation Committee will finalize its recommendations for incentives to attract and retain teachers in hard-to-staff schools and hard-to-fill assignments.

Those Strategies That Have Not Been Successful

- Our data collection effort to determine teachers' perceptions of working conditions has not been sufficient to produce meaningful data.
- The information systems currently in place do not enable us to link teacher and student data.



STATE AND FEDERAL PROGRAMS DEPARTMENT
Washoe County School District
P.O. Box 30425
Reno, NV 89520-3425

Kristen McNeill, Director

Nevada Department of Administration
State Clearinghouse
209 E. Musser Street, Room 200
Carson City, Nevada 89701

May 26, 2010

Dear State Clearinghouse Representative,

This to inform you that Washoe County School District is applying for the U.S. Department of Education, Teacher Incentive Fund CFDA # 84.385A. We will be applying for the TF "Main" grant under this federal announcement. A complete copy of this grant will be available at our State and Federal Program Department Offices after July 6, 2010.

If I can be of further assistance in this matter, please do not hesitate to contact this department.

Sincerely,



Kristen McNeill
Director State and Federal Program

KM/lbo

Telephone: (775) 348-0332

Fax: (775) 333-5012



KEITH W. RHEAULT
Superintendent of Public Instruction

GLORIA P. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services

JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

STATE OF NEVADA



DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687-9200 • Fax: (775) 687-9101

SOUTHERN NEVADA OFFICE
1820 E. Sahara, Suite 205
Las Vegas, Nevada 89104-3746
(702) 486-6455
Fax: (702) 486-6450

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

July 21, 2009

Mr. Paul Dugan, Superintendent
Washoe County School District
P. O. Box 30425
Reno, NV 89520

Subject: Indirect Cost Application

Dear Mr. Dugan:

The Department has approved your school district for a Restricted Indirect Cost rate of 3.68% for Fiscal Year 2009-2010. In addition, as per your request, you have our permission to apply this rate as your Unrestricted Indirect Cost rate in accordance with Nevada Department of Education Rules of Practice #813.

Enclosed is a signed copy of the certification for your records.

Sincerely,



James R. Wells
Deputy Superintendent
Administrative and Fiscal Services

JRW: ms
Enclosure

c: Rob Luna

Note: The requested Indirect Cost Rate for FY10-11 is 3.67%. Approval from the Nevada Department of Education is likely in July 2010.

An Equal Opportunity Agency

(NSPO Rev. 7-06)

(0) 538



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Budget Narrative

Budget Narrative

Attachment 1:

Title: **WCSD TIF Budget Narrative** Pages: **0** Uploaded File: **WCSD TIF BUDGET NARRATIVE.pdf**

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year One/TIF Funds	Year One / TIF Incentive Funds	Year One Cumulative
Personnel			
Project Coordinator 1.0 FTE will be responsible for the day-to-day operations and managed of the TIF grant. Qualifications for this position are described in detail on p. 26, also full Job Description in Other Attachments, and Management Plan-starting on page 50.	\$	[REDACTED]	[REDACTED]
Clerical Staff 1.0 FTE To support the clerical and data work described on page 52 of the grant narrative.	\$	25,000	25,000
Teacher Performance Growth System Committee: Stipends for teachers to develop evaluation rubric and criteria for school performance. 6 teachers x 24 hours/month x 9 months = 1,296 hrs x \$30/hr. These will be WEA teachers representing ELL, Spec. Ed, elementary, middle, high school and school counselor. (Narrative pg. 26 and Management Plan-starting on page 50).	\$	[REDACTED]	[REDACTED]
Data Analysts: 2 @ x \$65,000. These personnel will be responsible for the data input of scorecards, dashboards and collection of data needed to develop these performance measurement tools for the 9 participating schools. (Narrative pgs. 39, 43, and Management Plan-starting on page 50.)	\$	[REDACTED]	[REDACTED]
Data Implementation Specialists (6) who report to Area Superintendents, to assist participating TIF schools with elementary and secondary student data analysis. 6 x \$55,000. (Narrative pgs. 43, 47 and and Management Plan-starting on page 50.)	\$	[REDACTED]	[REDACTED]
Implementation Specialists (6) and Teacher Mentors (6) (distributed over 9 participating schools) to assist in instructional practices, guidance for new teachers, instructional coaching to build teaching capacity at each TIF school. 12 x \$55,000 (Narrative pg. 45 and Management Plan-starting on page 50).	\$	[REDACTED]	[REDACTED]
Substitute days for three teachers who will be trained for Peer Assistance & Review Teams: 1 day per month for 6 months x 3 teachers x \$85/day. (pgs. 6, 27).	\$	[REDACTED]	[REDACTED]
Administrative Costs at 1.00% of Base Costs. For direct administrative costs associated with the management and oversight of grant by the WCSD State & Federal Programs Department.	\$	[REDACTED]	[REDACTED]
Personnel Subtotals	\$	1,288,901	\$ 1,288,901.00

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year One/TIF Funds	Year One / TIF Incentive Funds	Year One Cumulative
Fringe Benefits			
Group Insurance -- \$7,500/person	\$		
Life Insurance: Cert/Class -- \$110/person	\$		
Life Insurance: Admin / Pro -- \$656/person	\$		
Long Term Disab: Admin / Pro --0.25%	\$		
FICA -- 6.2%	\$		
PERS --21.5%	\$		
Medicare -- 1.45%	\$		
Workers Comp -- 0.75%	\$		
Other Post Employment Benefits -- 15%	\$		
Public Employee's Benefit Programs -- 15%	\$		
Fringe Benefits Subtotals	\$		
Travel			
TIF Grantee meeting, Washington DC. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel (4 nts/ sgl occup.) x 3 staff x \$300	\$		
Per Diem -- 5 Days x 3 staff x \$27. per day	\$		
Ground Travel from/to airport \$50 x 3 staff	\$		
TIF Topical Meeting, location TBA. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel \$300 x 3 staff x 4 nights	\$		
Per Diem -- 5 days x 3 staff x \$27. per day	\$		
Ground Travel x # from/to airport \$50 x 3 staff	\$		
Mileage for Project Coordinator and 3 Data Analysts to travel to 9 participating TIF schools. \$600 x 4 people. (Narrative p. 36)	\$		
Travel Subtotals	\$		
Equipment			
<i>(useful life of more than one year and a cost of \$5,000 or more)</i>			
	\$	-	\$ -
Supplies			
Computer/laptop: 1 each for Project Coordinator, 1 Clerical, 2 Data Analysts, and 6 Data Implementation Specialists. 10 computers @ \$1,000 ea. (Narrative pgs. 18, 43-45.)	\$		
District Computer Software for Imaging. 15 x \$55 (Narrative pgs. 18, 43-45.)	\$		
Printers (2) for Project Coordinator and Clerical; and for Data Analysts. 2 x \$200/ea. (Narrative pgs. 18, 43-45.)	\$		
Program supplies for planning, implementing, communication, and professional development. (Narrative pgs. 18, 26, 39, 47).	\$		
Printing of training and communication materials on use of Principal and Teacher evaluation tools. (Narrative pgs. 18, 43-45.)	\$		
Infinite Campus software.(Narrative pgs. 18, 43-45.)	\$		
Data Transmission Cards for off-site training, wireless Internet connection, Project Coordinator. (Narrative pgs. 18, 43-45.)	\$		
Supplies Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year One/TIF Funds	Year One / TIF Incentive Funds	Year One Cumulative
Contracts			
External Evaluator to evaluate grant (Narrative pgs. 57-60).	\$		
External Performance Evaluation Consultant for development of performance evaluation tools including development and implementation of teacher rubric, communication and training. (Narrative p. 55, and Management Plan starting on p. 50).	\$		
Six retired WEA teachers to be trained in teacher evaluation system so they can serve on Peer Assistance & Review Teams. Proposed Teams of three, one currently teaching WEA teacher and two retiree WEA teachers for each team for a total of three teams that will serve the 9 participating schools. 6 retired WEA x 1 day/month x 6 months = 36 days x daily rate \$240. (Narrative p. 6, 27, and Management Plan starting on p. 50).	\$		
Contractual Subtotals	\$		
Construction - N/A <i>(generally not allowed unless specified)</i>	n/a	n/a	n/a
Other			
Other Subtotals	\$ -	\$ -	\$ -
TOTAL DIRECT COSTS	\$:		
Indirect Costs			
Washoe County School District Indirect: 3.67% of all direct grant expenditures excluding capitalized equipment & contracts in excess of \$25,000. These are costs incurred by Washoe County School District for providing central services to all programs and include, but are not limited to, services provided such as Human Resources, Information Technology, Business & Finance, and Payroll.	\$		
TOTAL BUDGET	\$ -		

Total Budget for Year 1

\$

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Two / TIF Funds	Year Two / TIF Incentive Funds	Year Two Cumulative
Personnel			
Project Coordinator 1.0 FTE will be responsible for the day-to-day operations and managed of the TIF grant. Qualifications for this position are described in detail on p. 26, also full Job Description in Other Attachments, and Management Plan-starting on page 50.	\$		
Clerical Staff 1.0 FTE To support the clerical and data work described on page 52 of the grant narrative.	\$		
Substitute days for three teachers who will be trained for Peer Assistance & Review Teams: 1 day per month for 6 months x 3 teachers x \$85/day. (pgs. 6, 27).	\$		
Data Analysts: 2 @ x \$65,000. These personnel will be responsible for the data input of scorecards, dashboards and collection of data needed to develop these performance measurement tools for the 9 participating schools. (Narrative pgs. 39, 43, and Management Plan-starting on page 50.)	\$		
Data Implementation Specialists (6) who report to Area Superintendents, to assist participating TIF schools with elementary and secondary student data analysis. 6 x \$55,000. (Narrative pgs. 43, 47 and and Management Plan-starting on page 50.)	\$		
Incentive Pay for Principals and other school administrators (Assistant Principals) for meeting school performance criteria in Principal and Teacher Performance Growth Model evaluation tool developed in Year 1. \$5,000 x 15 administrators @ all participating schools (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for teachers for meeting school performance criteria in Teacher Performance Growth Model evaluation tool developed in Year 1. 357 certified positions @ participating schools x \$2,000/each. (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for classified staff for meeting school performance criteria developed in Year 1. 187 classified positions @ participating schools x \$500/each. (Narrative pgs. 17 and Management Plan starting p. 50)			
Administrative Costs at 1.00% of Base Costs. For direct administrative costs associated with the management and oversight of grant by the WCSD State & Federal Programs Department.	\$		
Personnel Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Two / TIF Funds	Year Two / TIF Incentive Funds	Year Two Cumulative
Fringe Benefits			
Group Insurance -- \$7,500/person	\$		
Life Insurance: Cert/Class -- \$110/person	\$		
Life Insurance: Admin / Pro -- \$656/person	\$		
Long Term Disab: Admin / Pro --0.25%	\$		
FICA -- 6.2%	\$		
PERS --21.5%	\$		
Medicare -- 1.45%	\$		
Workers Comp -- 0.75%	\$		
Other Post Employment Benefits -- 15%	\$		
Public Employee's Benefit Programs -- 15%	\$		
Fringe Benefits Subtotals	\$		
Travel			
TIF Grantee meeting, Washington DC. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel (4 nts/ sgl occup.) x 3 staff x \$300	\$		
Per Diem -- 5 Days x 3 staff x \$27. per day	\$		
Ground Travel from/to airport \$50 x 3 staff	\$		
TIF Topical Meeting, location TBA. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel \$300 x 3 staff x 4 nights	\$		
Per Diem -- 5 days x 3 staff x \$27. per day	\$		
Ground Travel x # from/to airport \$50 x 3 staff	\$		
Mileage for Project Coordinator and 3 Data Analysts to travel to 9 participating TIF schools. \$600 x 4 people. (Narrative p. 36)	\$		
Travel Subtotals	\$		
Equipment			
<i>(useful life of more than one year and a cost of \$5,000 or more)</i>	\$		
Supplies			
Program supplies for planning, implementing, communication, and professional development. (Narrative pgs. 18, 26, 39, 47).	\$		
Printing of training and communication materials on use of Principal and Teacher evaluation tools. (Narrative pgs. 18, 43-45.)	\$		
Data Transmission Cards for off-site training, wireless Internet connection, Project Coordinator. (Narrative pgs. 18, 43-45.)	\$		
Supplies Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Two / TIF Funds	Year Two / TIF Incentive Funds	Year Two Cumulative
Contracts			
External Evaluator to evaluate grant (Narrative pgs. 57-60).	\$		
External Performance Evaluation Consultant for development of performance evaluation tools including development and implementation of teacher rubric, communication and training. (Narrative p. 55, and Management Plan starting on p. 50).	\$		
Six retired WEA teachers to be trained in teacher evaluation system so they can serve on Peer Assistance & Review Teams. Proposed Teams of three, one currently teaching WEA teacher and two retiree WEA teachers for each team for a total of three teams that will serve the 9 participating schools. 6 retired WEA x 1 day/month x 6 months = 36 days x daily rate \$240. (Narrative p. 6, 27, and Management Plan starting on p. 50).	\$		
Contractual Subtotals	\$		
Construction - N/A <i>(generally not allowed unless specified)</i>	n/a		
Other			
Other Subtotals	\$ -	\$ -	\$ -
TOTAL DIRECT COSTS	\$		
Indirect Costs			
Washoe County School District Indirect: 3.67% of all direct grant expenditures excluding capitalized equipment & contracts in excess of \$25,000. These are costs incurred by Washoe County School District for providing central services to all programs and include, but are not limited to, services provided such as Human Resources, Information Technology, Business & Finance, and Payroll.	\$		
TOTAL BUDGET	\$		

Total Budget for Year 2

\$

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Three / TIF Funds	Year Three / TIF Incentive Funds	Year Three Cumulative
Personnel			
Project Coordinator 1.0 FTE will be responsible for the day-to-day operations and managed of the TIF grant. Qualifications for this position are described in detail on p. 26, also full Job Description in Other Attachments, and Management Plan-starting on page 50.	\$		
Clerical Staff 1.0 FTE To support the clerical and data work described on page 52 of the grant narrative.	\$		
Substitute days for three teachers who will be trained for Peer Assistance & Review Teams : 1 day per month for 6 months x 3 teachers x \$85/day. (pgs. 6, 27).	\$		
Data Analysts : 2 @ x \$65,000. These personnel will be responsible for the data input of scorecards, dashboards and collection of data needed to develop these performance measurement tools for the 9 participating schools. (Narrative pgs. 39, 43, and Management Plan-starting on page 50.)	\$		
Incentive Pay for Principals and other school administrators (Assistant Principals) for meeting school performance criteria in Principal and Teacher Performance Growth Model evaluation tool developed in Year 1. \$5,000 x 15 administrators @ all participating schools (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for teachers for meeting school performance criteria in Teacher Performance Growth Model evaluation tool developed in Year 1. 357 certified positions @ participating schools x \$2,000/each. (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for classified staff for meeting school performance criteria developed in Year 1. 187 classified positions @ participating schools x \$500/each. (Narrative pgs. 17 and Management Plan starting p. 50)			
Career Ladder incentives for teachers qualifying for Master Teacher 9 x \$15,000/each). (Narrative pgs. 18, 46 and Management Plan starting p. 50).			
Career Ladder Incentives for teachers qualifying for Teacher Mentors: 10 x \$7,000/each. (Narrative pgs. 18, 46 and Management Plan starting p. 50).			
Administrative Costs at 1.00% of Base Costs. For direct administrative costs associated with the management and oversight of grant by the WCSD State & Federal Programs Department.	\$		
Personnel Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Three / TIF Funds	Year Three / TIF Incentive Funds	Year Three Cumulative
Fringe Benefits			
Group Insurance -- \$7,500/person	\$		
Life Insurance: Cert/Class -- \$110/person	\$		
Life Insurance: Admin / Pro -- \$656/person	\$		
Long Term Disab: Admin / Pro --0.25%	\$		
FICA -- 6.2%	\$		
PERS --21.5%	\$		
Medicare -- 1.45%	\$		
Workers Comp -- 0.75%	\$		
Other Post Employment Benefits -- 15%	\$		
Public Employee's Benefit Programs -- 15%	\$		
Fringe Benefits Subtotals	\$		
Travel			
TIF Grantee meeting, Washington DC. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel (4 nts/ sgl occup.) x 3 staff x \$300	\$		
Per Diem -- 5 Days x 3 staff x \$27. per day	\$		
Ground Travel from/to airport \$50 x 3 staff	\$		
TIF Topical Meeting, location TBA. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel \$300 x 3 staff x 4 nights	\$		
Per Diem -- 5 days x 3 staff x \$27. per day	\$		
Ground Travel x # from/to airport \$50 x 3 staff	\$		
Mileage for Project Coordinator and 3 Data Analysts to travel to 9 participating TIF schools. \$600 x 4 people. (Narrative p. 36)	\$		
Travel Subtotals	\$		
Equipment			
	\$		
<i>(useful life of more than one year and a cost of \$5,000 or more)</i>			
Supplies			
Program supplies for planning, implementing, communication, and professional development. (Narrative pgs. 18, 26, 39, 47).	\$		
Printing of training and communication materials on use of Principal and Teacher evaluation tools. (Narrative pgs. 18, 43-45.)	\$		
Data Transmission Cards for off-site training, wireless Internet connection, Project Coordinator. (Narrative pgs. 18, 43-45.)	\$		
Supplies Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Three / TIF Funds	Year Three / TIF Incentive Funds	Year Three Cumulative
Contracts			
External Evaluator to evaluate grant (Narrative pgs. 57-60).	\$		
External Performance Evaluation Consultant for development of performance evaluation tools including development and implementation of teacher rubric, communication and training. (Narrative p. 55, and Management Plan starting on p. 50).	\$		
Six retired WEA teachers to be trained in teacher evaluation system so they can serve on Peer Assistance & Review Teams. Proposed Teams of three, one currently teaching WEA teacher and two retiree WEA teachers for each team for a total of three teams that will serve the 9 participating schools. 6 retired WEA x 1 day/month x 6 months = 36 days x daily rate \$240. (Narrative p. 6, 27, and Management Plan starting on p. 50).	\$		
Contractual Subtotals	\$		
Construction - N/A <i>(generally not allowed unless specified)</i>	n/a		
Other			
Other Subtotals	\$	\$	\$
TOTAL DIRECT COSTS	\$		
Indirect Costs			
Washoe County School District Indirect: 3.67% of all direct grant expenditures excluding capitalized equipment & contracts in excess of \$25,000. These are costs incurred by Washoe County School District for providing central services to all programs and include, but are not limited to, services provided such as Human Resources, Information Technology, Business & Finance, and Payroll.	\$		
TOTAL BUDGET	\$		

Total Budget for Year 3

\$

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Four / TIF Funds	Year Four / TIF Incentive Funds	Year Four Cumulative
Personnel			
Project Coordinator 1.0 FTE will be responsible for the day-to-day operations and managed of the TIF grant. Qualifications for this position are described in detail on p. 26, also full Job Description in Other Attachments, and Management Plan-starting on page 50.	\$		
Clerical Staff 1.0 FTE To support the clerical and data work described on page 52 of the grant narrative.	\$		
Substitute days for three teachers who will be trained for Peer Assistance & Review Teams: 1 day per month for 6 months x 3 teachers x \$85/day. (pgs. 6, 27).	\$		
Data Analysts: 2 @ x \$65,000. These personnel will be responsible for the data input of scorecards, dashboards and collection of data needed to develop these performance measurement tools for the 9 participating schools. (Narrative pgs. 39, 43, and Management Plan-starting on page 50.)	\$		
Incentive Pay for Principals and other school administrators (Assistant Principals) for meeting school performance criteria in Principal and Teacher Performance Growth Model evaluation tool developed in Year 1. \$5,000 x 15 administrators @ all participating schools (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for teachers for meeting school performance criteria in Teacher Performance Growth Model evaluation tool developed in Year 1. 357 certified positions @ participating schools x \$2,000/each. (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for classified staff for meeting school performance criteria developed in Year 1. 187 classified positions @ participating schools x \$500/each. (Narrative pgs. 17 and Management Plan starting p. 50)			
Career Ladder incentives for teachers qualifying for Master Teacher 9 x \$15,000/each). (Narrative pgs. 18, 46 and Management Plan starting p. 50).			
Career Ladder Incentives for teachers qualifying for Teacher Mentors: 10 x \$7,000/each. (Narrative pgs. 18, 46 and Management Plan starting p. 50).			
Administrative Costs at 1.00% of Base Costs. For direct administrative costs associated with the management and oversight of grant by the WCSD State & Federal Programs Department.	\$		
Personnel Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Four / TIF Funds	Year Four / TIF Incentive Funds	Year Four Cumulative
Fringe Benefits			
Group Insurance -- \$7,500/person	\$		
Life Insurance: Cert/Class -- \$110/person	\$		
Life Insurance: Admin / Pro -- \$656/person	\$		
Long Term Disab: Admin / Pro --0.25%	\$		
FICA -- 6.2%	\$		
PERS --21.5%	\$		
Medicare -- 1.45%	\$		
Workers Comp -- 0.75%	\$		
Other Post Employment Benefits -- 15%	\$		
Public Employee's Benefit Programs -- 15%	\$		
Fringe Benefits Subtotals	\$		
Travel			
TIF Grantee meeting, Washington DC. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel (4 nts/ sgl occup.) x 3 staff x \$300	\$		
Per Diem -- 5 Days x 3 staff x \$27. per day	\$		
Ground Travel from/to airport \$50 x 3 staff	\$		
TIF Topical Meeting, location TBA. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel \$300 x 3 staff x 4 nights	\$		
Per Diem -- 5 days x 3 staff x \$27. per day	\$		
Ground Travel x # from/to airport \$50 x 3 staff	\$		
Mileage for Project Coordinator and 3 Data Analysts to travel to 9 participating TIF schools. \$600 x 4 people. (Narrative p. 36)	\$		
Travel Subtotals	\$		
Equipment			
(useful life of more than one year and a cost of \$5,000 or more)	\$		
Supplies			
Program supplies for planning, implementing, communication, and professional development. (Narrative pgs. 18, 26, 39, 47).	\$		
Printing of training and communication materials on use of Principal and Teacher evaluation tools. (Narrative pgs. 18, 43-45.)	\$		
Data Transmission Cards for off-site training, wireless Internet connection, Project Coordinator. (Narrative pgs. 18, 43-45.)	\$		
Supplies Subtotals	\$		
Contracts			
External Evaluator to evaluate grant (Narrative pgs. 57-60).	\$		
Six retired WEA teachers to be trained in teacher evaluation system so they can serve on Peer Assistance & Review Teams. Proposed Teams of three, one currently teaching WEA teacher and two retiree WEA teachers for each team for a total of three teams that will serve the 9 participating schools. 6 retired WEA x 1 day/month x 6 months = 36 days x daily rate \$240. (Narrative p. 6, 27, and Management Plan starting on p. 50).	\$		
Contractual Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE
Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Four / TIF Funds	Year Four / TIF Incentive Funds	Year Four Cumulative
Construction - N/A <i>(generally not allowed unless specified)</i>	n/a		
Other			
Other Subtotals	\$ -	\$ -	\$ -
TOTAL DIRECT COSTS	\$		
Indirect Costs			
Washoe County School District Indirect: 3.67% of all direct grant expenditures excluding capitalized equipment & contracts in excess of \$25,000. These are costs incurred by Washoe County School District for providing central services to all programs and include, but are not limited to, services provided such as Human Resources, Information Technology, Business & Finance, and Payroll.			
TOTAL BUDGET	\$		

Total Budget for Year 4

\$

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Five /TIF Funds	Year Five / TIF Incentive Funds	Year Five Cumulative
Personnel			
Project Coordinator 1.0 FTE will be responsible for the day-to-day operations and managed of the TIF grant. Qualifications for this position are described in detail on p. 26, also full Job Description in Other Attachments, and Management Plan-starting on page 50.	\$		
Clerical Staff 1.0 FTE To support the clerical and data work described on page 52 of the grant narrative.	\$		
Substitute days for three teachers who will be trained for Peer Assistance & Review Teams: 1 day per month for 6 months x 3 teachers x \$85/day. (pgs. 6, 27).	\$		
Data Analysts: 2 @ x \$65,000. These personnel will be responsible for the data input of scorecards, dashboards and collection of data needed to develop these performance measurement tools for the 9 participating schools. (Narrative pgs. 39, 43, and Management Plan-starting on page 50.)	\$		
Incentive Pay for Principals and other school administrators (Assistant Principals) for meeting school performance criteria in Principal and Teacher Performance Growth Model evaluation tool developed in Year 1. \$5,000 x 15 administrators @ all participating schools (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for teachers for meeting school performance criteria in Teacher Performance Growth Model evaluation tool developed in Year 1. 357 certified positions @ participating schools x \$2,000/each. (Narrative pgs. 17, 46 and Management Plan starting p. 50)			
Schoolwide incentive for classified staff for meeting school performance criteria developed in Year 1. 187 classified positions @ participating schools x \$500/each. (Narrative pgs. 17 and Management Plan starting p. 50)			
Career Ladder incentives for teachers qualifying for Master Teacher 9 x \$15,000/each). (Narrative pgs. 18, 46 and Management Plan starting p. 50).			
Career Ladder Incentives for teachers qualifying for Teacher Mentors: 10 x \$7,000/each. (Narrative pgs. 18, 46 and Management Plan starting p. 50).			
Administrative Costs at 1.00% of Base Costs. For direct administrative costs associated with the management and oversight of grant by the WCSD State & Federal Programs Department.	\$		
Personnel Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Five /TIF Funds	Year Five / TIF Incentive Funds	Year Five Cumulative
Fringe Benefits			
Group Insurance -- \$7,500/person	\$		
Life Insurance: Cert/Class -- \$110/person	\$		
Life Insurance: Admin / Pro -- \$656/person	\$		
Long Term Disab: Admin / Pro --0.25%	\$		
FICA -- 6.2%	\$		
PERS --21.5%	\$		
Medicare -- 1.45%	\$		
Workers Comp -- 0.75%	\$		
Other Post Employment Benefits -- 15%	\$		
Public Employee's Benefit Programs -- 15%	\$		
Fringe Benefits Subtotals	\$		
Travel			
TIF Grantee meeting, Washington DC. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel (4 nts/ sgl occup.) x 3 staff x \$300	\$		
Per Diem -- 5 Days x 3 staff x \$27. per day	\$		
Ground Travel from/to airport \$50 x 3 staff	\$		
TIF Topical Meeting, location TBA. For 3 people.			
Airfare \$600. x 3 staff	\$		
Hotel \$300 x 3 staff x 4 nights	\$		
Per Diem -- 5 days x 3 staff x \$27. per day	\$		
Ground Travel x # from/to airport \$50 x 3 staff	\$		
Mileage for Project Coordinator and 3 Data Analysts to travel to 9 participating TIF schools. \$600 x 4 people. (Narrative p. 36)	\$		
Travel Subtotals	\$		
Equipment			
	\$	\$	\$
<i>(useful life of more than one year and a cost of \$5,000 or more)</i>			
Supplies			
Program supplies for planning, implementing, communication, and professional development. (Narrative pgs. 18, 26, 39, 47).	\$		
Printing of training and communication materials on use of Principal and Teacher evaluation tools. (Narrative pgs. 18, 43-45.)	\$		
Data Transmission Cards for off-site training, wireless Internet connection, Project Coordinator. (Narrative pgs. 18, 43-45.)	\$		
Supplies Subtotals	\$		

Washoe County School District, Nevada - BUDGET NARRATIVE

Grant Name: Teacher Incentive Fund CFDA #84.385 Main

	Year Five /TIF Funds	Year Five / TIF Incentive Funds	Year Five Cumulative
Contracts			
External Evaluator to evaluate grant (Narrative pgs. 57-60).	\$		
Six retired WEA teachers to be trained in teacher evaluation system so they can serve on Peer Assistance & Review Teams. Proposed Teams of three, one currently teaching WEA teacher and two retiree WEA teachers for each team for a total of three teams that will serve the 9 participating schools. 6 retired WEA x 1 day/month x 6 months = 36 days x daily rate \$240. (Narrative p. 6, 27, and Management Plan starting on p. 50).	\$		
Contractual Subtotals	\$		
Construction - N/A			
n/a			
<i>(generally not allowed unless specified)</i>			
Other			
Other Subtotals	\$ -	\$ -	\$ -
TOTAL DIRECT COSTS			
	\$		
Indirect Costs			
Washoe County School District Indirect: 3.67% of all direct grant expenditures excluding capitalized equipment & contracts in excess of \$25,000. These are costs incurred by Washoe County School District for providing central services to all programs and include, but are not limited to, services provided such as Human Resources, Information Technology, Business & Finance, and Payroll.	\$		
TOTAL BUDGET	\$		

Total Budget for Year 5

\$