

# 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 # S385A100073**

There were problems converting one or more of the attachments. Please see list below.

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.).

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/1/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: School Board of Pinellas County, Florida		
* b. Employer/Taxpayer Identification Number (EIN/TIN): ██████████	* c. Organizational DUNS: ██████████	
<b>d. Address:</b>		
* Street1:	301 - 4th St. SW	
Street2:		
* City:	Largo	
County:		
State:	FL	
Province:		
* Country:	USA	
* Zip / Postal Code:	33770	
<b>e. Organizational Unit:</b>		
Department Name:	Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	* First Name:	Janet
Middle Name:		

\* Last Name: Urbanski

Suffix:

Title: Director, Special Projects

Organizational Affiliation:

\* Telephone  
Number:

Fax Number:

\* Email: URBANSKIJ@PCSB.ORG

**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):

Local Educational Agency

**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:**

84.385A

Title:

Application for New Grants Under the Teacher Incentive Fund Program

**13. Competition Identification Number:**

84.385A

Title:

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

Pinellas County, FL

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

School Board of Pinellas County, Florida, Teacher Incentive Fund Program

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: FL010

\* b. Program/Project: FL009

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

**Attachment:**

Title : PCS Congressional Districts

File : S:\Grant related documents\2009-2010\Completed Applications\TAH\Congressional Districts.doc

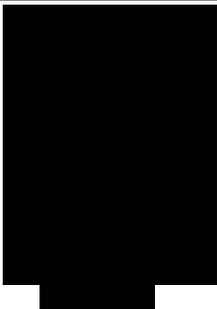
**17. Proposed Project:**

\* 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



**\* 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 .

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.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: \_\_\_\_\_ \* First Name: Julie

Middle Name: M

\* Last Name: Janssen, Ed.D.

Suffix:

Title: Superintendent

\* Telephone Number: [REDACTED] Fax Number: [REDACTED]

\* Email: [REDACTED]

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Additional Program/Project Congressional Districts:

FL010; FL011



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 School Board of Pinellas County,...

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	\$					
5. Supplies	\$					
6. Contractual	\$					
7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
10. Indirect Costs*	\$					
11. Training Stipends	\$					
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): Florida Department of Education The Indirect Cost Rate is 3.79%

(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

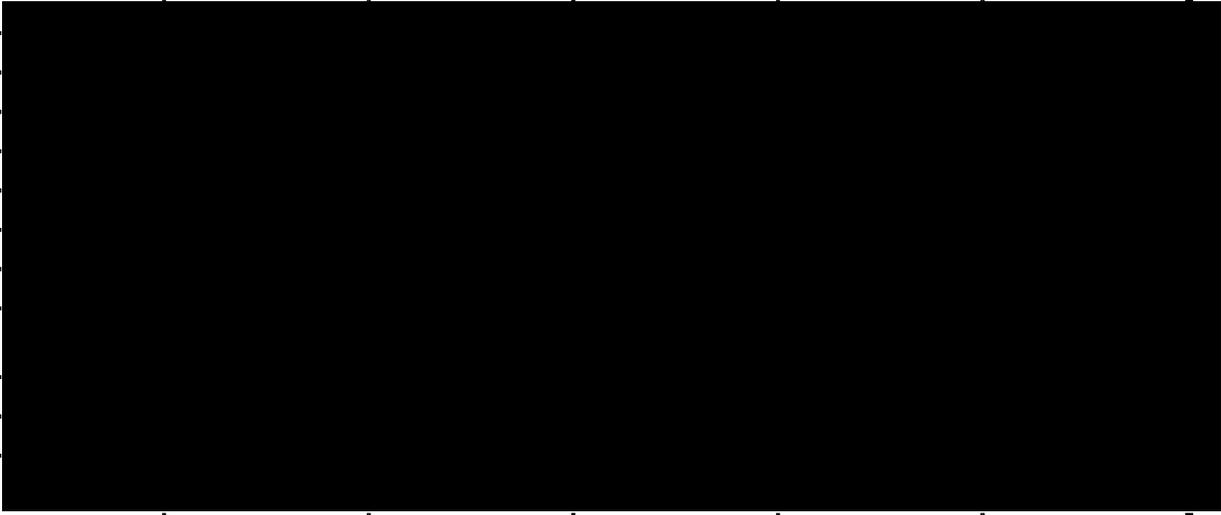
Expiration Date: 02/28/2011

Name of Institution/Organization:  
 School Board of Pinellas County,...

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	\$					
2. Fringe Benefits	\$					
3. Travel	\$					
4. Equipment	\$					
5. Supplies	\$					
6. Contractual	\$					
7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
10. Indirect Costs	\$					
11. Training Stipends	\$					
12. Total Costs (lines 9-11)	\$					



## 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:** Julie M. Janssen, Ed.D.

**Title:** Superintendent

**Date Submitted:** 06/28/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <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	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> N/A	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund Program  CFDA Number, if applicable: 84.385A	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: 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: Julie M. Janssen, Ed.D. Title: Superintendent Applicant: School Board of Pinellas County, Florida Date: 06/28/2010	
<b>Federal Use Only:</b>	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 : PCS TIF GEPA Statement.pdf

File : S:\Grant related documents\2009-2010\TIF 2010\Final Documents\PCS TIF GEPA statement.pdf

### **427 GEPA Provision**

As detailed throughout this proposal, Pinellas County Schools will assure that **all** teachers, administrators, students, parents and community members participating in this project, including those with disabilities, those with limited English proficiency, and struggling readers have equitable access to project activities and materials. The program team will work collaboratively with the Exceptional Student Education Department, Student Services, Dropout Prevention, the English Speakers of Other Languages Office and subject area departments and to ensure adaptation of student assessments and value-added measures with appropriate utilization of resources to benefit every student. To assure full inclusion of **all** families, regardless of disability or the native language spoken in the home, written material will be provided in the parents' native language. All student lessons, professional development and parent training activities will be held in fully accessible locations, and training materials and presentation modes will be modified to address any physical or sensory barriers specific to the individual needs of program participants (for example: providing appropriate amplification and preferential seating; adapting or modifying training materials through text enlargement, providing for an alternative means of presentation/delivery of products, using interpreters -including sign language interpreters, etc). These same supports and adaptations will be provided to any staff member or teacher with a disability participating in this project, in compliance with the Federal General Education Provisions Act Section 427.



# Project Narrative

## Project Abstract

Attachment 1:

Title: **PCS TIF Project Abstract** Pages: **0** Uploaded File: **S:\Grant related documents\2009-2010\TIF 2010\Final Documents\PCS TIF Abstract.pdf**

## Abstract

Pinellas County Schools is applying for the Main TIF competition to develop a performance-based compensation system to be implemented in Azalea Middle School, Bay Point Middle School, John Hopkins Middle School, and Pinellas Park Middle School. The percent of students receiving free or reduced lunch at these schools is over 50% and these four schools all feed into large, high need high schools in the district. The four target schools are participating in a pilot program for a new appraisal instrument which includes the use of student achievement data.

The four schools each have difficulty recruiting and retaining highly effective administrators and teachers, especially in reading, math, science and exceptional student education. The focus of the PCS application will be to meet the needs of the five core elements: communication, transparency, stakeholder support, data management systems, and professional development. The district will utilize a planning year to fulfill these elements including the implementation of a well-outlined plan. This plan includes the use of a public relations firm to assist in developing communication strategies, bringing all stakeholders to the table for transparency, improving data management systems to incorporate online, real-time information for teachers and administrators, as well as prescriptive professional development to meet the needs of all staff.

Upon implantation of the five core elements, PCS is well positioned to begin implementation of a PBCS. Teachers and administrators may receive as much as ██████ per year for impacting student achievement as evidenced by their performance appraisal. Teachers and administrators who take on additional leadership responsibilities including tutoring students beyond their contract, mentoring students, or becoming a master teacher can expect to receive an additional ██████ per year for these roles. PCS will continue the efforts of the PBCS beyond the end of the TIF grant funding by allocating district operating funds.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **PCS TIF Project Narrative.pdf** Pages: **0** Uploaded File: **S:\Grant related documents\2009-2010\TIF 2010 Final Documents\PCS TIF Project Narrative.pdf**

**There was a problem with the PDF file uploaded and the PDF service could not recognize all of the pages. Therefore, this compiled PDF of the application is not complete.**

**You must open up this component of the application separately in e-Application or G5 to view or print the file.**

# Teacher Incentive Fund

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### **PART III: Response to Selection Criteria: Project Narrative**

Pinellas County is a peninsula located on Florida's west coast, with Tampa Bay to the east and the Gulf of Mexico to the west. The largest municipalities are St. Petersburg (pop. 208,029) and Clearwater (pop. 107,742). The Pinellas County School district (**PCS**) currently operates 126 schools housing 102,788 PK-12 students in 24 municipalities. It is the 7<sup>th</sup> largest school district in the state and 25<sup>th</sup> largest in the nation. The district is divided into six administrative regions with feeder patterns of elementary, middle and high schools which allow for district and school leadership to work together in a cohesive manner. PCS does not currently have a performance-based compensation system; however, the TIF grant will provide an opportunity to make systemic changes to implement the PBCS. PCS is a new applicant to the TIF grant. **(Comp. Priority 3)**

*Need for the Project (10 points)* (a) The extent to which the applicant establishes that (1) the high need schools whose educators would be part of the PBCS have difficulty (i) recruiting highly qualified or effective teachers particularly in hard-to-staff subjects or specialty areas and (ii) retaining highly qualified or effective teachers or principals.

PCS will target four high need middle schools in this grant application: Azalea Middle School, Bay Point Middle School, John Hopkins Middle School, and Pinellas Park Middle School. More than 50% of the students at these schools are eligible for free or reduced-price lunch; these schools have minority rates greater than 40% **(Comp. Priority 2)**. Each of these schools has struggled over the past four years to recruit and retain highly qualified teachers. The chart below shows the school, the number of transfer requests, and the number of actual teacher transfers for each school. "The dual goals of recruiting and retaining effective teachers are often

difficult to realize because of insufficient and sometimes dwindling resources” (Guarino, Santibanez, & Daley, 2006).

(Transfer rates are not available for the 2009-2010 school year as the transfer period is ongoing.)

School	School Year 2006-2007		School Year 2007-2008		School Year 2008-2009	
	Transfer Request	Actual Transfer	Transfer Request	Actual Transfer	Transfer Request	Actual Transfer
AMS	26 6		29 5		28 2	
BPMS	25 4		27 4		36 3	
JHMS	27 9		24 4		39 6	
PPMS	21 5		19 4		32 5	

In addition to the high number of transfers, each school has hired a significant number of new teachers in the past four years:

School	SY 2006-2007	SY 2007-2008	SY 2008-2009	SY 2009-2010
AMS	9 8 6 21			
BPMS 11		9	9	7
JHMS 6		11	13	9
PPMS	5 8 10			7

The targeted schools also have a high rate of teachers requesting transfers and a high number of new hires.

PCS strives to hire highly qualified teachers in the schools; however, this is not always possible. During the past four years, Azalea, Bay Point, John Hopkins, and Pinellas Park middle schools each have had to hire teachers who are not fully certified and are seeking certification through an alternative certification program called Transition to Teaching. Each participant in the Transition to Teaching program holds a bachelor’s degree or higher but has not completed coursework from a college of education. This coursework is completed during the first two years of employment. The chart below shows the school and the number of teachers hired each year who were enrolled in Transition to Teaching.

Schools	Teachers Hired through Transition to Teaching			
	SY 2006-2007	SY 2007-2008	SY 2008-2009	SY 2009-2010
AMS	3 1 2 3			
BPMS	5 2 0 1			
JHMS	5 2 3 3			
PPMS	2 4 1 2			

In addition to the high general turnover, these schools each have had high numbers of teachers hired in the areas of reading, mathematics, science and exceptional student education. Of the total number of newly hired teachers in these schools, more than 30% of the teachers are hired in these core areas:

School	Reading	Math	Science	ESE	Total
AMS	14%	14%	12%	1%	41%
BPMS	9%	7%	6%	10%	32%
JHMS	3%	10%	7%	10%	30%
PPMS	12%	7%	8%	14%	41%

This data provides the district with a clear need for recruiting and retaining highly qualified teachers in these schools and in hard-to-staff subjects identified for these schools as reading, math, science, and exceptional student education (**Comp. Priority 2**).

The mission of the PBCS is to provide incentives for effective teachers and effective principals to become educators in high need schools. “Test scores are higher in schools that offer individual financial incentives for good performance” (Figlio, & Kenny, 2007). These incentives include leadership opportunities such as master teacher, mentoring new teachers, tutoring students, etc. and will include monetary stipends (**Comp. Priority 2**). PCS believes the incentives provided to teachers and principals in the targeted high need schools will both recruit and retain effective teachers and principals in these schools (**Comp. Priority 2**).

The district is committed to assisting the four schools identified in the application as well as eleven other high need schools. PCS and the Pinellas Classroom Teacher’s Association have

entered into a Memorandum of Understanding (MOU) which allows these schools to hire teachers outside of the collective bargaining agreement (Appendix B). In the past, all teachers who are involuntarily transferred are placed prior to voluntary transfers or new hires. Under this MOU, the specified schools are not required to accept teachers who are transferred through the involuntary process. Teachers who are involuntarily transferred may be transferred due to the loss of a teaching unit at a school, based upon performance, or for other reasons. Schools named in this MOU are permitted to hire any candidate from voluntary transfers to new hires without giving priority to involuntary candidates. The support for this initiative provides our high need schools with the opportunity to hire the best qualified candidate for a position.

Current PCS hiring policies require that each new or transferring applicant be screened for references, current contact information, previous evaluations, highly-qualified status, and work history for all years of employment. In addition to these criteria, over the course of the grant period, teachers will have student achievement data attached to their performance appraisal; after the first year of the grant, teachers will begin to have effectiveness scores, which will become another data point to consider when making hiring decisions. In addition, the Human Resources Department will identify screening tools during the planning year of the grant application as evidenced by the memo from the Assistant Superintendent of Human Resources in Appendix B (**Comp. Priority 2**). These screening tools will assist administrators in determining a variety of factors including whether an applicant is a good candidate for the teaching profession and whether an applicant will be effective in the classroom. This can be done through appropriate questioning techniques and responses to scenarios. While the screening process may not be required of current district employees who have an effectiveness score, the screening will

assist PCS in hiring personnel from other districts or teachers new to the profession (**Comp. Priority 2**).

(2) Student achievement in each of the schools is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in the state in terms of key factors such as size, grade levels, and poverty levels. (3) Definition of what is considered a “comparable” school for the purposes of paragraph (2) of this section criteria is established.

Student achievement data at shows there is room for improvement at each of the four schools. The schools have received either a B or a C on Florida’s School Accountability Report for the 2008-2009 school year. The four schools’ demographics are comparable to four other schools in the state: Southwest Middle (Brevard County), Central Middle (Brevard County), Adams Middle (Hillsborough County), and Turkey Creek Middle (Hillsborough County). Each has similar free and reduced-price lunch eligibility and similar minority rates. The four comparable schools each have received As on Florida’s School Accountability Report, and data indicates higher student achievement rates with similar student populations.

The comparison schools show strong percentages of students meeting high standards in reading, math, and science. The Pinellas schools show lower rates in all categories, especially in science. School comparison data follows:

School Number	School Grade		% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Free and Reduced Lunch	Minority Rate
0121	AZALEA MIDDLE SCHOOL (PCS)	C	50	39	86	21	60	57	71	62	72	56
4522	TURKEY CREEK MIDDLE SCHOOL (Hillsborough)	A	63	66	97	42	64	71	72	67	64	49
0171	BAY POINT MIDDLE SCHOOL (PCS)	B	64	64	97	45	60	66	60	63	58	67
3021	CENTRAL MIDDLE SCHOOL (Brevard)	A	76	76	93	60	66	71	73	70	44	35
4061	JOHN HOPKINS MIDDLE SCHOOL (PCS)	B	64	61	93	34	63	70	72	67	62	66
2122	SOUTHWEST MIDDLE SCHOOL (Brevard)	A	70	78	91	54	62	78	67	76	51	43
3411	PINELLAS PARK MIDDLE SCHOOL (PCS)	C	54	52	89	28	59	64	71	64	66	41
0041	ADAMS MIDDLE SCHOOL (Hillsborough)	A	62	64	97	45	67	69	72	67	63	57

**Project design (60 points)**

**Goals and objectives for this Teacher Incentive Fund grant are:**

**Goal 1:** *Increase the number of teachers and principals with a record of effectiveness who are placed in high need schools.*

**Obj. 1:** The number of teachers with a record of effectiveness that are placed in high need schools will increase to 75% of the instructional staff by the end of year five as measured by the teacher appraisal system. (Benchmarks: 2012 – 20%; 2013 – 40%; 2014 – 65%; 2015 – 75%)  
**(GPRA)**

**Obj. 2:** The percent of principals with a record of effectiveness that are placed in high need schools will increase to 100% by the end of year five as measured by the principal appraisal system. (Benchmarks: 2012 – 25%; 2013 – 50%; 2014 – 75%; 2015 – 100%) **(GPRA)**

**Goal 2:** *Increase the number of performance-related payments to effective teachers and principals in high need schools.*

**Obj. 3:** The number of performance-related payments to effective teachers will increase to 75% of the instructional staff by the end of year five as measured by district payroll data.  
(Benchmarks: 2012 – 20%; 2013 – 40%; 2014 – 65%; 2015 – 75%) **(GPRA)**

**Obj. 4:** The Number of performance related payments to effective principals will increase to 100% by the end of year five as measured by district payroll data. (Benchmarks: 2012 – 25%; 2013 – 50%; 2014 – 75%; 2015 – 100%) **(GPRA)**

**Goal 3:** *Develop and implement the use of value-added measures (Comp. Priority 1).*

**Obj. 5:** To establish value-added methodology as the basis for measuring classroom performance.

**Obj.6:** To implement new accountability systems based on value-added assessment.

**Obj. 7:** To utilize state assessments when available as the tool for measuring student achievement in year one.

**Obj. 8:** To develop valid and reliable assessments and/or performance measures for subjects where standardized achievement tests are unavailable by the end of year three.

**Obj. 9:** To develop valid and reliable assessments and/or developmentally appropriate measures for students with disabilities and English language learners by the end of year three.

**Obj. 10:** Implement student achievement data in conjunction with teacher and principal appraisals in order to calculate a total “effectiveness score” for teachers and administrators for the purpose of determining performance related payments by the end of year two and in subsequent years.

**Goal 4:** *Increase the number of teachers recruited and retained in hard-to-staff subjects in high need schools (Comp. Priority 2).*

**Obj.11:** To decrease the percentage of teachers transferring in hard-to-staff subjects in high need schools to 10% by the end of year five. (Benchmarks: 2012 – 30%, 2013 – 20%, 2014 – 15%, 2015 – 10%)

**Obj.12:** To decrease the number of teacher transfer requests in high need schools by 50% by the end of year five. (Benchmarks: 2012 – avg. 30 requests; 2013 – avg. 27 requests; 2014 – avg. 23 requests; 2015 – avg. 17 requests)

(b) The extent to which the proposed PBCS is (1) part of a proposed district wide strategy, as appropriate, for improving the process by which each participating district rewards teachers, principals and other personnel in high-need schools based upon their effectiveness as determined

in significant part by student growth.

PCS is working to establish a PBCS within the district. Currently, the district does not have all five core elements in place to fully implement a PBCS beginning in 2010-2011. The district will utilize a planning year to meet the requirements of the five core elements and will outline the process for meeting the five elements during the planning year.

### **Element 1: Communication Plan**

Utilization of a PBCS will be new to PCS and will need to be effectively communicated to all stakeholders within the district and the community to ensure a smooth process for implementation (**Comp. Priority 2**). In an effort to improve communication, the district in December 2009 created a new department to coordinate internal communications and to market strategic plans, projects, activities and selected events within the school system and to the community at large. A key role of the Office of Strategic Communications is facilitating cross-functional problem solving and work between and among schools, work teams, and district departments to transmit a unified communication and marketing message. Another key role of the office is to serve as a liaison between Pinellas Superintendent Julie M. Janssen, Ed.D., and stakeholders, including parents, governmental agencies and the business community to address issues and concerns regarding the communication and marketing of the school district's events and activities (Appendix C). With those outcomes in mind, the Superintendent has directed the coordinator of the Office of Strategic Communications to develop and oversee a plan that will address the first of the five core elements of the Teacher Incentive Fund grant: effectively communicating the components of the district's PBCS to teachers, administrators, other school personnel, and the community at large.

The Office of Strategic Communications will utilize a host of resources inside and outside of the district to accomplish this task. A key resource will be contracting with a public relations and communications consulting firm that will assist in communicating the PBCS. The agency will design a communication plan that will begin with a survey of internal stakeholders to learn their preferred method of receiving information. Plan components will include branding and key messaging aimed at both internal and external audiences. A well-developed, targeted community outreach campaign will explain the PBCS to various groups using printed materials such as fact sheets, hand-outs and mailers; face-to-face communication at town hall and Parent Teacher Association and School Advisory Council meetings; and online and social media including Facebook, Twitter, YouTube, blogs and chat rooms (**Comp. Priority 2**). The agency also will launch various communications initiatives utilizing printed materials, face-to-face communication and online and social media specific to the communities these schools serve to ensure that stakeholders understand the initiative and its benefits to teachers, principals, students and families (**Comp. Priority 2**). In all these outreach opportunities, the district Superintendent, the School Board chairwoman, and the teachers' association president will be invited to participate so that the district can present a unified voice to stakeholders. And finally, the agency will create a complete media outreach campaign, engaging the media by creating "events" or using news milestones as pegs for stories; providing background material and frequent updates to media members covering education; and pitching stories to education trade publications.

A key internal resource will be WPDS-TV14 is a low-power television station licensed since 1988 to the Pinellas County School District by the Federal Communications Commission. The station appears on three cable systems, providing original, locally produced programming

and instructional programs 24 hours a day, seven days a week to more than 900,000 homes in Pinellas County.

The Office of Strategic Communications will work with the staff from WPDS-TV14 in the development and execution of a series of videos that will communicate the district's PBCS to internal and external stakeholders. In Year 1 of the grant, plans include producing two videos aimed at teachers, administrators and other school personnel. The goal of one video will be teacher recruitment; the goal of the other will be to explain the PBCS to teachers who have expressed an interest in it (**Comp. Priority 2**). Additionally, a series of videos in Year 1 will be aimed at external stakeholders, including parents and community leaders. In subsequent years, WPDS-TV14 will produce videos for internal and external use that focus on proof of performance and the sharing of success stories. All videos will be broadcast on WPDS-TV14 and featured on the district's award-winning website.

The Office of Strategic Communications also will utilize the district's Creative Communications Team to effectively communicate the components of the PBCS to teachers, administrators, other school personnel, and the community at large. The Creative Communications Team includes the district's K-12 art and music supervisors, as well as C. David Schneider, who owned a video production company before becoming a Pinellas County Schools teacher. Schneider currently leads a talented group of students at the Center for Advanced Technologies, a magnet school at Lakewood High School in St. Petersburg, whose *FOX 13 Magazine* weekly TV show has won 20 Emmy awards in the past three years and whose morning news show, *Fast Forward*, has been judged best high school news show in the nation. Schneider and other members of the team, along with Schneider's students, will focus their efforts in Year 1 of the grant on creating audio and video communication vehicles to raise Pinellas County Schools, FL; Main Teacher Incentive Fund Program, Narrative, Pg. 4-11 of 4-43

awareness of the district's PBCS. Mr. Schneider's contribution to the Creative Communications Team will be outside of his contracted work day. This additional time will be spent working on developing grant related communications materials. He will be paid a stipend out of the grant for his time.

The Creative Communications Team also will develop an online presence that will be accessible from the district's main website. This link, dedicated to communicating the PBCS, will be the home of webcasts featuring the Superintendent, leaders from the district's Office of Professional Development, and members of the district's Department of Human Resources. In subsequent grant years, the team will add success stories of teachers, principals, parents, students and community members who have had experience with the PBCS and who will be in a position to be the initiative's best advocates.

The district's focus on four middle schools for the purpose of the grant will allow the Office of Strategic Communications to communicate face to face with stakeholders. This will be accomplished through a variety of activities, including the presence of the coordinator at district-level cabinet meetings and school-based leadership team and faculty meetings, as well as Parent Teacher Association and School Advisory Council meetings.

Two communications vehicles already in place – a Friday Update to Pinellas School Board members and a Monday Update to district and school leadership and instructional personnel – will keep those stakeholders informed about the PBCS. Additionally, a recently redesigned staff link on the district's website with dedicated sublinks for administrators and instructional staff will feature regular updates.

## **Element 2: Involvement and Support**

PCS is working with region administrators, principals, and the Pinellas Classroom Teachers Association (PCTA) to gain their support in the development and implementation of the PBCS. These stakeholders are meeting with the TIF project team and have provided letters of support for the implementation of the PBCS in the targeted schools (Appendix A).

### **Element 3: Rigorous, Transparent and Fair Evaluation**

The district has revised the teacher appraisal instrument to include the use of student achievement data and will pilot this multi-metric instrument during the 2010-2011 school year in 15 schools, including the four middle schools targeted for the TIF project (Appendix C) (**Abs. Priority 1**). For the pilot year 2010-2011, which will be the planning year, student achievement data will have a weight of 30%, 30% performance expectation data, 30% peer review and 10% professional development data (**Abs. Priority 1**). In the 2011-2012 school year, the appraisal instrument will be primarily based on student achievement data. The ratios for the 2011-2012 school year will be developed during the planning year with data from the pilot schools in conjunction with input from key stakeholders, including support from PCTA. Professional expectation data, peer review data, identification of key indicators and a rubric developed to describe highly effective, effective and ineffective for each indicator are all elements of the teacher appraisal instrument (Appendix C) (**Abs. Priority 1**). Evidence is collected by administrators and peer reviewers through two observations.

The administrative appraisal is currently under revision and will mirror the structure of the teacher appraisal system (**Abs. Priority 1**). The administrative appraisal is expected to be completed in August and piloted in conjunction with the teacher appraisal in 2010-2011 with further refinement and redesign as necessary during the pilot year, which will allow for district-wide implementation during the 2011-2012 school year (**Abs. Priority 1**).

#### **Element 4: Data Systems**

PCS is currently converting its data management system from its current platform to a customized, web-based system called PCS Portal. The conversion to this new management system requires significant time and effort. The PCS Management Information Systems (MIS) department is working with stakeholders to ensure the conversion from the current data management system, SASIxp, to a customized system. Data integration is critical and will allow PCS to provide a “rigorous, transparent and fair evaluation system for teachers and principals that differentiates effectiveness.” Due to the level of customization, the PCS system will be called PCS Portal and will be used by all district employees for storing and accessing student records and information. PCS MIS department is developing components to integrate the storage of teacher and principal certification, appraisals, Individual Professional Development Plans and professional development records (**Abs. Priority 3**).

Over the past few years, PCS MIS worked diligently to convert computer systems to ensure data integration and connectivity among business systems (**Abs. Priority 3**). With the new data system, MIS will pull data from multiple data sources including the current Professional Development Records System (LMS); Enterprise Resource Planning Database (TERMS); and the Student Information System (PCS Portal powered by Focus\SIS); to show teacher, principal and support staff effectiveness, which will be defined during the planning year (**Abs. Priority 3**). The reporting will be available to all teachers, principals and support staff, making the process transparent (**Abs. Priority 3**).

#### **Element 5: Professional Development**

Beginning in July 2010, administrators and peer reviewers from Azalea Middle, Bay Point Middle, John Hopkins Middle, and Pinellas Park Middle, as well as those from the

additional schools in the PCS appraisal pilot, will receive comprehensive training over four days with pass/fail criteria for completion.

Professional development will include the process of appraisal, understanding and communicating effective teaching and learning using the teacher professional expectations and rubric, collecting and analyzing multiple data sources, and identifying a target for improvement through the Individual Professional Development Plan for the purposes of improving teacher effectiveness.

PCS will offer professional development in pedagogy, curriculum, operations, and leadership through training pathways (**Abs. Priority 3**). All training provided by PCS utilizes research-based models and resources. Leadership pathways include future principals, aspiring assistant principals and teacher leaders.

With regard to the effectiveness of teachers, principals and other personnel (i) the methodology the district proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel includes valid and reliable measures of student growth.

Methods will be used to measure student growth over the course of one year, which will be dependent upon the student's link to a content area by course number. In year one, test results from the Florida Comprehensive Assessment Test (FCAT) will be used to measure student growth in reading and math. The FCAT is administered annually, vertically aligned with the state standards, and scored on a single scale which is generated through test equating processes (Florida Department of Education).

Internal consistency reliabilities for FCAT reading and math assessments are reported as marginal reliability coefficients estimated through Item Response Theory (IRT) methods. Marginal reliability coefficients for subsets on the FCAT reading assessment range from .91 to

.92, while reliability coefficients on the FCAT math subsets range from .92 to .95 (Florida Department of Education). Reliability coefficients in these ranges are generally interpreted as possessing a very high degree of reliability.

FCAT test validity is obtained through content, criteria, and construct related evidence. FCAT assessments are based on the state standards within each content area, and developed with involvement of instructional specialists. To insure high content validity, the Florida Department of Education has implemented the following steps for all FCAT test items:

- Educators and citizens judged the standards and skills acceptable.
- Item specifications were written.
- Test items were written according to the guidelines provided by the item specifications.
- Test items were piloted using randomly selected groups of students at appropriate grade levels.
- Test items were reviewed for cultural, ethnic, language and gender bias and for issues of general concern to Florida citizens.
- Instructional specialists and practicing teachers reviewed test items.
- Test items were field tested to determine psychometric properties and carefully used to meet specific psychometric standards.
- Constructed tests were equated to the base test to match both content coverage and test statistics.

In order to secure criteria validity, concurrent validity was established between the FCAT assessments and the norm referenced Stanford 9 test. Correlation coefficients range from .80 to .85 for both reading and math FCAT assessments in grades 3 through 10. Correlation

coefficients in these ranges are generally interpreted as possessing an acceptable degree of correlation.

Convergent and discriminate analyses were used to establish construct validity of FCAT assessments. The evidence of reliability and validity reported on the FCAT supports the claim that the FCAT assessments will provide valid and reliable measures of student growth (Florida Department of Education).

Beginning in year two, in addition to FCAT student achievement data, PCS will contract with a research specialist who will work with the Curriculum and Instruction department to develop valid and reliable assessments and/or other appropriate performance measures focusing on areas where FCAT data is unavailable or inappropriate (Derner, Klein, & Hilber, 2008). These district developed assessments will provide a pretest and posttest for specific content areas linked to a content area by course number. These assessments will be equated using a common scale that will categorize students into five achievement levels similar to the FCAT. As part of the development of the assessments, the district will be required to provide infrastructure. PCS will purchase a server for housing a test bank system and value-added modeling software. This will allow PCS to own and maintain the work product of the research specialist. The cost for these software programs will be paid over two years. Assessments will be printed during the first three years of the grant period to assist in development, validity, and reliability. Final work product will be stored on district servers and students will take assessments in an online format or in a modified setting when educationally appropriate.

In order to enumerate annual student growth, PCS will utilize prescribed guidelines from the Florida Department of Education for determining annual learning gains as follows:

- Improve achievement levels from 1-2, 2-3, 3-4, or 4-5; or

- Maintain within the relatively high levels of 3, 4, or 5; or
- Demonstrate more than one year’s growth within achievement levels 1 or 2 (does not include retained students). A chart for determining one year’s growth within levels 1 or 2 is provided in Appendix C.

Individual student annual learning gains will be attached to individual students and students will be attached to specific school personnel linked through school-based master course schedules in order to obtain an overall “student growth” score for instructional personnel (**Abs. Priority 1**). Class-wide or school-wide reading or math standardized test data will be used in measuring student growth for “other” instructional personnel, such as reading coaches, media specialists, and guidance counselors who have direct contact with students but are not assigned specific students linked to course data as the exclusive measure of student performance for these personnel (**Abs. Priority 1**). Instructional personnel’s student growth scores will serve as the foundation for a value-added model to be used in conjunction with teacher and administrator evaluations to determine teacher effectiveness (**Abs. Priority 1**).

Collaboration between the TIF project director, the departments of Research & Accountability, Human Resources, Strategic Communications, MIS, and the Pinellas Classroom Teachers Association will be instrumental in building a transparent value-added model which will be used in combination with the performance appraisal instrument to develop appropriate “effectiveness” scales for teachers and administrators (**Comp. Priority 1**). This process will occur during the planning year and will continue as value-added methodology and quality control measures are further refined in subsequent years and subject to School Board approval.

Although effectiveness scales developed during the planning year will include FCAT reading and math data only, additional assessment data will be computed into the appraisal Pinellas County Schools, FL; Main Teacher Incentive Fund Program, Narrative, Pg. 4-18 of 4-43

system as the assessments are developed and become available (**Comp. Priority 1**). Utilization of the planning year to produce this new accountability system is crucial to achieving successful implementation.

(ii) The participating district would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel that are of sufficient size to affect the behaviors of teacher, principal, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school;

PCS is committed to providing performance awards to teachers and principals of sufficient size to affect their behaviors and decisions regarding work in Azalea, Bay Point, John Hopkins, or Pinellas Park Middle Schools. This system will be developed in its entirety during the planning year. As part of this system, teachers and principals would receive an effectiveness score based on a combination of their appraisal score and any determined value-added measures. This score would place them on an effectiveness continuum. Based on their placement on the continuum, some teachers or principals may receive up to \$9,000 depending upon their scores and the leadership responsibilities a teacher or principal assumes (**Abs. Priority 1**). The average teacher salary in the district is \$45,284 and the average administrator salary is approximately \$73,284 (**Abs. Priority 1**). Some number of teachers or principals may not receive compensation. All teachers and principals would be provided with prescriptive professional development opportunities to assist in improving their performance and impact on student achievement (**Abs. Priority 1**).

Teachers or principals who assume leadership responsibilities such as becoming a master teacher, mentoring new teachers, peer reviewer, or tutoring students in reading, math, or science beyond the contract period may receive up to \$2000 per year. These amounts are proposed and

must be agreed upon by all stakeholders. Once agreement has been achieved, then the proposal must receive School Board approval.

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

As part of the revisions to the teacher performance appraisal, key indicators provided by the Florida Department of Education’s Office of Differentiated Accountability are utilized in the teacher performance appraisal. The use of the key indicators allows for evaluators to assign points to a given category (Appendix C ). Teachers are assigned a score for each key indicator in a professional expectation category on the instrument based on whether the teacher demonstrates their performance as Highly Effective, Effective, or Ineffective. Each professional expectation category is then calculated and receives an effectiveness score (**Abs. Priority 1**). The effectiveness score from the professional expectation category is then transferred from the data collection sheet to the Performance Review Instrument. Data is entered into the Performance Review Instrument in all professional expectations and the web-based instrument automatically calculates the total score to determine a final effectiveness score for the administrative observation (**Abs. Priority 1**). This is called the Professional Expectations Data and is 30% of a teacher’s final evaluation score. The Professional Expectations Data score is automatically populated into the Final Scoring System.

Performance of Student Data is the next 30% category in a teacher’s final evaluation score. Student data is linked to the student and the student is linked to the teacher (**Abs. Priority 1**). This information is automatically populated and calculated by the data management system. The Performance of Student Data generates a score based on business rules and populates the appropriate box in the Final Scoring system.

The third category for the final scoring system is the Peer Review Data and is also 30% of the Final Scoring System. The Peer Review Data is calculated in the same manner as the Professional Expectations Data, however the data collector might not be an administrator. This data will automatically populate the Final Scoring System (**Abs. Priority 1**).

The last piece of the Final Scoring System is the Professional Development Data. Teachers receive points toward their final evaluation for meeting the goals of their Individual Professional Development Plan. Teachers either meet or do not meet the expectation. This score is calculated into the Final Scoring System and receives a weight of 10% (**Abs. Priority 1**).

A teacher's effectiveness will be based on his or her total score. Drafts of the PCS teacher performance appraisal system are in Appendix C. The administrator appraisal system, which is undergoing significant revisions, will mirror the teacher performance appraisal system and will utilize the Florida Professional Leadership Standards in conjunction with state legislation to frame the appraisal documentation. The administrator appraisal development will be completed by August 2010 and will require School Board approval.

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

PCS has the support of the superintendent, district leadership, region administrators, principals, and the Pinellas Classroom Teachers Association. The association supports the new teacher appraisal instrument and joined district leadership in presenting this new format to the Pinellas County School Board for approval in the 15 pilot schools (**Abs. Priority 3**). The grant

development team met with each group during the development of the grant application to elicit support and input from principals, the association, and district leadership. Throughout the development process, the Office of Strategic Communications provided updates to principals and district leadership. The team provided requested information to the association in an effort to maintain open lines of communication. A letter of support is included in Appendix A for key stakeholders.

(3) Includes 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 conducted at least twice during the school year.

The new teacher appraisal instrument includes the use of student achievement data. The district will pilot this multi-metric instrument during the 2010-2011 school year in 15 schools, including the four middle schools targeted for the TIF project (Appendix C ) (**Abs. Priority 1**). For the pilot year 2010-2011, which will be the planning year, student achievement data will have a weight of 30%, 30% performance expectation data, 30% peer review, and 10% professional development data (**Abs. Priority 1**). The ratios for the 2011-2012 school year will be developed during the planning year with data from the pilot schools in conjunction with input from key stakeholders, including support from PCTA. Professional expectation data, peer review data, identification of key indicators, and a rubric developed to describe highly effective, effective and ineffective for each indicator are all elements of the teacher appraisal instrument. Evidence is collected by administrators and peer reviewers through two observations (**Abs. Priority 1**).

The administrative appraisal is currently under revision and will mirror the structure of

the teacher appraisal system. The administrative appraisal is expected to be completed in the coming months and piloted in conjunction with the teacher appraisal in 2010-2011 with further refinement and redesign as necessary during the pilot year, which will allow for district-wide implementation during the 2011-2012 school year.

The appraisal instruments utilize a multi-metric evaluation system which includes observation of teacher or administrator expectations, student achievement data, and peer review data. PCS will use the guidelines identified by the State of Florida for determining annual learning gains from the state's high stakes test, the Florida Comprehensive Assessment Test (FCAT) in reading and math (**Abs. Priority 1**).

In addition to FCAT student achievement data, PCS will utilize a research specialist to develop valid and reliable interim assessments, focusing on areas where FCAT data is not available. These assessments will be used in conjunction with FCAT student achievement data to form the foundation of a value-added model. The research specialist will work within the Research & Accountability office and in conjunction with human resources to develop a value-added model in order to obtain "student growth" scores. Student growth scores will be combined with the data from the appraisal system to generate an "effectiveness score" (**Comp. Priority 1**).

Collaboration between the TIF project director, the departments of Research & Accountability, Human Resources, Strategic Communications, MIS, and the Pinellas Classroom Teachers Association will be instrumental in building a transparent value-added model which will be used in combination with the performance appraisal instrument to develop appropriate "effectiveness" scales for teachers and administrators. This process will occur during the planning year and will continue as value-added methodology and quality control measures are further refined in subsequent years and will be subject to School Board approval (**Comp.**

**Priority 1).**

Although effectiveness scales developed during the planning year will include FCAT reading and math data only, additional assessment data will be computed into the appraisal system as the assessments are developed and become available. Utilization of the planning year to produce this new accountability system is crucial to achieving successful implementation.

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

Data integration is critical when implementing a PBCS and will allow PCS to provide a “rigorous, transparent and fair evaluation system for teachers and principals that differentiates effectiveness.” PCS is currently converting its data management system from its current SASIxp to a customized system built in conjunction with Focus/SIS. Due to the level of customization, the PCS system will be called PCS Portal and will be used by all district employees for storing and accessing student records and information. As part of the new Portal system, PCS Management Information Systems (MIS) department is developing components to integrate the storage of teacher and principal certification, appraisals, Individual Professional Development Plans and professional development records (**Abs. Priority 3**).

PCS takes pride in its data management systems and data integration. Over the past few years, PCS MIS worked diligently to convert computer systems to ensure data integration and connectivity among business systems (**Abs. Priority 3**). As part of the TIF project, PCS MIS will purchase the last large piece of the data integration puzzle, a new and much needed Schools Interoperability Framework (SIF) compliant database system which will allow real-time access to student achievement data. SIF is a database structure which is defined by the SIF Association. The SIF Association is a non-profit membership organization whose members include more

than 3,200 software vendors, school districts, state departments of education and other organizations active in primary and secondary (PK-12) markets. These organizations have come together to create a set of rules and definitions which enable software programs from different companies to share information. This set of platform-independent, vendor-neutral rules and definitions is called the SIF Implementation Specification. The SIF Specification makes it possible for programs within a school or district to share data without any additional programming and without requiring each vendor to learn and support the intricacies of other vendors' applications ("General overview," 2010). The goal of the SIF Association is to make it possible for school administrators, teachers and other school personnel to have access to the most current and accurate data available.

Currently, the database structure used in PCS is non-SIF compliant and the population of records from various input screens into the data warehouse has an overnight delay. Additionally, the current database structure is not standardized and there are concerns about data storage reliability. The SIF compliant data warehouse will provide real-time data which can be instantly analyzed for faster decision making. SIF compliance will ensure that data is entered only once in one application and automatically propagates to other applications; will allow applications to exchange data more effectively; will allow all educators to deliver reports securely to various organizations via the Internet; and will ensure accurate data on which to base teaching and learning decisions.

The SIF compliant data warehouse is the primary key in the puzzle which will fully integrate all data management systems for PCS. Student achievement data, human resources information (including certification records and appraisal information), and payroll reporting systems will be integrated through the SIF data warehouse. As part of this implementation, the

database structure will comply with SIF guidelines and will work with new web-based software for data entry and reporting services. This system will supply PCS with reliable data to inform instruction and increase student achievement (**Abs. Priority 3**). With the new SIF compliant data system, MIS will pull data from multiple data sources including the current Professional Development Records System (LMS); Enterprise Resource Planning Database (TERMS); and the Student Information System (PCS Portal powered by Focus\SIS) to show teacher, principal and support staff effectiveness, which will be defined during the planning year (**Abs. Priority 3**). Having the data in the SIF data structure and having the front-end product to report on the data will allow comparisons of teacher, principal and support staff effectiveness at a school and district level. The reporting will be available to all teachers, principals and support staff, making the process transparent (**Abs. Priority 3**).

The conversion to a new data management system will require additional resources. Licensing for the data warehouse and web-based software will be paid over two years and three servers will be purchased to complete installation. It will be necessary to contract with the software vendor for conversion support, management, training and customization. While PCS will hire a senior application specialist to work in house on this project, contracting with the vendor will be necessary to ensure timely completion of the conversion, development and training. Additional training resources will be necessary to ensure complete documentation of processes and procedures. Training will be developed during year two and provided to MIS, district, and school based personnel at the end of year two. The cost for the consultants will phase out over the course of the grant period. The senior application specialist will be partially paid out of district operating funds during years four and five.

(5) Incorporates high-quality professional development activities that increase the capacity of

teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Professional development activities are directly linked to the process of appraisal as a measure of effectiveness and to the IPDP/ILDP as a measure of improvement. The district has developed structures and support to best meet teacher and principal learning needs to directly improve practice and increase student performance outcomes.

Professional development structure and support for teachers at these high need schools includes inquiry-embedded professional learning at the school, facilitated by teacher leaders as mentors and coaches. Professional development structure and support for principals at these high need schools includes an inquiry-oriented community of practice and mentor support. High quality professional development activities for early career teachers and teacher leaders include core components and evidence-based learning strategies such as lesson study (early career) and mentor training (teacher leaders).

In addition, all teachers from Azalea Middle, Bay Point Middle, John Hopkins Middle and Pinellas Park Middle will receive training on the new appraisal process during pre-school. Following training in the teacher performance appraisal, principals and assistant principals at AMS, BPMS, JHMS, and PPMS, along with region administrators, principals, and assistant principals from the pilot schools, will receive training on the administrator performance appraisal. This training will include instruction for understanding the instrument and interpreting the data collected from the instrument for the purposes of improving administrator effectiveness. The intensive training for both the teacher and administrator appraisal instruments will provide a strong foundation for ensuring inter-rater reliability. The Research & Accountability Office for PCS will review completed appraisal instruments and assist in the assurance of inter-rater

reliability.

Currently, Azalea, Bay Point, and John Hopkins middle schools are part of a Science, Technology, Engineering and Math (STEM) initiative in conjunction with the University of Florida. This program provides job-embedded professional development in both curriculum and pedagogy for participating math and science teachers (**Abs. Priority 3**). As part of this initiative, teachers receive either a master's degree or a specialist's degree upon completion of the professional development requirements. Teachers in these three schools could receive feedback from their performance appraisal recommending that they participate in professional development as part of the STEM initiative (**Abs. Priority 3**).

All four schools in this application are members of a pilot group in which some math teachers participate in the SunBay Mathematics project in conjunction with SRI, International and the University of South Florida. This program allows teachers to improve their curriculum and pedagogical knowledge through digital mathematics instruction (**Abs. Priority 3**). Teachers participating in this program are engaging students in digital mathematics curriculum and receive professional development which can lead to a certificate as a Digital Mathematics Educator (**Abs. Priority 3**).

PCS also is partnering with the University of Florida's Lastinger Institute to provide professional development to secondary schools in teacher inquiry. Effective teachers engage in ongoing reflection and analysis of their teaching on a daily basis (**Abs. Priority 3**). Through inquiry, teachers are committing to systematic, intentional, and public reflection. This might mean collecting student data related to the implementation of new teaching practices or collecting evidence of changes in teacher thinking around new curriculum or new assessments ("Teacher inquiry," 2010). This professional development will be provided to teachers in

secondary schools including Azalea, Bay Point, John Hopkins, and Pinellas Park middle schools **(Abs. Priority 3)**. A teacher's performance appraisal data will identify a target for improvement. Teacher inquiry may be used as an action plan to address the targeted goal in the Individual Professional Development Plan.

In addition to these partnerships, PCS will offer professional development in pedagogy, curriculum, operations, and leadership through training pathways **(Abs. Priority 3)**. All training provided by PCS utilizes research-based models and resources. Leadership pathways include future principals, aspiring assistant principals and teacher leaders. Region Administrators will work with professional development to provide research-based leadership professional development based on the needs of administrators in their regions as determined by the administrator performance appraisal **(Abs. Priority 3)**. Region Administrators will have access to teacher and principal data for their region, allowing each Region Administrator to tailor professional development to the needs of their staff.

All teachers in high need schools will be paid for up to nine hours per year of professional development completed beyond the contract time. Teachers will also receive one temporary duty elsewhere day (substitute) for them to either participate in a professional development course during the work day or to observe a master teacher's classroom. The financial support for this portion of the professional development will be paid out of grant funds for the first three years and will then be paid out of district operating funds during years four, five, and beyond.

**Adequacy of support for the proposed project (25 points)** (a) The extent to which (1) The management plan is likely to achieve the objectives of the proposed project on time and within budget and includes clearly defined responsibilities and detailed timelines and milestones for

accomplishing project tasks.

PCS is committed to full implementation to the PBCS. The following timeline details specific tasks, persons responsible, and due dates. Items in bold are milestones for the project:

Goal Pre-Grant	Activity	Person(s) Responsible	Timeline	Milestone
1,2	<b>Finalize Teacher Appraisal Instrument</b>	Project Director HR	July 2010	Completed Instrument
1,2	<b>Finalize Administrator Appraisal</b>	Project Director HR Instrum	Aug. 2010	Completed ent
1,2	<b>Teacher Training of new appraisal process</b>	HR Aug.	2010	Training Roster
1,2 Appraisal	Implementation training for peer reviewers and administrators	Project Director HR	July 2010- October 2010	Training Roster
1,2	<b>Administrator appraisal training</b>	Project Director HR	Aug. 2010	Training Roster
1,2 Begin	collective bargaining for peer review process	Project Director  HR	July 2010	Peer Review process finalized
<b>Goal Activities</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Miles tone</b>
1,2,3,4	Board Approval of SIF	MIS Director	Oct. 2010	Board minutes
1,2,3,4 Contract	Purchase SIF	MIS Director	Oct. 2010	Signed Contract
1,2,3,4	<b>Hire all personnel</b>	Project Director	Oct. 2010	Signed Contracts
1,2,3,4 Communicate	with stakeholders	Strategic Communications	Oct 2010 - Sept 2015	Videos PTA/SAC roster

			Ongoing Printed materials	Survey results
1,2,3,4	<b>Hire PR Firm</b>	Strategic Communications	Oct. 2010	Signed contract
1,2,3,4 Begin	developing valid and reliable assessment for non-tested subjects	Research & Accountability	Oct - 2010 through June - 2011	Assessment finalized
1,2,3,4 Pilot	teacher appraisal	Project Director HR	Oct. 2010 - June 2011	Appraisal completed
1,2,3,4 Pilot	administrator appraisal	Project Director HR	Oct. 2010 - June 2011	Appraisal completed
1,2,3,4	Develop IPDP	Project Director HR MIS Director	Oct. 2010 - June 2011	IPDP revised and completed
1,2	<b>Digitize appraisal and IPDP to PCS Portal</b>	MIS Director	Oct. 2010 - June 2011	Interactive IPDP and appraisal available online
1,2,3,4	<b>Install and customize SIF database structure</b>	MIS Director	Oct. 2010 - June 2011	Installation completed
1,2,3,4	<b>Develop and implement instructional leadership pathway</b>	HR Oct.	2010 - June 2011	Instructional Leadership pathway
1,2,3,4	<b>Develop and implement administrative pathway</b>	HR Oct.	2010 - June 2011	Administrative Leadership pathway
1,2,3,4	<b>Develop and implement early career pathway</b>	HR Oct.	2010 - June 2011	New teacher pathway

1,2,3,4 Im	plement FCAT measurements of student growth	Research & Accountability HR	Jan. 2011 - June 2011	Measurements finalized
1,2,3,4	<b>Develop effectiveness scale including values of leadership roles</b>	Research & Accountability	June 2011 - Dec. 2011	Effectiveness scale finalized
2,3,4 Develop	PBCS payment structure	Project Director HR	Jan. 2011 - June 2011	Published structure
1,2,3,4	<b>Receive final bargaining agreement from PCTA regarding PBCS payments</b>	Project Director	July 2011	Written agreement
1,2,3,4	<b>Have all Five Core Elements in Place to begin PBCS Payments</b>	Project Director	Aug. 2011	Approval from USED
2,3,4 Develop	customized web-based reports	Sr. Application Specialist	Oct. 2011 - June 2012	Web-based reports
1,2,3,4	<b>Implement, monitor, and evaluate PBCS payments</b>	Project Director HR	Oct. 2011 - June 2015 Ongoing	Payroll reports
1,2,3,4	<b>Implement, monitor, and evaluate teacher appraisal district wide</b>	Project Director HR	Oct. 2011 - June 2015 Ongoing	HR data
1,2,3,4	<b>Implement, monitor, and evaluate administrator appraisal district wide</b>	Project Director HR	Oct. 2011 - June 2015 Ongoing	HR data
1,2,3,4 Im	plement, monitor, and evaluate online IPDP	HR Oct.	2011 - June 2015 Ongoing	HR data

1,2,3,4	Monitor and evaluate pathways	Project Director HR	Oct. 2011 - June 2015 Ongoing	Survey results
1,2,3,4	<b>Implement, monitor, and evaluate non-tested subject assessments</b>	Research & Accountability	Oct. 2011 - June 2015 Ongoing	Assessment data
1,2,3,4	Training for staff on new MIS processes	MIS Director	Jan. 2012 - June 2012	Training completed
1,2,3,4	<b>Establish value-added measures</b>	Research & Accountability	Jan. 2012 - June 2012	Measures finalized
1,2,3,4	<b>Implement, monitor, and evaluate ESE and ELL assessments</b>	Research & Accountability	July 2012 - June 2015 Ongoing	Assessment data
1,2,3,4	<b>Implement, monitor, and evaluate value-added measures with appraisal instruments</b>	Research & Accountability	July 2013 - June 2015 Ongoing	Assessment data

(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively.

Paige Gayzagian-Baitinger will be the project director for this grant. Ms. Baitinger earned a bachelor's degree in Interdisciplinary Social Science and Psychology in 1993. She also holds a master's degree in School Guidance and Counseling, which she earned in 1996. Ms. Baitinger is currently the Supervisor for Professional Development. She is a former guidance counselor and has worked in both Pinellas County Schools and Manatee County Schools over the past 14 years. Ms. Baitinger delivers professional development and continues to grow through her own Pinellas County Schools, FL; Main Teacher Incentive Fund Program, Narrative, Pg. 4-33 of 4-43

professional development. She currently is pursuing a Doctorate in Organizational Leadership. Ms. Baitinger's experience and coursework make her an ideal candidate for leading this initiative.

PCS will hire personnel to fulfill the following positions: project coordinator; instructional staff developers/mentors; a senior application specialist; and a support clerk. Job descriptions and responsibilities are listed for all positions in Appendix D. The hiring of a clerk to provide clerical support, complete payroll, paperwork, and reporting requirements is necessary. This position will dedicate 100% of the time to grant activities and will provide direct support to the project director, project coordinator, and instructional staff developers. The district will use grant funds to purchase computers and printers for six project staff.

The project coordinator will be either a principal or assistant principal on special assignment. This position will be posted and filled upon receipt of funding and will spend 100% of his or her time working with the grant team, the Office of Professional Development, the instructional staff developers/mentors, and Region Administrators to provide and assist in the implementation of professional development for school leaders to utilize the appraisal instruments and to develop leadership capacity. This position will be funded for the entire length of the grant and will assist in managing all aspects of the grant upon award. The project coordinator will build capacity by training other administrators to provide leadership training within their buildings. The project coordinator will be responsible for the daily activities which must be completed as part of the grant application. This will include designing and delivering professional development for administrators. In conjunction with traditional professional development, the TIF project will incorporate embedded professional development. The project coordinator will act as a mentor to administrators and provide the embedded professional

development in conjunction with another administrative mentor. The second administrative mentor will be hired through contracted services and will work part-time with the grant. He or she will be a retired administrator that can provide some mentoring to principals in the high need schools. This will provide the schools with one administrative mentor for two schools.

The instructional staff developers/mentors will work with the project coordinator, the grant team, and the Office of Professional Development to provide and coordinate professional development activities for teachers to ensure understanding of the appraisal instrument. The instructional staff developers/mentors will be funded for the first three years of the grant and will devote 100% of his or her time to building capacity within the schools to allow teacher leaders to provide necessary professional development to others within their buildings. As part of the process of building capacity, the staff developers will also mentor teachers in the four schools, providing one mentor for every two schools. This model allows the staff developers to build relationships with teachers and grow both new teachers as well as veteran teachers who will choose to become mentors at the end of the three years.

PCS also will hire a senior application specialist who will devote 100% of his or her time to grant activities. During year four, the district will pay 50% of the salary for this position, and during year five, the district will pay 75% of this position (**Abs. Priority 2**). The senior application specialist (SAS) will have primary responsibilities for incorporating the appraisal instrument and IPDP into the data management systems. He or she will be the liaison between the TIF team, MIS, and the software vendor. The SAS will provide support for the integration of the PBCS components into PCS Portal, including teacher certification data, student data, and the new appraisal systems, in addition, the SAS will oversee the SIF database and develop needed

and requested reports from web-based software, ensuring all data elements related to TIF grant application are completed.

The Office of Strategic Communications coordinator, Donna Winchester, is a former education reporter for Florida's largest daily newspaper and has deep roots in the school system and the community. Winchester will lead the communications effort for the PBCS in the district. She is well-known and trusted by school-based personnel – teachers as well as administrators – and has forged connections with community and business leaders. Much of her work, especially in Year 1 of the grant, will involve personal contact with teachers, administrators, other school personnel, and the community.

PCS will contract with a research specialist upon funding who will dedicate 100% of his or her time to grant activities. This position will be funded only for the first three years of the grant as well. The research specialist's responsibilities include working with Curriculum and Instruction personnel to develop interim assessments for subjects which are not tested by state standardized assessments; assisting in the incorporation of value-added measures into the performance appraisal metric; and providing guidance in the implementation of the new performance appraisal. In addition to the research specialist contract, PCS will utilize grant funds to provide ten additional duty hours per week to a clerk who will assist the research specialist with clerical tasks since an additional full-time clerk would not be needed.

(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources;

PCS is committed to implementing the PBCS in the district. The initial three years of the project will be primarily funded through TIF grant funds for the four middle schools. During

years four and five, necessary professional development resources will be provided out of district funds. In addition, the district will provide 50% of the salary in year four and 75% in year five for the senior application specialist (**Abs. Priority 2**). PCS will begin to fund the incentive payments in years four and five at a rate of 25% in year four and 50% in year five with 100% funding upon the ending of the grant funds out of district operating funds (**Abs. Priority 2**). The district has projected potential costs through year five and beyond. This information is available in both the Budget Narrative and the ED 524 form (**Abs. Priority 2**).

As part of this process, PCS plans to pilot the PBCS in the four target schools with potential replication to other high need schools in the district in future years utilizing both district operating funds and other federal dollars from programs such as Title I and School Improvement Grants in schools outside of the four TIF schools (**Abs. Priority 2**). PCS will provide support for professional development and will continue its implementation by building capacity within the teaching and leadership ranks of district personnel. The district is confident in the sustainability plan for this program as evidenced by the attached match budget summary.

(4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

PCS will work to make systemic changes within the district which will allow the district to develop and expand the PBCS beyond the four middle schools in this application. The goals and objectives outlined in this project are both realistic and attainable with the provided funding. The district's current data management system will require the purchase of a new SIF compliant data warehouse and 100% of a senior application specialist's time to complete the integration of all data systems. The senior application specialist will support the implementation of new software and reporting systems in conjunction with vendors and will ensure database

development including the integration of current HR, payroll, and student achievement data systems. As PCS is presently working to implement a new teacher and administrator appraisal system, this is the first step in the integration of student achievement information and the appraisal systems. The district will incorporate value-added measures into its metric for performance appraisals as the metrics are developed during the grant period. The large systemic changes are achievable with the requested funding and will provide the strong foundation necessary to implement a quality Performance-Based Compensation System.

**Quality of the Local Evaluation (5 points)** (d) The extent to which the applicant's evaluation plan (1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement, increasing the effectiveness of teachers, principals, and other personnel and retaining and recruiting effective teachers, principals, and other personnel:

PCS will contract with an external evaluator during the grant period to lend credibility and objectivity to the final outcomes.

**Goals and objectives for this Teacher Incentive Fund grant are:**

**Goal 1:** *Increase the number of teachers and principals with a record of effectiveness who are placed in high need schools.*

**Obj. 1:** The number of teachers with a record of effectiveness that are placed in high need schools will increase to 75% of the instructional staff by the end of year five as measured by the teacher appraisal system. (Benchmarks: 2012 – 20%; 2013 – 40%; 2014 – 65%; 2015 – 75%)

**(GPRA)**

**Obj. 2:** The percent of principals with a record of effectiveness that are placed in high need schools will increase to 100% by the end of year five as measured by the principal appraisal

system. (Benchmarks: 2012 – 25%; 2013 – 50%; 2014 – 75%; 2015 – 100%) (***GPRA***)

**Goal 2:** *Increase the number of performance-related payments to effective teachers and principals in high need schools.*

**Obj. 3:** The number of performance-related payments to effective teachers will increase to 75% of the instructional staff by the end of year five as measured by district payroll data.

(Benchmarks: 2012 – 20%; 2013 – 40%; 2014 – 65%; 2015 – 75%) (***GPRA***)

**Obj. 4:** The Number of performance related payments to effective principals will increase to 100% by the end of year five as measured by district payroll data. (Benchmarks: 2012 – 25%; 2013 – 50%; 2014 – 75%; 2015 – 100%) (***GPRA***)

**Goal 3:** *Develop and implement the use of value-added measures (Comp. Priority 1).*

**Obj. 5:** Establish value-added methodology as the basis for measuring classroom performance

**Obj.6:** Implement new accountability systems based on value-added assessment

**Obj. 7:** To utilize state assessments when available as the tool for measuring student achievement in year one.

**Obj. 8:** To develop valid and reliable assessments and/or performance measures for subjects where standardized achievement tests are unavailable by the end of year three.

**Obj. 9:** To develop valid and reliable assessments and/or developmentally appropriate measures for students with disabilities and English language learners by the end of year three.

**Obj. 10:** Implement student achievement data in conjunction with teacher and principal appraisals in order to calculate a total “effectiveness score” for teachers and administrators for the purpose of determining performance related payments by the end of year two and in subsequent years.

**Goal 4:** *Increase the number of teachers recruited and retained in hard-to-staff subjects in high need schools (Comp. Priority 2).*

**Obj.11:** Decrease the percentage of teachers transferring in hard-to-staff subjects in high need schools to 10% by the end of year five. (Benchmarks: 2012 – 30%; 2013 – 20%; 2014 – 15%; 2015 – 10%)

**Obj.12:** Decrease the number of teacher transfer requests in high need schools by 50% by the end of year five. (Benchmarks: 2012 – avg. 30 requests; 2013 – avg. 27 requests; 2014 – avg. 23 requests; 2015 – avg. 17 requests)

(2) Will produce evaluation data that are quantitative and qualitative

A comprehensive multi-year evaluation of the Teacher Incentive Fund Project will determine the extent of program implementation and program effectiveness. Pinellas County Schools has developed an approved list of evaluators who have been screened and determined to be qualified evaluation professionals. This project will select an evaluator from the list to prepare and complete an evaluation of the project. Project staff will work in collaboration with the evaluator and evaluation specialists from the school district, as needed, to implement the evaluation and report on results. The evaluation plan features two complementary evaluation strategies: formative and summative.

Formative evaluation efforts are generally process-oriented and focus on internal program issues. Formative data are used to provide information regarding the operation of the program in relation to the grant proposal to answer questions such as:

- Have highly qualified program staff been hired?
- Has required program training occurred?
- Has the SIF software been installed?

- Is there evidence of continued communication with staff?
- Are state assessments being utilized for measuring student achievement? **(Comp. Prior. 1)**
- Has the development of valid and reliable assessments for non-tested subjects occurred? **(Comp. Prior. 1)**
- Has the development of valid and reliable assessments for ESE and ELL students occurred? **(Comp. Priority 1)**
- Is there evidence that student achievement data is used in conjunction with teacher and principal performance appraisal to calculate an effectiveness score? **(Abs. Priority 1)**

Summative information captures the outcome-related information associated with attainment of project objectives at the end of the service cycle. Summative information is of use for internal project management and also for public reporting of project success. Summative data will be used to give a measure of project effectiveness over the course of service delivery through a comparative analysis of intended and observed results. The implementation of the SIF-compliant database and web-based reporting software will produce the needed data for project monitoring and evaluation. The TIF project evaluation is aligned to key GPRA performance measures. Evaluators will analyze the impact of the program on the number of effective teacher and principal placements; the number of performance-related payments to effective teachers; the development and implementation of value-added measures; and the number of effective teachers recruited and retained in hard-to-staff subjects in high need schools. Using the 2009-2010 data as a baseline the evaluation will examine:

- The number of teachers with a record of effectiveness that are placed in high need schools (GPRA)

- The number of principals with a record of effectiveness that are placed in high need schools (GPRA)
- The number of performance-related payments made to effective teachers (GPRA)
- The number of performance-related payments made to effective principals (GPRA)

(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

As mentioned previously, performance feedback is built into the implementation of the TIF project. Pinellas County Schools uses a Continuous Improvement Process district-wide. This process follows a system of continuous quality improvement where the responsible person plans, then implements (does) an activity. Afterward, results are studied and corrective actions are taken to improve the activity and its effects. This Plan-Do-Study-Act (PDSA) cycle will provide the mechanism for ongoing, formative assessment to provide information regarding the operation of the project in relation to the grant proposal and focus on internal program issues.

For each objective, project staff will work with evaluators to develop and monitor benchmarks to measure progress on a regular basis. The benchmarks will be based on anticipated incremental improvements from baseline. The evaluator and program staff will review baseline and incremental data quarterly to update school leadership and teachers on grant progress toward meeting objectives and informing decisions about implementation of the project.

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# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **PCS TIF School Economic Data.pdf** Pages: **0** Uploaded File: **S:\Grant related documents\2009-2010\TIF 2010\Final Documents\PCS TIF School Economic Data.pdf**

**PINELLAS COUNTY SCHOOL LUNCH PROGRAM**

Free and Reduced-Price Lunch Status - based on Free & Reduced-Price Lunch Program Application

<u>SCHOOL LEVEL</u>	<u>SCHOOL NAME</u>	<u>ENROLLMENT</u>	<u># FREE</u>	<u>% FREE</u>	<u># REDUCED</u>	<u>% REDUCED</u>	<u># TOTAL</u>	<u>% TOTAL</u>	<u>DA Status</u>	<u>08-09 School Grade</u>	<u>2009 AYP Criteria Met</u>	<u>Approved Performance Instrument</u>	<u>Pay for Performance Required by DA</u>
Middle	0121 Azalea Middle	1,117	738	66.07%	138	12.35%	876	78.42%	Correct II	C	69% Yes		
Middle	0171 Bay Point Middle	1,221	671	54.95%	126	10.32%	797	65.27%	Correct II	B	79% Yes		
Middle	3411 Pinellas Park Middle	1,064	668	62.78%	121	11.37%	789	74.15%	Correct II	C	74% Yes		
Middle	4061 John Hopkins Middle	1,190	716	60.17%	126	10.59%	842	70.76%	Correct I	B	82% Yes		

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **PCS TIF Appendix A** Pages: **0** Uploaded File: **S:\Grant related documents\2009-2010\TIF 2010\Final Documents\PCS TIF Appendix A.pdf**

## **Appendix A**

### **Principal Letters of Support**

**A-1**

*Azalea Middle School*

*A-1*

*Bay Point Middle School*

*A-2*

*John Hopkins Middle School*

*A-3*

*Pinellas Park Middle School*

*A-4*

### **Pinellas Classroom Teachers' Association Letter of Support**

**A-5**

 DATE: June 28, 2010  
FROM: Teresa Anderson, Principal, Azalea Middle School  
TO: Julie M. Janssen, Ed.D., Superintendent  
RE: Teacher Incentive Fund Grant Letter of Commitment

I am very pleased to commit Azalea Middle School as a partner with the district in the Teacher Incentive Fund Grant. Our school is well positioned to provide the following services as part of the grant application and, upon being funded, will work with the TIF team to implement this project.

Azalea Middle School commits to the following as described in the Teacher Incentive Fund Grant:

- Utilize the new teacher and principal performance appraisal systems.
- Provide an opportunity for teachers to participate in open communication sessions regarding the Performance-Based Compensation System.
- Provide opportunities for teachers or principals to assume additional leadership responsibilities i.e. new teacher mentors, tutoring students, master teachers, etc.
- Provide support for teachers and principals in the use of the performance appraisal system including opportunities to participate in professional development.
- Support the TIF team with full implementation of the PBCS during the five year grant period.

We look forward to hearing that our school district has received a grant award so that our partnership can begin work on this important program.

c: Jan Urbanski, Ed.D., Director, Special Projects  
Paige Gayzagian-Baitinger, Supervisor, Professional Development

DATE: June 28, 2010  
FROM: Ann-Marie Clarke, Principal, Bay Point Middle School  
TO: Julie M. Janssen, Ed.D., Superintendent  
RE: Teacher Incentive Fund Grant Letter of Commitment

*MA*

I am very pleased to commit Bay Point Middle School as a partner with the district in the Teacher Incentive Fund Grant. Our school is well positioned to provide the following services as part of the grant application and, upon being funded, will work with the TIF team to implement this project.

Bay Point Middle School commits to the following as described in the Teacher Incentive Fund Grant:

- Utilize the new teacher and principal performance appraisal systems.
- Provide an opportunity for teachers to participate in open communication sessions regarding the Performance-Based Compensation System.
- Provide opportunities for teachers or principals to assume additional leadership responsibilities i.e. new teacher mentors, tutoring students, master teachers, etc.
- Provide support for teachers and principals in the use of the performance appraisal system including opportunities to participate in professional development.
- Support the TIF team with full implementation of the PBCS during the five year grant period.

We look forward to hearing that our school district has received a grant award so that our partnership can begin work on this important program.

c: Jan Urbanski, Ed.D., Director, Special Projects  
Paige Gayzagian-Baitinger, Supervisor, Professional Development

DATE: June 28, 2010

FROM: Barry Brown, Principal, John Hopkins Middle School 

TO: Julie M. Janssen, Ed.D., Superintendent

RE: Teacher Incentive Fund Grant Letter of Commitment

I am very pleased to commit John Hopkins Middle School as a partner with the district in the Teacher Incentive Fund Grant. Our school is well positioned to provide the following services as part of the grant application and, upon being funded, will work with the TIF team to implement this project.

John Hopkins Middle School commits to the following as described in the Teacher Incentive Fund Grant:

- Utilize the new teacher and principal performance appraisal systems.
- Provide an opportunity for teachers to participate in open communication sessions regarding the Performance-Based Compensation System.
- Provide opportunities for teachers or principals to assume additional leadership responsibilities i.e. new teacher mentors, tutoring students, master teachers, etc.
- Provide support for teachers and principals in the use of the performance appraisal system including opportunities to participate in professional development.
- Support the TIF team with full implementation of the PBCS during the five year grant period.

We look forward to hearing that our school district has received a grant award so that our partnership can begin work on this important program.

c: Jan Urbanski, Ed.D., Director, Special Projects  
Paige Gayzagian-Baitinger, Supervisor, Professional Development

DATE: June 28, 2010  
FROM: Robyn Witcher, Principal, Pinellas Park Middle School  
TO: Julie M. Janssen, Ed.D., Superintendent  
RE: Teacher Incentive Fund Grant Letter of Commitment

I am very pleased to commit Pinellas Park Middle School as a partner with the district in the Teacher Incentive Fund Grant. Our school is well positioned to provide the following services as part of the grant application and, upon being funded, will work with the TIF team to implement this project.

Pinellas Park Middle School commits to the following as described in the Teacher Incentive Fund Grant:

- Utilize the new teacher and principal performance appraisal systems.
- Provide an opportunity for teachers to participate in open communication sessions regarding the Performance-Based Compensation System.
- Provide opportunities for teachers or principals to assume additional leadership responsibilities i.e. new teacher mentors, tutoring students, master teachers, etc.
- Provide support for teachers and principals in the use of the performance appraisal system including opportunities to participate in professional development.
- Support the TIF team with full implementation of the PBCS during the five year grant period.

We look forward to hearing that our school district has received a grant award so that our partnership can begin work on this important program.

c: Jan Urbanski, Ed.D., Director, Special Projects  
Paige Gayzagian-Baitinger, Supervisor, Professional Development



# Pinellas Classroom Teachers Association

650 Seminole Boulevard, Largo, Florida 33770-3625 W: 727 585-6518 Fax: 727-586-6722

*Kim Black, President*

*Marshall Ogletree, Executive Director*

June 29, 2010

Julie Janssen, Ed.D.  
Superintendent  
Pinellas County Schools  
301 4<sup>th</sup> St. S.W.  
Largo, FL 33770

Dear Dr. Janssen,

The Pinellas Classroom Teachers Association is providing this letter of support to the school district's application for a federal Teacher Incentive Fund Program grant. The Association acknowledges that the grant seeks federal funds to develop and implement teacher performance appraisal and performance based compensation systems that are outside the mainstream of traditional ways of work. However, we realize these grant funds offer potential benefits to Association members in the targeted schools, as well as the potential for providing enhanced learning opportunities for students at the targeted schools. The fact that the four targeted schools in the grant application—Azalea, Bay Point, Pinellas Park, and John Hopkins Middle Schools—will be participating in a pilot to test a redesigned performance appraisal system contributes to our support of the grant proposal.

The Association supports the following specific strategies as part of the grant application.

- Collaborative participation in the continued negotiations between the school district and the Association to develop and implement performance based compensation systems;
- Utilization of student achievement and development of objective evaluative processes in conjunction with a new appraisal instrument in the targeted schools; and
- Additional funding for instructional staff that take on leadership roles such as, but not limited to, mentoring, tutoring, peer review, etc.

PCTA looks forward to working together in this and other initiatives in an effort to secure additional funding in support of Pinellas County Schools.

Respectfully,

Kim Black, President

# Project Narrative

## Other Attachments

### Attachment 1:

Title: **PCS TIF Appendix B-D.pdf** Pages: **0** Uploaded File: **S:\Grant related documents\2009-2010\TIF 2010\Final Documents\PCS TIF Appendix B-D.pdf**

## **Appendix B**

### **District Support Documentation**

**B-1**

*Memo regarding Teacher and Principal Effectiveness* B-1

*Memorandum of Understanding for Transfers* B-2

*Appraisal Pilot Approved School Board Agenda Item* B-4

DATE: June 29, 2010  
FROM: Solomon Stephens, Asst. Supt., Human Resources  
TO: Julie M. Janssen, Ed.D., Superintendent  
RE: Determining Effectiveness of Teachers and Principals

I am very pleased to support the Teacher Incentive Fund grant application. Human Resources will work with the TIF team to meet the requirements of the grant application and the five core elements.

With respect to the determination of teacher and principal effectiveness, Human Resources will:

- Identify screening options which will provide principals with effectiveness information to inform hiring decisions.
- Identify the use of questionnaires which might indicate appropriate employee placement.
- Provide professional development to principals and assistant principals to improve interview question development and ensure high quality interview processes.
- Provide support for schools to ensure quality hiring practices.

We look forward to hearing that our school district has received a grant award so that our partnership can begin work on this important program.

c: Jan Urbanski, Director, Special Projects  
Paige Gayzagian-Baitinger, Supervisor, Professional Development

STIPULATION OF AGREEMENT  
BETWEEN  
THE SCHOOL BOARD OF PINELLAS COUNTY  
AND  
THE PINELLAS CLASSROOM TEACHERS ASSOCIATION

---

THIS STIPULATION OF AGREEMENT is entered into by and between The School Board of Pinellas County ("Board") and the Pinellas Classroom Teachers Association ("Association").

WITNESSETH:

WHEREAS, the Board and Association are parties to a collaborative bargaining agreement for the 2008-2011 schools years ("Agreement"); and

WHEREAS, it is a past practice of the Board and the Association to stipulate to agreement on matters not expressly provided for in the Agreement by means of a stipulation to agreement between the Board and the Association, the terms of which, as appropriate, are ultimately incorporated in the Agreement as renegotiated from time to time; and

WHEREAS, the Board and the Association desire to establish transfer guidelines for certain schools hereinafter identified and to align such process with the state required Differentiated Accountability statute and regulations;

NOW, THEREFORE, the Board and the Association stipulate and agree as follows:

The following transfer guidelines are established for the impacted schools.

These schools:

- May begin posting vacancies both internally and externally once openings are identified.
- Must post vacancies for a minimum of 4 days.
- May accept voluntary transfers, temporary contracts or new hires.
- Must maintain accurate records of the documented selection process.
- Are not required to accept involuntary transfers.
- May begin posting vacancies now and continue to hire throughout the summer.
- Are exempt from the district transfer timeline.

2. Only the schools identified below are included under the terms of this Agreement. The schools are as follows:

High Schools:	Gibbs, Dixie Hollins, Boca Ciega, Lakewood (all in restructuring)
Feeder Middle Schools:	John Hopkins, Azalea, Bay Point Middle, Pinellas Park Middle (all in restructuring)
Elementary Schools:	Campbell Park, Gulfport, Lealman, Melrose, Sandy Lane, New Heights, Walsingham (all in restructuring).

3. It is further agreed that the District will facilitate a two-day Involuntary Placement Fair to be held on June 17 and June 22, 2010. Involuntary transfers not placed during the first voluntary transfer cycle will participate in an interview process to determine placement in schools for which they are eligible. Teachers identified as involuntary transfers from restructured schools MAY NOT be placed or interview for positions in schools that are also in restructuring.

The parties have caused this Stipulation to Agreement to be executed by their undersigned officers, duly authorized, this 11th day of May, 2010.

THE PINELLAS CLASSROOM TEACHERS  
ASSOCIATION

[Redacted Signature]

President

[Redacted Signature]

[Redacted Signature]

THE SCHOOL BOARD OF PINELLAS  
COUNTY, FLORIDA

[Redacted Signature]

Superintendent

**ADOPTED**

**REQUEST FOR APPROVAL (ID # 2418)**

May 25, 2010

**TO:** MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

**FROM:** JULIE M. JANSSEN, Ed.D., SUPERINTENDENT

**SUBJECT:** Request Approval of Revised Instructional Personnel Assessment Instrument to be Piloted at Selected Schools for the 2010-2011 School Year.

**RATIONALE:**

Pursuant to Section 1012.34(7), Florida Statute, the School Board is required to review and approve substantial revisions to approved Instructional personnel assessment systems. The proposed Instructional Personnel Assessment Instrument represents such a substantial revision. Upon School Board review and approval, the Superintendent intends to utilize the revised instrument at the schools listed below for the 2010-2011 school year. These are the schools identified in the Stipulation of Agreement between the School Board and the Pinellas Classroom Teachers Association approved at the May 11, 2010 School Board meeting. The Superintendent will submit the instrument to the Florida Department of Education for assistance in developing, improving and/or reviewing the District's assessment system.

**Schools to Pilot Personnel Assessment Instrument:**

Gibbs High School, Dixie Hollins High School, Boca Ciega High School, Lakewood High School, John Hopkins Middle School, Azalea Middle School, Bay Point Middle School, Pinellas Park Middle School, Campbell Park Elementary School, Gulfport Elementary School, Lealman Elementary School, Melrose Elementary School, Sandy Lane Elementary School, New Heights Elementary School and Walsingham Elementary School  
 STRATEGIC DIRECTION/GOAL: Highest Student Achievement

**ALTERNATIVES:**

1. Approve the revised Instructional Personnel Assessment Instrument, and authorize submittal to the Florida Department of Education for the purposes stated.
2. Do not approve the revised Instructional Personnel Assessment Instrument and submittal to the Florida Department of Education for the purposes stated.

**RECOMMENDATION:**

Alternative #1 is recommended.

**BACKGROUND:**

The Superintendent directed staff to improve the instructional personnel assessment system for the 2010-11 school year. The new system was to align with district strategic directions, professional development Initiatives, Differentiated Accountability Mandates, and the Memorandum of Understanding for Race to the Top. Input from teachers, principals, community members, and district personnel gathered during work groups at Saint Petersburg College Collaborative Labs, along with the professional development vision work done during the University of Florida, Lastinger Center retreat was used in revisions. Using this input along with the prior work done by a revision committee in January 2009, and after consultation with the Office of General Counsel, a draft was completed. The draft was shared with Human Resources, Curriculum and Instruction, district regional offices, teacher representatives, and all principals. Revisions were then made based on feedback from these groups. Ongoing revisions to the document will be made based on feedback from Pinellas Classroom Teachers Association, gathered on May 18, 2010 and from the School Board Workshop on May 20, 2010. Throughout the development process, drafts have been shared at the Differentiated Accountability Moodle site, accessible to all school board employees.

IMPACT STATEMENT:

To be determined

DATA SOURCE:

- Marshall Ogletree, Executive Director, Pinellas Classroom Teachers Association/Pinellas Educational Support Professionals Association
- Kim Black, President, Pinellas Classroom Teachers Association
- James A. Robinson, General Counsel
- Laurie A. Dart, Associate Counsel
- Behrokh Ahmadi, Director of Program Evaluation
- Nicole M. Carr, Senior Coordinator of Differentiated Accountability
- James F. Madden, Deputy Superintendent
- Steven B. Swartzel, Director, Government Services
- Kim C. Leitold, Senior Human Resources Specialist
- Barbara F. Hires, Ed.D., Associate Superintendent, Elementary School Programs, Region V
- Carol M. Thomas, Ed.D., Associate Superintendent, Elementary School Programs, Region II
- Barbara C. Thornton, Associate Superintendent, Secondary Schools, Region IV
- Janet M. Roland, Ph.D., Director, Human Resources
- Rita M. Vasquez, Director, High School Education
- Charlene Einsel, Principal on District Assignment, Curriculum and Instruction
- Pamela T. Moore, Assistant Superintendent, Pre K-12 Curriculum and Instruction
- Catherine A. Fleeger, Deputy Superintendent, Chief Academic Officer
- Paige A. Gayzagian, Supervisor, Human Resources, Professional Development
- Gretta Sancho, J.D., Instructional Staff Developer, Human Resources
- Patricia Williams, Ed.D., Teacher on Special Assignment, Human Resources
- Timothy Brandt Robinson, Teacher, Dunedin High
- Cynthia J. Bania, Assistant Superintendent, Exceptional Student Education
- Stephanie C. Joyner, Director, Middle School Education
- David M. Barnes, Director, Career Technical and Adult Education

Request for Approval (ID # 2418)

Meeting of May 25, 2010

Donna R. Winchester, Coordinator, Strategic Communications  
Dennis M. Jauch, Chief Operating Officer, Pinellas Technical Education Center  
William H. Lawrence, Director, Advanced Studies and Academic Excellence

SUBMITTED BY:

Solomon Stephens, Assistant Superintendent Human Resources

ATTACHMENTS:

- keyindmay14 (PDF)
- Performance Appraisal (PDF)
- perrewmay14 (PDF)

## **Appendix C**

<b>Student Learning Gains</b>	<b>C-1</b>
<i>FCAT Performance Levels</i>	<i>C-1</i>
<i>FCAT Developmental Points for Learning Gains</i>	<i>C-3</i>
<b>Performance Appraisal</b>	<b>C-4</b>
<i>Performance Appraisal</i>	<i>C-4</i>
<i>Performance Review</i>	<i>C-11</i>
<i>Performance Expectations</i>	<i>C-17</i>
<b>Communication Efforts</b>	<b>C-33</b>
<i>Leadership PowerPoint</i>	<i>C-33</i>
<i>Communication Notes</i>	<i>C-38</i>

## Achievement Levels

Achievement levels describe the success a student has achieved on the Florida Sunshine State Standards tested on the FCAT. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. To be considered on grade level, students must achieve Level 3 or higher.

- Level 5** indicates success with the content on the FCAT by answering most questions correctly.
- Level 4** indicates success with the content on the FCAT by answering most questions correctly, except for the most challenging questions.
- Level 3** indicates partial success with the content on the FCAT.
- Level 2** indicates limited success with the content on the FCAT.
- Level 1** indicates little success with the content on the FCAT.

The following tables list the achievement levels for FCAT SSS Reading, Mathematics, and Science, by grade level, along with the scale score ranges associated with each achievement level.

FCAT Reading and Mathematics Achievement Levels for the FCAT Score (Developmental Scale Score)										
Reading					Grade	Mathematics				
Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
86-1045	1046-1197	1198-1488	1489-1865	1866-2514	<b>3</b>	375-1078	1079-1268	1269-1508	1509-1749	1750-2225
295-1314	1315-1455	1456-1689	1690-1964	1965-2638	<b>4</b>	581-1276	1277-1443	1444-1657	1658-1862	1863-2330
474-1341	1342-1509	1510-1761	1762-2058	2059-2713	<b>5</b>	569-1451	1452-1631	1632-1768	1769-1956	1957-2456
539-1449	1450-1621	1622-1859	1860-2125	2126-2758	<b>6</b>	770-1553	1554-1691	1692-1859	1860-2018	2019-2492
671-1541	1542-1714	1715-1944	1945-2180	2181-2767	<b>7</b>	958-1660	1661-1785	1786-1938	1939-2079	2080-2572
886-1695	1696-1881	1882-2072	2073-2281	2282-2790	<b>8</b>	1025-1732	1733-1850	1851-1997	1998-2091	2092-2605
772-1771	1772-1971	1972-2145	2146-2297	2298-2943	<b>9</b>	1238-1781	1782-1900	1901-2022	2023-2141	2142-2596
844-1851	1852-2067	2068-2218	2219-2310	2311-3008	<b>10</b>	1068-1831	1832-1946	1947-2049	2050-2192	2193-2709

FCAT Reading and Mathematics Achievement Levels										
Reading					Grade	Mathematics				
Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
100-258	259-283	284-331	332-393	394-500	<b>3</b>	100-252	253-293	294-345	346-397	398-500
100-274	275-298	299-338	339-385	386-500	<b>4</b>	100-259	260-297	298-346	347-393	394-500
100-255	256-285	286-330	331-383	384-500	<b>5</b>	100-287	288-325	326-354	355-394	395-500
100-264	265-295	296-338	339-386	387-500	<b>6</b>	100-282	283-314	315-353	354-390	391-500
100-266	267-299	300-343	344-388	389-500	<b>7</b>	100-274	275-305	306-343	344-378	379-500
100-270	271-309	310-349	350-393	394-500	<b>8</b>	100-279	280-309	310-346	347-370	371-500
100-284	285-321	322-353	354-381	382-500	<b>9</b>	100-260	261-295	296-331	332-366	367-500
100-286	287-326	327-354	355-371	372-500	<b>10</b>	100-286	287-314	315-339	340-374	375-500

FCAT Science Achievement Levels					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	100-272	273-322	323-376	377-416	417-500
8	100-269	270-324	325-386	387-431	432-500
11	100-278	279-323	324-379	380-424	425-500

## Graduation Requirement

Students who expect to graduate from high school in the 2008–2009 school year and beyond must earn passing scores on the Reading and Mathematics portions of the Grade 10 FCAT. After Grade 10, there will be additional opportunities to earn passing scores by taking the Reading and Mathematics Retake tests if students are not successful on the first attempt.

The passing scores for the Grade 10 FCAT Reading and Mathematics and Retake tests are determined by the State Board of Education and are as follows:

**FCAT Reading Test and Reading Retake Test** **1926 (Scale Score of 300) or above**

**FCAT Mathematics Test and Mathematics Retake Test** **1889 (Scale Score of 300) or above**

Students who were originally scheduled to graduate in 2003 are still eligible for a lower passing score of 1856 (scale score of 287) or higher on the Reading test and 1868 (scale score of 295) or higher on the Mathematics test.

## No Data Reported

The following abbreviations may appear on some student and educator reports.

**NT** (Not Tested) indicates that no data are reported for the student because he or she was not tested for that subject.

**NR** (Not Reported) indicates that no data are reported for the student because he or she answered too few questions for that subject or the test was invalidated.

**NR2, NR3, NR6, NR8** (Not Reported) indicates that no data are reported for the student because he or she answered too few questions for that subject or the test was invalidated. SSS reports use this notation (NR2—Did not meet attemptedness criteria; NR3—Marked Do Not Score; NR6—Duplicate Record; NR8—FDOE Hold).

**NA** (Not Available) indicates that data are not reported for the student because no data were available, or that the data do not apply at that grade level.

**NM** (Not Matched) indicates that no data were reported from the prior year.

**NF** (Not Found) indicates that no prior data were available for the student for that year, or that student's record for 2009 was not matched to the student's record for 2002, 2003, 2004, 2005, 2006, 2007, and/or 2008.

**U** (Unscorable) indicates that the student's score does not meet the criteria for being considered valid and is considered "Unscorable." (A—Blank Document; B—Off-topic; C—Illegible, Incomprehensible, Insufficient; D—Foreign Language)

A double asterisk (\*\*) on the reports indicates that no students in this grade met the criteria for reporting.

A triple asterisk (\*\*\*) on the writing reports indicates that percentages are rounded to the nearest percent and that the percentage is less than 0.5%.

A dash (-) on the reports indicates that no data are reported because fewer than ten students were tested, or any percentage equals 100.

Developmental Points Needed for Learning Gains in FCAT Levels 1 or 2		
Grade	Reading	Math
Fourth	230	162
Fifth	166	119
Sixth	133	95
Seventh	110	78
Eighth	92	64
Ninth	77	54
Tenth	77	48

1

# Performance Review

7/1/2010

Pinellas County Schools  
May 2010

2

## Development Process

7/1/2010

Revisions to the Performance Appraisal instrument were first done by committee in January 2009.

State requirements in the form of Differentiated Accountability, and the MOU for Race to the Top required additional revisions.

Input capturing teachers, principals, community members, and district personnel during workgroups at SPC's collaborative labs, along with the professional development vision work done during the UF Lastinger Center retreat informed revisions.

After a synthesis of this information and consultation with District General Counsel a draft was completed. The draft was shared with Human Resources, Curriculum and Instruction, District Regional Offices, Teacher Representatives, and all Principals.

Revisions were then made based on feedback from these groups.

Throughout the development process drafts have been shared at the Differentiated Accountability Moodle site, open to all school board employees.

## Resources for Development

7/1/2010

- State Statute
- Florida Education Standards Commission's *Competencies for Teachers: Educator Accomplished Practices*
- Differentiated Accountability Strategies and Supports
- SPC Collaborative Lab Feb 5, Feb 15, and March 19<sup>th</sup>.
- 2008-09 Performance Appraisal Revision Committee
- Pinellas County Strategic Plan
- Instructional Review elements being used by the DOE Region teams in D/F schools.
- Regional Superintendents
- Department of Curriculum and Instruction
- Input from UF Lastinger Partnership Retreat
- Input from All Elementary, Middle and High School Principals at SA&A
- Individual and small group feedback meetings with: PTEC staff; Adult Education; Guidance; School Social Work; School Psychologist; Nurses; Media Specialist; ...

## The Instrument

7/1/2010

### Main Components :

- Professional Expectation Data
- Performance of Students Data
- Peer Review Data
- Professional Development Data

5

## Challenge: Identified Need for Variation

- Recognize a variety of roles and functions
  - Experience:
    - Early Career
    - Professional
    - Accomplished Teacher
  - Function:
    - Exceptional Education
    - Dropout Prevention
    - PTEC
    - Adult Education
    - Student Services Personnel
    - Media Specialist

6

7/1/2010

## Professional Expectation Data

- Clustered to align with the District Strategic Directions
- Grounded in Florida State Statute 1012.34 (3)(a)
- Key Indicators are processes to measure teachers performance of the professional expectations

### Challenge:

- Variation in experience and function.
  - Experience
    - The scoring of the key indicators
  - Function
    - Different Key Indicators

7  
7/1/2010

## Performance of Students Data

- Learning Gains
- Class Average or School Wide

Challenge:

- Variation in experience and function
  - Experience
    - Lack of Available Learning Gains Data (Early Career)
  - Function
    - Lack of Learning Gains Data
      - School Wide Learning Gains
      - Alternative Assessment Data
      - Adult Education
      - Centers
      - Drop Out Prevention

8  
7/1/2010

## Peer Review Data

- Peer Observation
  - Professional Expectation Data
    - Key Indicators

## Professional Development Data

- Individual Professional Development Plan
  - Meets State Mandates
  - Alignment to Strategic Plan
  - UF Lastinger Center Protocols and Support
  - Links Professional Development Goals to Student Performance
  - Values Embedded Staff Development
  - Incorporates Inquiry
  - Aligns with District Initiatives

## Scoring

### Computer Based Scoring

#### Main Components :

- Professional Expectation Data
- Performance of Students Data
- Peer Review Data
- Professional Development Data

#### Final Evaluation:

- Highly Effective
- Effective
- Ineffective

## On-going Development

- Pilot with Small Group this Summer
- Rubrics for Key indicators
- Teacher Manual for Instrument
- Administrative Manual
- Professional Development

## Implementation

- Professional Development
  - Teachers
  - Principals
  - Assistant Principals
- Monitoring and Ongoing Support
  - Regional Superintendents
  - Human Resources
    - Professional Development

## Evaluation

- **Annually**
  - Overall Process
  - Instrument
  - Professional Development
  
- **Recommend Revisions**
  
- **Identify Strength of Instrument and Process to inform future decisions regarding use of the instrument**

## TEACHER DATA COLLECTION SHEET

Professional Expectations		Key Indicators			
<b>Student Learning ...Student Success</b>			Highly Effective	Effective	Ineffective
			2 Pts	1 Pts	0 Pts
1.1	<b>Ability to Evaluate Instructional Needs.</b>	Employs formative and summative assessments that require students to demonstrate a range of skills and competencies			
		Uses summative assessments to determine instructional needs			
		Uses appropriate formative assessments to monitor instruction			
		Uses diagnostic student data to design instruction			
		Utilizes student feedback to monitor instructional needs			
		Maintains accurate, complete, and updated documentation of student data including observational, anecdotal records			
		<b>Highly Effective = no Ineffectives and &gt; points Effective = to points Ineffective &lt;=</b>			<b>1.1 Total Score:</b>
			Highly Effective	Effective	Ineffective
1.2	<b>Plans and Delivers Instruction.</b>	Utilizes district curriculum guides to plan instruction			
		Analyzes assessment results to identify student's learning needs			
		Uses student formative and summative assessment data as a basis for providing specific levels of differentiated instruction and target interventions			
		Engages students in learning bell to bell			
		Plans rigorous, relevant and engaging lessons			
		Demonstrates an instructional delivery model that includes explicit instruction, modeled instruction, guided practices, and independent practice			
		Posts essential questions to guide, deliver and assess learning and references them during the lesson			
		Promotes collaboration, discussion and sharing of content by students to assess learning.			
		Incorporates vocabulary strategies into lessons before, during, and after the reading of content materials			
		Uses pacing, prompting, and probing techniques when asking questions.			
		Employs adequate "wait time" between asking questions and eliciting student response			
		Models higher order thinking skills using strategies, such as connecting information to prior knowledge, creating analogies, clarifying confusing points and verbalizing thinking			

		Engages students in higher order thinking to show, tell, explain and defend reasoning			
		Provides clear expectations for class assignments			
		Implements target interventions for individual students in AYP subgroups based on data analysis			
<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>			<b>1.2 Total Score:</b>		<b>0</b>
			Highly Effective	Effective	Ineffective
1.3	<b>Demonstrates Knowledge of Subject Matter.</b>	Develops lesson plans that reflect a clear understanding of the developmental sequence of specific content			
		Uses a variety of materials to reinforce and enhance lessons			
		Selects and implements strategies that address the remediation and enrichment needs of students			
		<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>	<b>1.3 Total Score:</b>		<b>0</b>
			Highly Effective	Effective	Ineffective
1.4	<b>Uses Technology in the Classroom.</b>	Uses available technology tools and resources to engage students in learning			
		Provide students with opportunities to use technology that support learning			
		Uses available technology to collect, analyze and communicate student data			
		Uses available technology as a tool for communication to students, parents, and colleagues			
		<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>	<b>1.4 Total Score:</b>		<b>0</b>
<b>Safe Learning and Work Environment</b>					
			Highly Effective	Effective	Ineffective
2.1	<b>Ability to Maintain Appropriate Behavior.</b>		2 Pts	1 Pts	0 Pts
		Develops and implements a successful classroom management plan aligned to the school-wide behavior plan			
		Establishes and continuously models clear expectations for acceptable student behavior			
		Implements processes to ensure that minimal time is spent during transitions between activities			
		Establishes a climate of safety and respect for all learners			
		Teaches, models, and maintains classroom procedures			
		<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>	<b>2.1 Total Score:</b>		<b>0</b>

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		Highly Effective	Effective	Ineffective
2.2	<b>Provides a Positive Physical Learning Environment for All Students.</b>	Designs and maintains an organized and neat physical environment to accommodate students' needs		
		Displays and refers to literacy-rich, instructional-based visual aids and resources. (Interactive word walls, content posters, process posters etc.		
		Displays current exemplary student work		
		<b>Highly Effective = no Ineffectives and &gt; X point    Effective = X to X points    Ineffective &lt;=X</b>	<b>2.2 Total Score:</b>	<b>0</b>

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		Highly Effective	Effective	Ineffective	
2.3	<b>Establishes and Maintains a Positive Collaborative Relationship with Students' Families to Increase Student</b>	Establishes processes to ensure ongoing parent or guardian communication			
		Responds to requests for parent conferences in a timely manner			
		Responds to the diverse needs of families when communicating and planning instruction			
		<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>	<b>2.3 Total Score:</b>		<b>0</b>
<b>Managing Systems for Effective and Efficient Operations</b>					
		Highly Effective	Effective	Ineffective	
		2 Pts	1 Pts	0 Pts	
3.1	<b>Performs Professional Responsibilities</b>	Adheres to the Code of Ethics and Principles of Professional Conduct of the Educational Profession in Florida			
		Adheres to state, district and school guidelines and policies			
		Exercises good judgment			
		Is punctual			
		Demonstrates positive attendance patterns			
		<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>	<b>3.1 Total Score:</b>		<b>0</b>
		Highly Effective	Effective	Ineffective	
3.2	<b>Engages in Continuous Improvement for Self and School.</b>	Contributes to achieving the goals of the School Improvement Plan			
		Engages in Professional Learning Communities to improve collaboration and practice			
		Reflects, intentionally studies, gathers data, analyzes data, shares findings, and improves upon his/her practice			
		Completes annual mandatory professional development			
		Completes professional development aligned to the Individual Professional Development Plan			
		Implements professional development outcomes in the classroom			
		Engages in Lesson Study			
		<b>Highly Effective = no Ineffectives and &gt; X point Effective = X to X points Ineffective &lt;=X</b>	<b>3.2 Total Score:</b>		<b>0</b>

Key: Green Shading--indicator not observable in the classroom

Performance			
PROFESSIONAL EXPECTATIONS DATA			
Professional Expectations			
Student Learning			
1.1	Ability to Evaluate Instructional Needs. 1012.34(3)(a)5.F.S.		
1.2	Plans and Delivers Instruction. 1012.34(3)(a)4.F.S.		
1.3	Demonstrates Knowledge of Subject Matter. 1012.34(3)(a)3.F.S.		
1.4	Uses Technology in the Classroom. 1012.34(3)(a)4.F.S.		
Safe Learning and Work Environment			
2.1	Ability to Maintain Appropriate Discipline. 1012.34(3)(a)2.F.S.		
2.2	Provides a Positive Physical Learning Environment for all Students. 1012.34(3)(a)7.F.S.		
2.3	Establishes and Maintains a Positive Collaborative Relationship with Students' Families to Increase Student Achievement. 1012.34(3)(a)6.F.S.		
Managing Systems for Effective and Efficient Operations			
3.1	Performs Professional Responsibilities. 1012.34(3)(a)7.F.S.		
3.2	Engages in Continuous Improvement for Self and School. 1012.34(3)(a)7.F.S.		
TOTAL Points		0	Place points in <b>Final Scoring System below</b>

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PERFORMANCE OF STUDENTS DATA* 1012.34.(3)(a)1.F.S						
	Year 1	Year 2	Year 3	Three Year Average		
Class Average Reading Learning Gains					Teacher performance data will be based on class average gains or school wide average gains based on subject area taught.	
Class Average Math Learning Gains						
School Wide Learning Gains						> 65% = 30 pts 50%-64%= 15 pts <50% = 0 pts <b>Place points in <u>Final Scoring System</u> below</b>
					TOTAL Learning Gains Score:	

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\* ESE, DOP, Adult Ed, PTEC, and Centers will require different measures as appropriate

PEER REVIEW DATA			
Peer Observation		Highly Effective (5 pts)	Effective (3 pts)
Total:		Place points in the <u>Final Score System</u> below	

PROFESSIONAL DEVELOPMENT			
Goals Individual Professional Development have been met:		Met (5 pts)	Not Met (0 pts)
Place points in <u>Final Scoring System</u> below		TOTAL Professional Development Score:	

Final Scoring System:						
Performance Review Scoring Component	Possible	Actual				
Professional Expectations Data						
Performance of Students Data						
Peer Review Data						
Professional Development Data						
FINAL EVALUATION (circle one):      Highly Effective ( > )    Effective ( - )    Ineffective ( - )						

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**Professional Expectations Indicator Rubric**

**Student Learning...Student Success**

**1.1 Ability to Evaluate Instructional Needs**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>Employs formative and summative assessments that require students to demonstrate a range of skills and competencies</b>	Provides for a variety of tasks or opportunities for students at <b>all</b> levels of competency. <i>(example: teachers use multiple level assessments)</i>	Utilizes a range of assessments. Provides for a variety of tasks or opportunities for students	Does not utilize a range of assessments. Provides for a variety of tasks or opportunities for students to multiple levels of competency
<b>Uses summative assessments to determine instructional needs</b>	Consistently demonstrates use of multiple summative assessment data results to drive instruction	Demonstrates use of summative assessment data results to drive instruction. Only uses FCAT data to drive instruction	Does not demonstrate use of summative assessment data results to drive instruction. Summative assessments are not used to drive instruction.
<b>Uses appropriate formative assessments to monitor instruction</b>	Consistently demonstrates use of multiple formative assessment data results to drive instruction	Demonstrates use of formative assessment data results to drive instruction. Only uses FCAT data to drive instruction.	Does not demonstrate use of summative assessment data results to drive instruction. Summative assessments are not used to drive instruction.
<b>Uses diagnostic student data to design instruction</b>	Purposefully selects appropriate diagnostic tools to design targeted instruction	Utilizes common diagnostic assessments (FAIR) to inform the design of instruction	Does not utilize readily available diagnostic student data.
<b>Utilizes student feedback to monitor instructional needs</b>	Frequently obtains student feedback to check for understanding. Utilizes student feedback to evaluate and implement adjustments to instructional practice.	Obtains student feedback to check for understanding.	Fails to obtain student feedback to inform instruction.
<b>Maintains accurate, complete, and updated documentation of student data including observational anecdotal records</b>	Has a defined and consistent process for collecting, maintaining, and accessing a variety of individual student data including, assessment, demographic and anecdotal data	Systematically maintains student assessment and demographic data	Teacher who does not instituted a personal system to maintain data.

**1.2 Plans and Delivers Instruction**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>*Utilizes district curriculum guides to plan instruction</b>	Assists student understanding of how the content relates to previous and future content	Delivers lesson that is aligned/appropriate for the course and grade level Identifies lesson in the appropriate	Content of lesson is not appropriate for grade or course observed Does not identify how the lesson content

Key Indicator	Highly Effective	Effective	Ineffective
	<p>Exhibits an understanding of how the lesson fits within the curriculum guide sequence</p> <p>Works within the parameters of the curriculum guide to meet the assessed needs of students</p>	<p>curriculum guide sequence</p>	<p>relates to the designated curriculum guide sequence</p>
<p><b>*Analyses assessment results to identify student’s learning needs</b></p>	<p>Teacher maintains a data notebook or uses online data monitoring tools which <b>tracks</b> student progress</p> <p>Teacher and student work together to set goals based on learning needs</p> <p>Evidence of reflective practices and differentiation shown</p>	<p>Indicates assessment tools used (i.e. FCAT, FAIR, curriculum based assessments, common assessments etc.) and how this information is used to make instructional decisions</p> <p>Teacher participates in data chats with students and colleagues</p>	<p>Does not indicate progress monitoring tools used to identify student learning needs</p> <p>Does not identify student learning needs through assessment results</p>
<p><b>*Uses student formative and summative assessment data as a basis for providing specific levels of differentiated instruction and target interventions.</b></p>	<p>Responds to the immediate needs of students adapting lessons based on progress monitoring results</p> <p>Assessments of student learning are done to differentiate as knowledge is acquired</p> <p>Instruction is informed from evidence of formative assessment</p>	<p>Identifies how standards are mastered through the use of formative and summative assessments (i.e. FCAT, FAIR, common assessment, or curriculum based assessments)</p> <p>Formative assessment strategies are evident within lesson</p> <p>Teacher modifies materials (text), process or product to support acquisition of content knowledge (i.e. conferring with students, flexible small groups, modification in future lesson plans, providing additional explicit instruction)</p>	<p>Complete lesson is teacher directed with independent practice.</p> <p>No support for acquisition of understanding is evident.</p>
<p><b>Engages students in learning bell to bell</b></p>	<p>Students are <b>actively</b> and appropriately engaged from bell to bell</p> <p>Lesson is divided into appropriate chunks of time and paced in a manner that will generate momentum toward the learning objective</p>	<p>Establishes and reinforces classroom routines that encourage students to start class at the bell and stay engaged until dismissed</p> <p>i.e. Needed materials prepared efficiently</p> <p>Students are orderly and attentive to</p>	<p>Teacher delays in starting instruction</p> <p>Students must wait for teacher’s attention before starting work</p> <p>Students complete assignments early and disengage from learning</p>

Key Indicator	Highly Effective	Effective	Ineffective
<p><b>Plans rigorous, relevant and engaging lessons</b>  <b>Revisit indicator.....</b></p>	<p>Seventy-five percent of students are <i>actively or authentically</i> engaged throughout the lesson                      Teacher participates in formal Lesson Study to improve instruction.</p>	<p>Seventy-five percent of students are <i>compliantly or actively</i> engaged throughout lesson                      All students are required to respond to questions posed by the teacher in writing or through discussion in pairs or groups                      Teacher generated questions reflect an appropriate range of complexity</p> <p>Students generate questions                      Students are asked to read, write and think critically                      Comprehension and vocabulary acquisition to support content is evident                      Teacher reviews key concepts from previous learning and repeats key concepts throughout lesson</p>	<p>More than twenty-five percent of students are off task for more than five minutes of the lesson                      Less than twenty-five percent of the class participates in discussion or respond to teacher generated questions</p>
<p><b>1.2.6 Demonstrates an instructional delivery model that includes explicit instruction, modeled instruction, guided practices, and independent practice</b></p>	<p>Teacher demonstrates the ability to recognize and respond to the need to loop back into explicit or modeled instruction as needed to create student independence and success with task</p>	<p>Teacher provides explicit instruction                      Teacher models the application of the instruction                      Students work in pairs or groups to practice task while teacher circulates to monitor understanding and provide additional instruction                      After appropriate scaffolding, students are required to apply instruction independently</p>	<p>Teacher skips one of the instructional steps (i.e. moves from explicit instruction to independent practice)                      When students are confused or off task, teacher does not re-teach or redirect or does not realize that the off task behavior may be the result of lack of appropriate scaffolding</p>

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>1.2.7 Posts essential questions to guide, deliver and assess learning and references them during the lesson</b>	Teacher leads students to draw conclusions or make inferences on how the essential question relates to previous or future learning Teacher leads students to make personal, text, or content connections related to the essential question (which is evidenced by informal or formal assessment)	Essential question identifies in relevant student friendly terms: “What we are going to learn today” One or more higher order questions related to the “big idea” of the lesson is posted, discussed, and responded to throughout the lesson Teacher uses essential question to assess learning	No essential question is posted, or if posted is not used to guide the lesson Teacher does not actively engage students in the understanding of the essential questions
<b>1.2.8 Promotes collaboration, discussion and sharing of content by students to assess learning</b>	Routinely uses collaborative structures to engage students in purposeful, detailed and insightful conversations about the content to gain new understanding and solve problems	Uses collaborative structures to facilitate student discussion of content in pairs and small groups (i.e. student accountable talk, Socratic Method, pair-share, QAR’s, etc.)  Classroom set up allow for flexible grouping	Little evidence of student discussion or collaboration
<b>Incorporates vocabulary strategies into lessons before, during, and after the reading of content materials</b>	Utilizes an “interactive” word wall which is regularly used for instruction where students make connections between words and word parts from current and previous content	Explicitly teaches content specific terms including the suffixes, prefixes and roots needed for understanding word meanings <b>as applicable to the subject</b> Explicitly teaches general academic words required for full understand of the course content Provides multiple opportunities for students to interact with and use course vocabulary (i.e. word maps and other graphic organizers) Maintains word wall or vocabulary journals with current and previously learned terms Refers to and reviews words during lesson	Little explicit vocabulary instruction is evident Primary vocabulary assignment consists of dictionary and glossary work Word wall is outdate or not used for instruction
<b>Uses pacing prompting, and probing</b>	Lessons are structured in such a way that	Conducts lessons with appropriate pacing	Lesson moves too slowly or too quickly to

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>techniques when asking questions</b>	every student is accountable to <b>discuss and/or</b> answer every question	to keep students engaged Uses prompting techniques such as sentence frames to stimulate student thinking and scaffold student ability to respond appropriately	maintain student interest and participation Few students successfully respond to questions
<b>Employs adequate “wait time” between asking questions and eliciting student response</b>	Purposefully makes use of wait time as an effective teaching strategy to increase comprehension and encourage student inner monologue	Allows time for students to think about and respond to questions posed	Asks multiple questions before allowing student response Answers own questions Poses a question and does not wait for a response before continuing instruction
<b>Models higher order thinking skills using strategies, such as connecting information to prior knowledge, creating analogies, clarifying confusing points and verbalizing thinking</b>	Identifies levels of cognitive complexity during “think aloud” process (i.e. recall, skill/concept, extend thinking, strategic thinking) making students aware of the level of cognitive complexity required to complete the task	“Thinks aloud” to demonstrate the cognitive process Demonstrates practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks.	Does not “think aloud” or model the cognitive process
<b>Engages students in higher order thinking to show, tell, explain and defend reasoning</b>	Provides opportunity for students to consider alternative viewpoints, conclusions and solutions, <b>make claims, and justify reasoning based on evidence</b>	Provides opportunity for students to mentally “wrestle” with course content Student are required to expand upon and support ideas, opinions, inferences, and conclusions expressed	Students are not required to support ideas, opinions, inferences and conclusions expressed or to consider alternative viewpoint, conclusions and solutions
<b>Provides clear expectations for class assignments</b>	Provides examples or rubrics, <b>calendar or list of expected assignments give to student</b>	Provides step by step instructions <b>Assignments are provided to students in writing</b> Models expectations Provides guided practice Provides constructive feedback and opportunity for improvement	Instructions are unclear Students are assigned to work independently, but are unable to do so successfully

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>Implements target interventions for individual students in AYP subgroups based on data analysis</b>	Adapts planned interventions based on assessments of student progress	Has identified students in AYP sub groups Knows the academic and behavioral strengths and weaknesses of individual students in AYP sub groups Plans and delivers appropriate interventions based on data analysis	Does not provide differentiated interventions for AYP sub groups

**1.3 Demonstrates Knowledge of Subject Matter**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>1.3.1 Develops lesson plans that reflect a clear understanding of the developmental sequence of specific content</b>	Teachers unpack standards, to determine the content, knowledge and abilities expected at each grade level or with course of study while making sure plans are a research-based lesson format that promotes a gradual release of responsibility.  Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through the lesson study process on a regular basis.	Teachers unpack standards, to determine the content, knowledge and abilities expected at each grade level or with course of study while making sure plans are a research-based lesson format that promotes a gradual release of responsibility.	Teachers do not unpack standards and/or are not using the gradual release model.  <b>Input:</b>  <b>Define unpack</b>  <b>Gradual release model</b>  <b>Or No evidence of lesson plans</b>

<p><b>1.3.2 Uses a variety of materials to reinforce and enhance lessons</b></p>	<p>Content materials are available and technologies that support student learning are in a variety of formats, research based, aligned with standards, readily available for use and easily accessible by teachers and all students while also being culturally and developmentally appropriate.</p> <p>Supplemental materials offer further breadth and depth to lessons.</p>	<p>Content materials are available and technologies that support student learning are in a variety of formats, research based, aligned with standards, readily available for use and easily accessible by teachers and all students while also being culturally and developmentally appropriate.</p>	<p>County materials are available, but not readily available for use by teachers and/or students. There are not varied formats of materials available (auditory, visual and kinesthetic).</p>
<p><b>Selects and implements strategies that address the remediation and enrichment needs of students</b></p>	<p>Teachers vary the levels of abstractness and complexity as appropriate for students at different levels of readiness through modifications, accommodations and extensions of content and instructional tools and materials.</p> <p>During individual or group activities, teacher simultaneously provides intensive maintenance and enrichment instruction to rotating groups of students or to individual students based on individual needs indicated by data reports.</p>	<p>Teachers vary the levels of abstractness and complexity as appropriate for students at different levels of readiness through modifications, accommodations and extensions of content and instructional tools and materials.</p>	<p>Teachers do not vary the levels of abstractness and complexity as appropriate for students at different levels of readiness through modifications, accommodations and extensions of content and instructional tools and materials.</p>

**1.4 Uses technology in the Classroom**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<p><b>1.4.1 Uses available technology tools and resources to engage students in</b></p>	<p>The teacher uses technology tools and resources in daily instruction. (I.E. interactive white boards, student</p>	<p>The teacher creates a learning environment with the use of some type of technology in instruction on a</p>	<p>The teacher uses little to no form of technology in instruction. The teacher does not use technology to deliver</p>

<p><b>learning</b></p>	<p>response systems, document camera, class website, Moodle site. Students are actively engaged in using technology as a tool rather than passively receiving information from the technology. Students have opportunities to select technology tools to accomplish a specific task or assignment. Students use technology tools and resources to demonstrate what they have learned.</p>	<p>consistent basis. Evidence that the teacher is becoming more comfortable with the use of technology in daily instructional routines is visible. Students receive guidance and feedback from using technology.</p> <p><i>Will revise</i></p>	<p>information to students. Teacher is still relying on paper and pencil assessments and assignments. Poorly defined expectations for the use of technology are evident.</p>
<p><b>*1.4.2 Provide students with opportunities to use technology that support learning</b></p>	<p>Teacher utilizes different forms of technology during daily classroom instruction. These forms include both hardware and software applications for instruction. Through the use of emergent technologies such as podcasting, computer labs, interactive white boards, class websites, Moodle sites, student response systems, and interactive websites students can be seen actively participating in learning opportunities related to real world problems.</p>	<p>The teacher and students are beginning to utilize technology tools to create products to support learning. Students are working collaboratively with others rather than working individually with the technology.</p>	<p>The teacher has students using technology for drill and practice. Students work alone when using technology without teacher direction and complete activities unrelated to instruction</p> <p><i>Revise.</i></p>
<p><b>*1.4.3 Uses available technology to collect, analyze and communicate student data</b></p>	<p>The teacher consistently uses technology to gather and analyze student data using computer generated assessments, forum posts or surveys. The teacher analyzes and displays results with students, parents, administrators and peer teachers to drive instruction.</p>	<p>The teacher uses technology to gather and analyze student data through district database methods such as assessment results, county-wide data services, online surveys, district email system and other information collection tools. The teacher disseminates information, but has not fully developed a system for receiving feedback.</p>	<p>The teacher does not use data to support instruction. The teacher does not have a defined process for collecting, analyzing, or communicating data. <i>The teacher relies on written and verbal communication of student results.</i></p> <p><i>Revisit</i></p>

		(i.e. analysis of Portal progress reports) ??	
<b>*1.4.4 Uses available technology as a tool for communication to students, parents, and colleagues</b>	The teacher uses technology and has a defined process for disseminating this information. There is a clearly defined process to receive feedback through the use of two way communication tools. The teacher uses technology to communicate to others through emergent technologies such as video conferencing, podcasts, forum posts, blogs and wikis.	The teacher uses technology to connect the classroom with parents and students through electronic newsletters, posts to classroom website or Parent Moodle site. Uses email routinely to communicate with parents.	The Teacher does not consistently check or respond to email and relies on hand written communication between home and school.  <b>Revise: Teacher does not use technology for communication.</b>

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**Safe learning and Work Environment**

**2.1 Ability to Maintain Appropriate Behavior**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>2.1.1 Develops and implements a successful classroom management plan aligned to the school-wide behavior plan</b>	There is a class wide system in place aligned to the school wide system to provide positive behavioral supports. System is clearly communicated to all stakeholders.	Classroom system in place with no positive behavior supports	No Classroom system evident
<b>2.1.2 Establishes and continuously models clear expectations for acceptable student behavior</b>	Classroom expectations are clearly posted in classroom, reviewed and modeled on a regular basis. High expectations are in place for all students. Classroom expectations are stated in a positive manner. Expectations are taught and reinforced consistently. Directions are given in a manner to promote responsibility.	Classroom expectations are posted in classroom and reinforced occasionally or not at all. Responsibility and control by teachers; not shared by student	Classroom expectations are not posted or shared. Student Behavior redirected without explanation.
<b>2.1.3 Implements processes to ensure that minimal time is spent during transitions between activities</b>	Appropriate supervision levels during transitions. Adequate cues to transitions are given. Transition expectations are reviewed. Students transition with minimal cues	Appropriate supervision levels during transitions. Adequate cues to transitions are given. Transition expectations are reviewed	Too much time lapses between transitions No established routine processes for transition

<p><b>2.1.4 Establishes a climate of safety and respect for all learners</b></p>	<p>Appropriate supervision levels during transitions.                  Defined boundaries for the students.                  Interaction between teacher and students is positive and genuine.                  Specific praise is frequent.                  Corrective feedback is given in a positive manner.                  Teacher talk is a model of respectful communication.                  Student directed system is implemented for all learners</p>	<p>Appropriate supervision levels during transitions.                  Defined boundaries for the students.                  Interaction between teacher and students is positive and genuine.                  Specific praise is frequent.                  Corrective feedback is given in a positive manner.                  Teacher talk is a model of respectful communication</p>	<p>No established boundaries                  Inappropriate or no supervision                  No consistent process to deescalate</p>
<p><b>2.1.5 Teaches, models, and maintains classroom procedures</b></p>	<p>Procedures and routines are clearly posted, reviewed and modeled on a regular basis.</p>	<p>Procedures and routines are clearly posted, reviewed.</p>	<p>No procedures and routines clearly posted</p>

**2.2 Provides a Positive Physical Learning Environment for All Students**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<p><b>2.2.1 Designs and maintains an organized and neat physical environment to accommodate students' needs</b></p>	<p>Classrooms are inviting to students.                  Utilizes common board configuration.                  Clear of clutter and consistently used as a resource to promote learning. Physical arrangements are conducive to learning and modified as appropriate to learner's exit activity.</p>	<p>Classrooms are inviting to students.                  Utilizes common board configuration.                  Clear of clutter and consistently used as a resource to promote learning.</p>	<p>Not inviting to students. Lack of clear and visible common board configuration.</p>
<p><b>2.2.2 Displays and refers to literacy-rich, instructional-based visual aids and resources (Interactive word walls,</b></p>	<p>Interactive word walls, content posters, process posters etc. are clearly visible to students and are regularly referenced with students and used throughout</p>	<p>Interactive word walls, content posters, process posters etc. are clearly visible to students and referenced throughout instruction in ways that help students</p>	<p>Interactive word walls are not clearly visible and/or not referenced during lesson.</p>

<i>content posters, process posters etc.)</i>	lesson instruction in ways that help students increase their vocabulary acquisition and use of content vocabulary.	increase their vocabulary acquisition and use of content vocabulary.	
<b>2.2.3 Displays current exemplary student work</b>	A variety of exemplary student work from the past six weeks is posted.	Exemplary student work from the last six weeks is posted.	Student work is not posted and/or is not current.

**2.3 Establishes and Maintains a Positive Collaborative Relationship with Students’ Families to Increase Student Achievement**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<p><b>*2.3.1 Establishes processes to ensure ongoing parent or guardian communication</b></p> <p><i>Revisit</i></p>	Develops a process of workflow procedures to communicate w/families about school programs & student progress on a regular basis; two-way and meaningful.	Provides parents an opportunity to volunteer in the classroom and in activities.	No communications and does not provide opportunities for volunteering or family engagement
<p><b>*2.3.2 Responds to requests for parent conferences in a timely manner</b></p> <p><i>Revisit Add examples</i></p>	Provides a flexible conference schedule and meeting place. Communicates to parent the conference expectation prior to meeting. Is welcoming and positive to families. Follows-up in a timely manner.	Provides opportunity for parent conferences.	Does not have a flexible conference schedule. Doesn’t respond to parent request for conferences in a timely manner.
<p><b>*2.3.3 Responds to the diverse needs of families when communicating and planning instruction</b></p>	Provides materials and activities that meet the needs of a diverse population, including developing materials in the Families’ native language.	Provides the necessary resources for diverse families.	The teacher doesn’t initiate ways to communicate or provide materials that meet the needs of a diverse family.

**Managing Systems for Effective and Efficient Operations**

**3.1 Performs Professional Responsibilities**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<b>*3.1.1 Adheres to the Code of Ethics and Principles of Professional Conduct of the Educational Profession in Florida</b>	<p>Possesses knowledge and demonstrates ability to implement and reference Principles of Professional Conduct of the Education Profession in Florida</p> <p>Integrates into daily lessons and consistently demonstrates the Principles of Professional Conduct of the Educational Profession in Florida</p> <p>Can Mentor and Guide colleagues with implementing the state, district and school guidelines and policies</p>	<p>Demonstrates and implements the Principles of Professional Conduct of the Educational Profession in Florida</p> <p>Does not violate PCSB policies 3140 (A), 1-26</p>	<p>Has not taken course work necessary to renew teaching certificate as mandated by FDOE</p> <p>Violates any of the principles of Professional Conduct of the Educational Profession in Florida or policies 3140 (A), 1-26</p>
<b>*3.1.2 Adheres to state, district and school guidelines and policies</b>	<p>Possesses knowledge and can easily reference state, local and site based policies and procedures</p> <p>Can mentor and guide colleagues in implementing state, district and school guidelines.</p>	<p>Has knowledge of and demonstrates ability to implement state, district and school guidelines</p> <p>Demonstrates knowledge and skills acquired after staff development.</p>	<p>Failure to provide adequate lesson plans, necessary reports, student data, etc.</p> <p>Is not familiar nor demonstrates knowledge of school board and site based policies</p> <p>Doesn't apply knowledge/skills after participating in required training. (i.e. RIT, Attendance reports, bullying prevention.)</p>
<b>*3.1.3 Exercises good judgment</b>	<p>Models and develops innovative techniques that promotes established policies, procedures and best practices in the learning environment</p>	<p>Consistently follows policies, procedures and best practices</p>	<p>Frequently counseled about policies and procedures and best practices.</p>

<p><b>*3.1.4 Is punctual</b></p>	<p>Has a proven record of submitting required reports on or before due date</p> <p>Teacher models and reinforces proven methods that help students complete designed objectives in a timely fashion (i.e. establishes processes for disciplinary referrals.)</p> <p>Teacher demonstrates and promotes personal responsibility for themselves and their students for accomplishing all learning activities (i.e. establishes realistic timelines and implements differentiated instruction.)</p>	<p>Follows established guidelines for reporting absences/tardies</p> <p>Follows established site based district procedures for reporting absences</p> <p>Submits required reports and documentation in a timely fashion (i.e. lesson plans, IEP's, grades, progress reports, IPDP, Employee certificate of absence report, etc.)</p>	<p>Multiple occasions or failure to report absences/tardies in a timely fashion</p> <p>Failure to follow site based policies when reporting tardiness to work</p> <p>Failure to submit required and appropriate documentation in a timely fashion (i.e. lesson plans, IEP's, grades, progress reports, duty stations, management plans.)</p>
<p><b>*3.1.5 Demonstrates positive attendance patterns</b></p>	<p>Seldom or never absent</p> <p>Follows all site based and district procedures for reporting absences and tardies</p> <p>Has accrued multiple sick days (that can be used in a major medical emergency)</p>	<p>Follows established guidelines for reporting absences (PCS form 3-135)</p> <p>Follows site based guidelines for reporting absences and tardies</p> <p>Arranges for personal time off in advance</p>	<p>Has missed 10 days or more each academic year</p> <p>Multiple year employee that has no sick or personal time available</p> <p>Demonstrates a pattern of absenteeism (i.e. Monday or Friday.)</p> <p>Failure to report absences</p>

**3.2 Engages in Continuous Improvement for Self and School**

<b>Key Indicator</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Ineffective</b>
<p><b>*3.2.1 Contributes to achieving the goals of the School Improvement Plan</b></p>	<p>Participates in a school-based team that contributes to the development , implementation, monitoring and</p>	<p>Implements strategies that contribute to meeting the goals in the SIP</p>	<p>Operates separately from the SIP classroom goals are unrelated to the SIP.</p>

	evaluation of the SIP		
<b>*3.2.2 Engages in Professional Learning Communities to improve collaboration and practice</b>	Facilitates a professional learning community through the use of protocols to support active engagement in the cycle of improvement that positively impacts practice.	Participates in a structured community of practice utilizing a cycle of improvement that analyzes data, student work, or instructional strategies, discussing opportunities to improve student achievement and improve professional practice, Develops and implements an action plan and analyzes the results	Attends a PLC without engaging in discussion or implementing outcomes from the learning community that support continuous improvement in his or her practice  Non attendance at PLC
<b>*3.2.3 Reflects, intentionally studies, gathers data, analyzes data, shares findings, and improves upon his/her practice</b>	Facilitates the inquiry process with colleagues and shares the results publicly with the school, district or state.	Formulates a wondering/hypothesis, gathers relevant data, analyzes the data, and reflects on possible results, participates in professional development to improve practice. Share results publicly with department, team, colleagues or PLC.	Maintains current classroom practice without reflecting on the impact on student learning and acting on what is not working.
<b>*3.2.4 Completes annual mandatory professional development</b>	Completes and participants in professional development beyond the specified federal, state, district, and school professional development requirements	Completes specified federal, state, district, and school professional development requirements	Does not comply with specified federal, state, district, and school professional development requirements
<b>*3.2.5 Completes professional development aligned to the Individual Professional Development Plan</b>	Develops additional IPDP goals, participates in professional development to achieve those goals, and provides evidence of outcomes and changes in his or her practice	Completes professional development activities aligned to IPDP and identifies changes in his /her practices resulting from the professional learning	Is unable to provide evidence of professional development activities aligned to IPDP
<b>*3.2.6 Implements professional</b>	Selects and implements multiple measurable outcomes from a	Selects and implements a minimum of one measurable outcome from a	Attends professional development activity and is unable to provide

<b>development outcomes in the classroom</b>	professional development activity and provides evidence of student impact	professional development activity and provides evidence of student impact.	evidence of implementation and student impact
<b>*3.2.7 Engages in Lesson Study</b>	Participated and/or facilitated a Lesson Study cycle	Read literature regarding Lesson Study Attended a training regarding Lesson Study Attended a Lesson Study Open House	Has no evidence of knowledge regarding Lesson Study

DRAFT



# A DRAFT of The Performance Appraisal Instrument

Pinellas County Schools



## Elements of the Appraisal Process

- Overall Purpose
- The Instrument
- Timeline for the Process (manual)
- Professional Development on the Instrument
- Evaluating the Process/Instrument

## Purpose

*To improve the quality of teaching and learning*

Defining the process and creating the instrument required to identify the **influences** and **impacts**.

## Background

The district first began to revise the performance appraisal in the 2008-2009 school year.

This year, revision was needed due to additional state requirements (Differentiated Accountability and Florida's application for the Race to the Top).

## Resources for Initial Development

- State Statute (Sec. 1012.34, F.S.)
- Florida Education Standards Commission's *Competencies for Teachers: Educator Accomplished Practices*
- Differentiated Accountability Strategies and Supports
- Florida's Race to the Top Application for Initial Funding (CFDA 84-395A)
- Input on the Race to the Top grant application from SPC Collaborative Lab Feb 5, Feb 15, and March 19<sup>th</sup>, 2010
- 2008-09 Performance Appraisal Revision
  - Draft Instrument
  - Teacher Feedback
  - Administrative Feedback
- Pinellas County Strategic Plan
- Regional Superintendent's 'Walkthrough' document
- Elementary Leadership Team collaborative document that defined "good instruction"
- Instructional Review elements being used by the DOE Region teams in D/F schools.
- Human Resources 'Chalk Talk' summarizing collaborative work with UF Lastinger Partnership

## Instrument

### Performance Instrument Score Sheet

#### Main Components :

- Accomplished Practice Data
- Performance of Students Data
- Peer Review Data

## Accomplished Practice Data

- 12 Accomplished Practices to be measured are based Florida Education Standards Commission's- *Competencies for Teachers: Educator Accomplished Practices* with specific language from State Statute (Sec. 1012.34, F.S.)
- Aligned Accomplished Practices with 3 District Strategic Plan Strategic Directions.
- Effectiveness scale used. Highly Effective; Effective; Ineffective.
- Teacher Data Collection sheet with Identified Key Indicators based on *Instructional Review* elements being used by the DOE Region supporting the implementation of *Differentiated Accountability*.
- Data from the Teacher Data Collection sheet is used for scoring of the Accomplished Practices portion of the instrument.

## Teacher Data Collection Sheet

- Key Indicators for each Accomplished Practice.
- Scoring of Key Indicators.
- Calculating the score from the Data Collection to transfer to the Performance Appraisal Instrument.

## Performance of Students Data

- Mandated (>50%)
- Issues and Concerns
  - Available data
  - Future state expectations

## Peer Review Data

- Required element for Race to the Top
- Choice for teachers
  - Lesson Study Group Participation
    - Applies LSG training and completes all identified elements of a LSG as defined by DOE Region teams.
  - Peer Observation
    - Uses Observation sheet.
    - Criteria of 'Teacher Leader' defined.

## Scoring

### Main Components :

- Accomplished Practices Data
- Performance of Students Data
- Peer Review Data

### Total score:

- Highly Satisfactory
- Satisfactory
- Unsatisfactory
- Highly Unsatisfactory

## COMMUNICATION EFFORTS REGARDING THE DISTRICT'S NEW TEACHER APPRAISAL INSTRUMENT

The Office of Strategic Communications shared information about the proposed teacher appraisal instrument with board members via the Friday Update:

March 26

### **Teacher appraisal group continues to craft plan**

Acutely aware of shifting sands in the Legislature, the district's Office of Research and Accountability and the Human Resources Department have begun drafting a teacher appraisal plan to align with state mandates that require school districts to have a plan in place for the next school year. Inherent in the plan will be recommendations from a group that met last year to create a more comprehensive appraisal plan. PCTA representatives have been invited to participate in the ongoing meetings. The group is optimistic that a plan will be ready for your review in May.

April 9

### **New plan for performance appraisal unveiled**

Thursday's SA&A meeting also provided the district's departments of Research and Accountability and Professional Development an opportunity to present a draft copy of a new teacher performance appraisal instrument. Principals learned the initial draft instrument was based on the following items:

- State Statute (Sec. 1012.34, F.S.)
- Florida Education Standards Commission's *Competencies for Teachers: Educator Accomplished Practices*
- Differentiated Accountability strategies and supports
- Florida's Race to the Top Application for Initial Funding (CFDA 84-395A)
- Real-time record documents from SPC Collaborative Lab sessions Feb. 5, Feb. 15, March 19
- 2008-09 performance appraisal revision
  - Draft instrument
  - Teacher feedback
  - Administrative feedback
- Pinellas County Schools Strategic Plan
- Regional superintendents' walkthrough document
- Elementary Leadership Team collaborative document defining "good instruction"
- Instructional review elements used by the DOE Region teams in our D/F schools.
- Human Resources *Chalk Talk* newsletter summarizing collaborative work with UF Lastinger partnership

The draft instrument was vetted prior to submission to principals at Thursday's meeting by human resources, curriculum and instruction, district regional offices, and teacher, and principal and union representatives. It is scheduled to come to you at the May 20 workshop.

April 16

**Work continues on teacher performance appraisal instrument**

As you learned in last week's Friday Update, district staff from the offices of Professional Development and Research and Accountability shared the draft instrument of a new performance appraisal for teachers with principals at the April 8 SA&A meeting. The PowerPoint for that presentation is now posted to the Differentiated Accountability link on the district's Moodle site. Also posted is feedback from principals, including answers to questions such as: What do you like about the draft instrument? What are your concerns? Legislative liaison Steve Swartzel reports that the latest version of the appraisal instrument has been distributed to union representatives for their input. Next steps in this process include continued review of feedback, followed by revisions made by content area experts; collaboration between professional development and regional superintendents/curriculum and instruction on Moodle training for teachers and principals; and review and approval of the instrument by the Office of General Counsel. To view the PowerPoint and the principal feedback document, go to <http://moodle.pcsb.org> and log on using your PCSB user name and ID. Click on "Dept. & Offices," then select "differentiated accountability" from the list of items. When the next screen comes up, click on "differentiated accountability" (no course key or password is required), and scroll down to Item 2: Performance Appraisal.

May 7

**Teacher appraisal instrument undergoes revisions**

Members of the district leadership team met Thursday to get feedback from union representatives on a draft version of a new teacher appraisal instrument. The instrument, crafted by the Office of Research and Accountability and the Office of Professional Development, has been revised several times since it was unveiled in late April to region superintendents and curriculum and instruction staff. Additional changes were made following Thursday's meeting in preparation for a second meeting with union officials. In the meantime, a communications meeting will be held Thursday to create a timeline for rolling out the new instrument to principals and staff pending board approval of the document. Details will come to you at your May 20 workshop.

**The Office of Strategic Communications shared information about the proposed teacher appraisal instrument with district leadership – both administration building-based and school-based – via the Monday Update:\***

March 22

**Teacher appraisal group continues to craft plan**

District staff from the Office of Research and Accountability and the Human Resources Department are drafting a teacher appraisal plan to align with state mandates that require school districts to have a plan in place for the next school year. Inherent in the plan will be recommendations from a group that met last year to create a more comprehensive appraisal plan. PCTA representatives have been invited to participate in the ongoing meetings. Additional teacher input will be solicited before the plan is submitted for School Board review in April.

April 19

**Work continues on teacher performance appraisal instrument**

As you know, district staff from the offices of Professional Development and Research and Accountability shared the draft instrument of a new performance appraisal for teachers at the April 8 SA&A meeting. The PowerPoint for that presentation is now posted to the Differentiated Accountability link on the district's Moodle site. Also posted is feedback from principals, including answers to questions such as: What do you like about the draft instrument? What are your concerns? Legislative liaison Steve Swartzel reports that the latest version of the appraisal instrument has been distributed to union representatives for their input. Next steps in this process include continued review of feedback, followed by revisions made by content area experts; collaboration between professional development and regional superintendents/curriculum and instruction on Moodle training for teachers and principals; and review and approval of the instrument by the Office of General Counsel. To view the PowerPoint and the principal feedback document, go to <http://moodle.pcsb.org> and log on using your PCSB user name and ID. Click on "Dept. & Offices," then select "differentiated accountability" from the list of items. When the next screen comes up, click on "differentiated accountability" (no course key or password is required), and scroll down to Item 2: Performance Appraisal.

May 10

**Teacher appraisal instrument undergoes revisions**

Members of the district leadership team met last week to get feedback from union representatives on a draft version of a new teacher appraisal instrument. The instrument, crafted by the Office of Research and Accountability and the Office of Professional Development, has been revised several times since it was unveiled in late April to region superintendents and curriculum and instruction staff. Additional changes were made following Thursday's meeting in preparation for a second meeting with union officials. In the meantime, a communications meeting will be held this week to create a timeline for rolling out the new instrument to principals and staff pending board approval of the document.

May 17

**Coming up this week in the district:**

- Pinellas School Board workshop, 9 a.m.-5 p.m. Thursday in the cabinet conference room  
On the agenda: The superintendent and members of her staff will present a proposed revision in the teacher appraisal process; the superintendent and selected principals will present an update on the district's efforts in moving toward decentralized decisionmaking. To view the agenda, go to <http://www.pcsb.org/board/files/Workshop%20Agenda%205-20-10.pdf>.

**The Superintendent, along with the Offices of Professional Development and Research and Accountability, shared information with principals on the draft teacher appraisal instrument and supporting documents at the April 8 SA&A meeting in the Conference Hall:**

A portion of the meeting was dedicated to a PowerPoint presentation\*\* to acquaint school-based leadership with the process to date, what it will mean for their teachers, and steps going forward in the documents' evolution.

Principals learned the initial draft instrument was based on the following items:

- State Statute (Sec. 1012.34, F.S.)
- Florida Education Standards Commission's *Competencies for Teachers: Educator Accomplished Practices*
- Differentiated Accountability strategies and supports
- Florida's Race to the Top Application for Initial Funding (CFDA 84-395A)
- Real-time record documents from SPC Collaborative Lab sessions Feb. 5, Feb. 15, March 19
- 2008-09 performance appraisal revision
  - Draft instrument
  - Teacher feedback
  - Administrative feedback
- Pinellas County Schools Strategic Plan
- Regional superintendents' walkthrough document
- Elementary Leadership Team collaborative document defining "good instruction"
- Instructional review elements used by the DOE Region teams in our D/F schools.
- Human Resources *Chalk Talk* newsletter summarizing collaborative work with UF Lastinger partnership

Principals learned that the draft instrument was vetted prior to submission them at this meeting by the district's departments of human resources and curriculum and instruction, district regional offices, and

teacher and principal representatives. After the presentation, principals worked in small groups to dissect the documents and brainstorm questions.

**The district's Office of Research and Accountability created a Moodle site in early April; Pinellas County Schools staff members were directed to the site via the Monday Update and the staff link on the district's website.**

Information added to the Moodle site, which remains, includes:

- The performance evaluation instrument
- The teacher data collection sheet
- The PowerPoint presentation from the Superintendent's April 8 meeting with principals
- Feedback from the April 8 principals' meeting

**The April edition of Chalk Talk, a newsletter produced by the district's Office of Professional Development, included information on the appraisal instrument:**

Here are just a few of the things we have been working on:

- Development of new, and easier to understand, teacher and administrator appraisals and IPDPs (all stakeholders have had input over the past two years of development). We will let you know when there is a final product.

**The Superintendent and Steve Swartzel, Director of Governmental Relations, shared with Marshall Ogletree, executive director of the Pinellas Classroom Teachers Association, and Kim Black, association president, at a meeting in the cabinet conference room on May 6.**

Included in the presentation:

- An introduction to State Statute (Sec. 1012.34, F.S.)
- Background on how the district arrived at the draft documents
- A discussion of how the draft appraisal aligns with Differentiated Accountability mandates and the Race to the Top Memorandum of Understanding, which union representatives had recently signed off on
- A step-by-step walk-through of the performance evaluation instrument and the teacher data collection sheet

**The Office of Strategic Communications held a meeting on May 13 with Marshall Ogletree and Kim Black to discuss how the district would communicate the appraisal instrument to School Board members and instructional staff. The following e-mails were crafted, vetted by the Superintendent, the Office of General Counsel, the Department of Human Resources, and union representatives and sent on May 18:**

Dear board members,

District staff from the offices of Professional Development and Research and Accountability are continuing to shape a draft document of the teacher performance appraisal instrument that will be presented to you at Thursday's board workshop. For the most up-to-date information on this initiative, please refer to the attached documents, which include the latest draft version of the performance review instrument and the teacher data collection sheet. You also will find a PowerPoint that explains the current status of the work and a crosswalk that illustrates the link between the draft version and differentiated accountability mandates.

Here are next steps:

- PCTA's teacher evaluation committee will meet today to review the draft instrument and the teacher data collection sheets.
- School-based staff will receive these documents before noon today with an explanation of the process to date.
- Secondary principals will review the documents with regional superintendent Barbara Thornton on Wednesday.
- Elementary principals will review the documents with regional superintendents Carol Thomas and Barbara Hires on Thursday; at the same time, you will be discussing them in your School Board workshop.
- The results of your discussion will be forwarded to the regional superintendents immediately following the workshop; the regional sups will communicate the information to the principals and strongly encourage them to communicate with their teachers.
- At the May 25 School Board meeting you will be asked to approve the proposed teacher performance appraisal instrument and authorize the superintendent to request the Department of Education to assist in further developing, improving, or reviewing the district's instructional personnel assessment system.
- Professional development to teachers and principals will continue over the summer.
- Elements of the proposed evaluation system that require collective bargaining will be addressed by the bargaining teams.

PCS employees:

As many of you know, stakeholder groups composed of district administrators, principals, and union and non-union teachers have been working for months to craft a new teacher performance appraisal instrument as required by state statute. A draft was completed based on input from those stakeholders during workgroups at SPC's collaborative labs in February and March and at the UF Lastinger Center professional development retreat in February, along with consultation with the district's Office of General Counsel. The draft was shared with Human Resources, Curriculum and Instruction, district regional offices, teacher representatives and all principals, and additional revisions were made. Drafts have been shared throughout the development process at the Differentiated Accountability Moodle site, open to all School Board employees.

You can view the most up-to-date information on this initiative via the attached documents, which include the latest draft version of the performance review instrument and the teacher data collection sheet. You also will find a PowerPoint that explains the current status of the work and a crosswalk that illustrates the link between the draft version and differentiated accountability mandates.

Here are next steps:

- PCTA's teacher evaluation committee will meet today to review the draft instrument and the teacher data collection sheets.
- Secondary principals will review the documents with their regional superintendent on Wednesday.
- Elementary principals will review the documents with their regional superintendents Thursday; at the same time, the School Board will be discussing them at a workshop.
- Immediately following the workshop, the results of the discussion will be forwarded to the regional superintendents; they will communicate the information to principals and strongly encourage them to communicate with their teachers.
- The superintendent will recommend that the board approve the proposed teacher performance appraisal instrument at the May 25 School Board meeting; the superintendent also will ask the board to authorize her to request that the Department of Education assist in further developing, improving, or reviewing the district's instructional personnel assessment system.
- Professional development for teachers and principals on the evaluation instrument will continue over the summer.
- Elements of the proposed evaluation system that require collective bargaining will be addressed by the bargaining teams.

**Questions from teachers on the draft teacher appraisal instrument received May 18-25 and answered May 30 by the district's Office of Professional Development:**

Addressed in the draft instrument are alternative assessment gains and general education gains, but there is a growing group of ESE students who are pursuing a standard diploma but are unable to successfully assess standard assessment tools such as FAIR and FCAT. What will be the measure of success for these students and their teachers? Will the district consider gains reflected in IEP goals?

When will training on the new instrument be offered for teachers? When will it be offered for administrators?

How will new teachers be evaluated, and what measures or standards will be used to judge if they are eligible for contract renewal? Will it be possible to be a very good teacher and still not get a renewal?

\* Members of the district leadership team, both administration building-based and school-based, are strongly encouraged to share information in the Monday Updates with their staff; in the case of school-based leaders, this would include instructional and noninstructional personnel.

\*\*Please see the PowerPoint presentation, attached.

## Next Steps

- Gather input on instrument from users.
- Continued collaboration with union.
- Share status with all stakeholders.
- Develop timeline for implementation.
- Develop training on the instrument and timeline.
- Develop Manual / Supporting Documents.
- Board Approval

## Evaluation

- Each spring the district conducts a survey of the appraisal process.
- This survey complies with the legislative requirement to evaluate the effective use of assessment criteria and evaluation procedures by administrative personnel of instructional personnel. 1012.34 F.S.
- Additional analysis will be conducted.

## **Appendix D**

### **Key Personnel**

**D-1**

*Paige Gayzagian-Baitinger*

*D-1*

*Donna Winchester*

*D-3*

### **Job Descriptions**

**D-4**

*Grant Job Responsibilities*

*D-4*

*Clerk II*

*D-6*

*Instructional Staff Developer/Mentor*

*D-7*

*Program Manager/Coordinator*

*D-8*

*Senior Application Specialist*

*D-9*

### **Indirect Cost Agreement**

**D-10**

**Paige Gayzagian-Baitinger, M.A.**



**Education:**

University of South Florida

1996 - Master's Degree, School Guidance and Counseling.

1993 - Bachelor's Degree, Interdisciplinary Social Science and Psychology

**Professional Experience:**

**Pinellas County School District**

2/2010-Present

Supervisor, Human Resources-Professional Development

Collaboratively develops, communicates and deploys Professional Development mission and goals aligned to the district's goals and world-class quality criteria.

Assists in the management of the daily operation of the Professional Development; prioritizes and delegates work assignments and supervises/evaluates staff as assigned to provide research, development and improvement of training/consulting/delivery services.

Represents and promotes a positive image of Pinellas County Schools as a leader in educational reform at district, state and national conferences and association meetings and initiates, coordinates and manages projects which support the deployment of the District Strategic Plan.

Assists in the allocations of funds and resources to plan and facilitate quality training and implementation throughout the district .

Manatee County School District

Buffalo Creek Middle School

06/2007 - Present

Guidance Counselor, Department Chair, AVID Counselor.

Academic advising and scheduling for 500 students.

Facilitate staff trainings for AVID program, co-facilitate staff training for testing. Developed master schedule with A.P. and assisted in developing student registration/enrollment process.

Member: School Leadership Team, District Pupil Progression Plan Committee, School Literacy Team, School Improvement Plan Team, School Advisory Council Faculty Representative, Child Study Team Chairperson.

W.D. Sugg Middle School

11/2006 – 5/2007

Guidance Counselor, 6<sup>th</sup> grade

Academic advising and scheduling for 300 students.

Facilitate parent/teacher conferences. Facilitate staff training for district testing.

Provide individual and group counseling; conflict resolution, peer mediation.

Team with Assistant Principals and Parent Liaisons when discipline, academic and counseling issues overlap.

Team with co-counselors, Data Study Team and Child Study Team to monitor student progress and adapt academic delivery to meet student needs.

Manatee School for the Arts, Charter School  
Guidance Counselor, Department Chair

12/2005 – 11/2006

Create master schedule, FTE administrator, supervise guidance department, student services department and office staff. Academic advising and scheduling 600 students. Meet with co-counselors to communicate and monitor on-going project responsibilities and deadlines. Facilitate parent/teacher conferences, monitor student academic progress. Implemented school-wide peer tutoring program. Developed academic and behavioral contracts with students, Child Study Team Chairperson and Testing Coordinator.

**Pinellas County School District:**

John Hopkins Middle School  
Guidance Counselor, 7<sup>th</sup> grade

06/2006 - 12/2006

Academic Advising and scheduling for 450 students.  
Assist ESE department in development and implementation of functional behavior plans.  
Facilitate parent/teacher conferences, monitor student progress, AIP's  
Doorways Scholarship Coordinator, monitor student academic progress to ensure students meet scholarship criteria.  
Peer Mediation Coordinator; facilitate student groups to set goals, develop problem solving conflict resolution strategies.  
Test Coordinator, facilitate staff training for FCAT, KAPLAN and district testing.

Nina Harris Exceptional Student Education Center

Guidance Counselor/ESE Staffing Coordinator, PreK-12<sup>th</sup>

07/1996 – 06/2006

Teamed with ESE specialist and teachers to develop IEP's for new students and students transitioning from middle to high school.  
Schedule/ facilitate staffings, IEP meetings with parents, teachers and district personnel.  
Coordinate post-graduation transitional employment for graduates with community service agencies.  
Pro-Ed Facilitator, 1997-2004. Coordinate and/or facilitate site-based trainings.  
SAC Chairperson, 2001-2003  
School Improvement Writing Team, 2000-2005

Tomlinson Adult Learning Center (evening program)

Guidance Counselor

09/2002 – 12/2003

Administered TABE testing, guidance provided to adult learners and ESOL students working toward high school diplomas or GEDs. Provide vocational counseling, guidance to students entering workforce or technical training.

**Continued Professional Development**

2008- Present, Argosy University Doctoral Program, Organizational Leadership  
2008- AVID Program Development/Training for School Administrators and Counselors  
2006 - Licensure for Mental Health Counseling, Registered Intern.  
2005 - Pinellas County Schools, Instructor Certification, Nonviolent Crisis Intervention  
2005- Pinellas County Schools, Board Certified Associate Behavior Analyst Coursework  
2001 - Pinellas County Schools, Quality Academy, Examiner Coach Training  
1999 - Pinellas County Schools, Leadership University

**References**

Available upon request

## Donna R. Winchester

### CAREER SUMMARY

Coordinator of Strategic Communications  
Pinellas County School District, Largo, Florida, December 2009-present



Education reporter  
*St. Petersburg Times*, St. Petersburg, Florida, October 2001-December 2009



Editorial assistant  
*St. Petersburg Times*, St. Petersburg, Florida, April 1999-October 2000



Production manager  
Thrifty Nickel Want Ads, Clearwater, Florida, May 1996-April 1999



Graphic designer  
Beacon Leader Bee Publications, Largo, Florida, August 1994-May 1996



Freelance graphic designer  
Atlanta, Philadelphia, Redington Shores, June 1988-August 1994



Business owner  
Graphic Impressions Studios, Inc., Gainesville, Florida, October 1979-1988

### EDUCATION

Master of Arts in Journalism  
University of South Florida, St. Petersburg, Florida, December 2009



Bachelor of Arts in English Literature  
University of South Florida, St. Petersburg, Florida, August 1999



105 hours completed toward Bachelor of Science in Journalism  
and Bachelor of Arts in Film/Art History  
University of Florida, Gainesville, Florida, August 1973-June 1975

**Staff Developer:**

**Major Function:** To provide assistance to project manager in coordinating and providing job-embedded professional development to teachers in high need schools, with a specific focus on culturally responsive classrooms, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

**Duties and Responsibilities:**

Develops a plan to meet the goals of the diverse population of these high needs schools.

Coordinates and provides professional development to teachers and administrators.

Visits classroom to observe instructional practice and provide feedback for teachers.

Model, co-teaches and mentors teachers in support of their professional development.

Assists schools in locating, securing, and disseminating instructional material.

Analyzes data to drive program implementation and improvement.

Provides opportunities for teachers and administrators to increase their understanding of diverse student populations.

Performs other duties as required.

**Instructional Mentor:** Coordinates and providing job-embedded professional development to teachers in high need schools, with a specific focus on culturally responsive classrooms, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

**Duties and Responsibilities:**

Provides responsive mentoring aligned to the targeted goals and needs of the teacher.

Assists teacher with analyzing data and student work to improve instruction.

Maintains required documentation and records.

Provides consultation regarding instructional and operational best practices with a focus on student learning.

Observes regularly ,conducts conferences and provides insight and feedback to improve the effectiveness of the teacher's performance.

Maintains confidentiality and integrity of the information.

Participates in PLCs.

Performs other duties as required.

### **Administrative Mentor**

**Major Function:** Supports the administrators professional growth by assisting principals in meeting the Florida Principal Leadership Standards.

#### **Duties and Responsibilities:**

Coordinates and provides job-embedded professional development to administrators in high-need schools.

Provides consultation regarding instructional and operational best practices with a focus on student learning.

Provides responsive mentoring aligned to targeted goals and the needs of the administrator.

Assists administrator in analyzing data to set goals for improvement.

Maintains logs and records.

Maintains confidentiality and integrity of the information.

Performs other duties as required.

PINELLAS COUNTY SCHOOL BOARD  
FLORIDA

PCSB: 6320  
PCSB: 6330  
Pay Grade: D08

FLSA: Non-Exempt

**CLERK SPECIALIST II**

**MAJOR FUNCTION:**

Performs advanced, complex clerical work in carrying out a variety of specialized or technical duties. Applies varied procedures in accomplishing duties in an assigned work unit. Work involves a high degree of independent judgment and moderate decision-making based on experience or knowledge of unit operations. Incumbent is required to perform complex duties of a specialized nature and may supervise other clerical employees. Work is performed under general direction and is reviewed through observation and evaluation of work performed.

**DUTIES AND RESPONSIBILITIES:**

- Performs varied clerical duties in accordance with standard procedures which may include operating a computer, photocopying, filing, tabulating information, answering telephones and processing mail.
- Maintains complex, specialized, files and technical records particular to a unit.
- Processes forms and reports of a specialized nature.
- Prepares reports and statistical analysis as assigned.
- Relieves superior of administrative detail by performing research, maintaining records, and assisting in compilation of required data; makes mathematical calculations.
- May assist in preliminary budget preparation.
- May operate a computer to enter, retrieve or modify data.
- May supervise others in routine clerical tasks.
- Interprets rules and regulations of assigned unit; advises customers and employees of departmental policies and procedures.
- May prepare departmental payroll or pre-payroll information for processing at central payroll unit.
- Applies knowledge of principles, practices, procedures, equipment, operation, organization, fiscal and procedural regulations applicable to assigned unit.
- Provides and compiles specialized information; prepares operating and statistical data and reports; maintains effective departmental and public relations; provides information correctly and concisely both orally and in writing; makes mathematical calculations rapidly and accurately.
- Performs other related duties as assigned.

**MINIMUM QUALIFICATIONS:**

Graduation from a standard high school or possession of a GED and four (4) years progressively responsible office experience; or an equivalent combination of education, training and experience.

ISSUED: 8/79 SSN; FORMAT REVISED: 3/88; MQ'S REVISED: 2/93 PBL; BOARD APPROVED: 2/24/93; REVISED WC: 4/04 LM; REVIEWED/REVISED MF, D&R 10/06 AK.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification, and they are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

PINELLAS COUNTY SCHOOL BOARD  
FLORIDA

PCSB: 2212  
Instructional

FLSA: Exempt

**INSTRUCTIONAL STAFF DEVELOPER**

**MAJOR FUNCTION:**

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

**DUTIES AND RESPONSIBILITIES:**

- Maintains a professional development plan and engages in professional development activities
- Visits classrooms to observe instructional practice and suggest growth steps for teachers
- Models, co-teaches and mentors teachers in support of their professional development
- Assists teachers in evaluating and improving instructional planning processes
- Assists in developing and monitoring assessments aligned to Sunshine State Standards
- Provides opportunities for school administrators to increase their understanding of best practices
- Coordinates activities among subject area supervisors, directors and school personnel in support of best practices
- Assists schools in articulation of subject area materials and program needs from grade to grade and school to school
- Ensures fidelity of instruction in designated subject area
- Represents the designated subject area on cross functional teams
- Aggregates and monitors school data to help adjust program development, implementation and improvement
- Coordinates professional training for teachers and administrators
- Assists schools in locating, securing, and disseminating instructional materials
- Assists teachers with required assessments and data driven decision making
- Performs other related duties as required.

**MINIMUM QUALIFICATIONS:**

Bachelor's degree from an accredited college or university. Possession of (or eligible for) a valid regular Florida teaching certificate in the subject area in which the staff development will be provided (reading, English, language arts or mathematics). Three (3) years of related professional experience.

**PREFERRED:**

Masters degree from an accredited college or university. Experience in conducting training and curriculum development. Sound knowledge of subject area. Demonstrated experience in alignment of curriculum, instruction, software programs and assessment. Demonstrated expertise in training in the areas of motivation, struggling students, cooperative learning, technology, FCAT data and best practices.

ISSUED: 7/06 AK.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification, and are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

PINELLAS COUNTY SCHOOL BOARD  
FLORIDA

PCSB: 0486  
Pay Grade: C06

FLSA: Exempt

**PROGRAM MANAGER,  
GRANT-FUNDED PROGRAMS**

**MAJOR FUNCTION**

This position serves as the program manager for grant-funded programs. This is a multi-faceted position responsible for planning, implementation, management and operation of identified grant projects. The position works with school-based personnel, central office staff, federal and/or state program personnel, and often a contracted project evaluator, to implement grant-funded programs at schools funded through identified grants. The position collaborates extensively with principals of grant-funded schools, the Director of Special Projects, administrators in the areas of curriculum and instruction, budget, finance and human resources, and federal and/or state grant program officers.

**DUTIES AND RESPONSIBILITIES**

- Coordinates funded grant program development and implementation for identified schools.
- Aligns program activities with grant program goals and objectives and district goals and objectives.
- Collaborates with school-based and district office personnel, federal and/or state grant program staff, and often with contracted project evaluators to ensure achievement of grant program goals and objectives.
- Develops overall grant program implementation timelines and assists principals with development of individual school-based grant program implementation timelines.
- Manages grant budgets, assists individual principals with managing school-based grant budget allocations, and monitors grant expenditures for compliance with federal and/or state requirements.
- Serves as liaison with school-based personnel, personnel in the division of curriculum and instruction, and the district special projects office.
- Coordinates and assists grant program evaluation.
- Analyzes and disseminates information on the effectiveness of grant program implementation.
- Prepares annual grant performance reports and submits to federal and/or state program officer and special projects office.
- Coordinates development and implementation of staff training in support of grant goals and objectives.

**MINIMUM QUALIFICATIONS**

Master's degree from an accredited college or university with certification in Educational Leadership, Administration and Supervision, or an equivalent certification as defined by the Florida Department of Education. Demonstrated knowledge of district curriculum expectations and experiences in the development of curriculum materials and instructional strategies. Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.

**PREFERRED**

Administrative experiences as a school-based or central office administrator or a coordinator of grant-funded programs, preferably at the same level as the schools included in the funded grant. Demonstrated interest in development of programs similar to those in the funded grant. Demonstrated abilities in program coordination and budget. Experience in area of focus of grant program.

ISSUED: 3/01 AK; BOARD APPROVED: 03/11/03

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

PINELLAS COUNTY SCHOOL BOARD  
FLORIDA

PCSB: 7403  
Pay Grade: C05

FLSA: Exempt

**SENIOR APPLICATION SPECIALIST**

**MAJOR FUNCTION:**

Performs advanced technical work designing, developing, maintaining, and supporting one or more computer applications. Assists in the development, design, and implementation of programs. Analyzes, studies and interprets information and data. Trains and leads others on projects. Collaborates with other departments on projects, system design improvement, and problem resolution. Exercises discretion and independent judgment.

**DUTIES AND RESPONSIBILITIES:**

- Analyzes, designs, codes, tests, implements and maintains complex computer programs involving high cost and major impact to the school system.
- Provides district-wide support for application end-users.
- Consults with users on the creation, analysis, and utilization of data.
- Interprets and modifies data.
- Works with software and develops interfaces.
- Analyzes, maintains and updates application software and servers.
- Develops applications using various languages, reporting packages and third-party softwares.
- Develops logic flow charts for programs and applications.
- Develops test data, test programs and analyzes test results. Tests and verifies new software.
- Produces and creates custom reports and data files.
- Monitors information needs to meet changing requirements.
- Writes documentation for processes and user instruction.
- Collaborates with other departments on processes and projects.
- Works to identify, resolve, and/or correct various application system errors or failures. Addresses problems in hardware, software and/or procedures.
- Acts as team leader and trains subordinate employees.
- Trains users in the operation of new or modified application systems and programs.
- Interprets directives, policies and procedures.
- Contacts and works with vendors for problem resolution.
- Meets with supervisors and/or employees regarding departmental or division issues.
- Maintains data integrity for databases and distributed systems.
- May maintain web site information.
- May maintain security access.
- Performs related work as required.

**MINIMUM QUALIFICATIONS:**

Graduation from an accredited college or university with a Bachelor's degree in Computer Science or related field, plus five (5) years progressively responsible business systems programming, analysis and design experience or an equivalent combination of education, training, and related Pinellas County School Board experience.

**PREFERRED:**

Networking experience. Database management experience using Microsoft SQL or equivalent.

ISSUED: 6/06 AK; BOARD APPROVED: 8/12/06

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification, and are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# FLORIDA DEPARTMENT OF EDUCATION



**STATE BOARD OF EDUCATION**

T. WILLARD FAIR, *Chairman*

*Members*

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Dr. Eric J. Smith  
Commissioner of Education



**RECEIVED**

**JUN - 8 2010**

**Chief Financial Officer**

June 1, 2010

Mr. Lansing K. Johansen  
Pinellas County School District  
301 4th St. SW  
Largo, Florida 33770-2942

Your indirect cost proposal for fiscal year 2010-2011 has been reviewed and the rate of 3.79% is approved with an effective date of July 1, 2010 through June 30, 2011.

If you have any questions please call Laura Castaño at (850) 245-9205.

Sincerely,



Jonathon Manalo



JONATHON MANALO  
CHIEF COMPTROLLER, BUREAU OF COMPTROLLER

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220

[www.fldoe.org](http://www.fldoe.org)

Pinellas County Schools, FL; Main Teacher Incentive Fund Program, Appendix D, Pg. D-10 of D-12

**DISTRICT SCHOOL BOARD OF PINELLAS COUNTY  
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

**Federal Programs - Restricted with Carry Forward** [Redacted] *see approved rate below*

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2008-2009, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent	 Signature of Finance Officer
April 15, 2010 Date Signed	April 15, 2010 Date Signed

Your proposal has been accepted and the following rate approved:

**Federal Programs - Restricted with Carry Forward** [Redacted]

These rates become effective **July 1, 2010, and remain in effect until June 30, 2011**, and will apply to all eligible federally assisted programs as appropriate.

 Signature of Comptroller, Florida Department of Education	 Date Signed
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**From:** [Milligan, Lauren](#)  
**To:** [Campbell Melissa](#)  
**Subject:** RE: Question RE: Executive Order 12372  
**Date:** Tuesday, January 26, 2010 11:23:47 AM

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Hi Ms. Campbell:

That is correct. For all non-construction, social service grant proposals, I advise the following:

Although the subject federal grant program may be eligible for coverage under Presidential Executive Order 12372, the application is exempt from the intergovernmental coordination and review process in the State of Florida. Section 4 of Gubernatorial Executive Order 95-359 provides that all federal applications that originate from non-state agencies, such as local governments and non-profit organizations, and that will have no significant effect on Florida's environment, are exempted from the intergovernmental review process overseen by the State Clearinghouse. To put the exemption criteria simply, your project is exempt if it does not involve construction activities.

When you fill out your Application for Federal Assistance (Form 424), it may be forwarded to the federal funding agency without going through the state review process. Please check: "Program is subject to E.O. 12372 but has not been selected by the State for review" in Box # 19 of Standard Form 424.

If you have any questions regarding this message or the state intergovernmental review process, please don't hesitate to contact me at (850) 245-2170 or [Lauren.Milligan@dep.state.fl.us](mailto:Lauren.Milligan@dep.state.fl.us). Thank you.

Best regards,

*Lauren P. Milligan*

Lauren P. Milligan, Environmental Manager  
Florida State Clearinghouse  
Florida Department of Environmental Protection  
3900 Commonwealth Blvd, M.S. 47  
Tallahassee, FL 32399-3000  
ph. (850) 245-2170  
fax (850) 245-2190  
<http://www.dep.state.fl.us/secretary/oip/>

*The Department of Environmental Protection values your feedback as a customer. DEP Secretary Michael W. Sole is committed to continuously assessing and improving the level and quality of services provided to you. Please take a few minutes to comment on the quality of service you received. Simply click on [this link to the DEP Customer Survey](#). Thank you in advance for completing the survey.*

**From:** Campbell Melissa [mailto:[campbellme@pcsb.org](mailto:campbellme@pcsb.org)]  
**Sent:** Tuesday, January 26, 2010 11:20 AM  
**To:** Milligan, Lauren  
**Subject:** Question RE: Executive Order 12372

Ms. Milligan,

I am a new Grants Specialist for Pinellas County Schools. Our documentation regarding Executive Order 12372 is a few years old. I want to be certain we remain in compliance with Executive Order 12372, and that there have been no changes to the State exemption criteria.

Am I correct in my understanding that, unless a federal application originating from our office proposes a project involving construction of a new building/facility, or having potential adverse affects on environmental or historic/cultural resources, we needn't submit it to your office, as the State Single Point of Contact?

Thanks in advance for your response.

*Melissa Campbell*

**Grants Specialist**

**Office of Special Projects**

**Administration Building**

**Office: (727) 588-6539**

**Cell: (727) 417-4475**

**[CampbellMe@pcsb.org](mailto:CampbellMe@pcsb.org)**

Confidentiality Statement: This information is intended only for the use of the individuals or entities listed above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or action taken in reliance on the contents of these documents is strictly prohibited. If you have received this information in error, please notify the sender immediately and arrange for the return or destruction of these documents.

Equal Opportunity School District

# Budget Narrative

## Budget Narrative

Attachment 1:

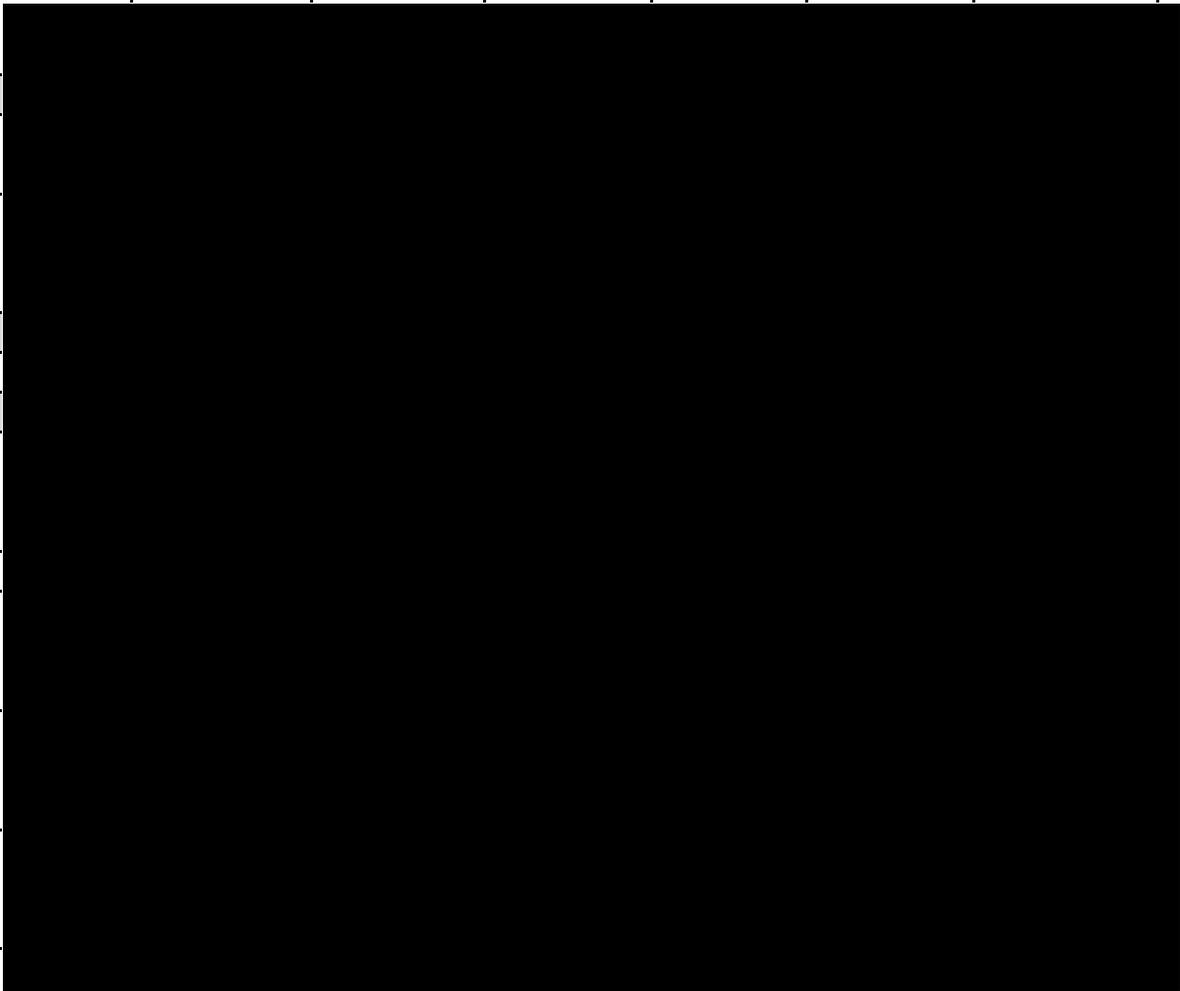
Title: **PCS TIF Budget Narrative.pdf** Pages: **0** Uploaded File: **S:\Grant related documents\2009-2010\TIF 2010 Final Documents\PCS TIF Budget Narrative.pdf**

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Summary, 5 Years, **2010-2015**

Category	Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1-5 Total	Category Total
<b>Personnel</b>	<b>Salary: Project Coordinator</b>							
	<b>Salary: Instructional Staff Developer/Mentor</b>							
	<b>Salary: Sr. Application Specialist</b>							
	<b>Salary: Contracted Services Administrative Mentor</b>							
	<b>Salary: Clerk</b>							
	<b>Salary: Additional hrs, Clerk</b>							
	<b>Salary: PBCS Payments</b>							
	<b>Salary: Training Stipends</b>							
	<b>Salary: Substitutes</b>							
<b>Subtotal</b>								
<b>FRINGE</b>	<b>Fringe for Full Time Personnel &amp; Contracted Services</b>							
	<b>Health &amp; Life Insurance (\$ [redacted] ea)</b>							
	<b>Fringe for Stipends</b>							

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Summary, 5 Years, **2010-2015**

Category	Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1-5 Total	Category Total
	<b>Fringe for Substitutes</b> ██████							
<b>Subtotal</b>								
<b>Travel</b>	<b>In County Travel:</b> (\$0.55/mile)							
	<b>Out of County Travel: TIF Meetings</b>							
<b>Subtotal</b>								
<b>Equipment</b>	<b>None Requested</b>							
<b>Subtotal</b>								
<b>Materials / Supplies</b>	<b>Office Supplies:</b> Paper, pens, file folders, etc.							
	<b>Postage:</b>							
	<b>*Technology: Computers/printers for staff</b>							
	<b>*Technology: Servers for data systems</b>							
	<b>*Technology: Server for assessment systems</b>							



School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Summary, 5 Years, **2010-2015**

Category	Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1-5 Total	Category Total
	<b>*Software: Licensing for data warehouse and web based interface</b>							
	<b>*Software: Licensing for test bank systems and value added modeling software</b>							
	<b>*A/V: Videos, web materials produced by WPDS-TV14</b>							
	<b>Printing: Student assessment and test development materials</b>							
	<b>Printing: Materials for communication</b>							
	<b>Training Materials</b> Professional Development							
	<b>Training Materials</b> Data Management Systems							
	<b>Subtotal</b>							
<b>Contractual</b>	Consulting - Data Management System							

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Summary, 5 Years, **2010-2015**

Category	Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1-5 Total	Category Total
	Consulting - Research Specialist							
	Consulting - MIS Trainer, Data Management System							
	Consulting - Public Relations Firm							
	Consulting - External Evaluator							
<b>Subtotal</b>								
<b>Misc.</b>	<b>None Requested</b>							
<b>Subtotal</b>								
<b>Direct Costs</b>								
<b>Software/Technology</b>								
<b>Modified Direct Costs</b>								
<b>Indirect Costs (State Approved Rate is [REDACTED])</b>	(Direct Costs) - (Software / Technology) = (Modified Direct Costs) \$x * [REDACTED]							
<b>Total Costs</b>								

School Board of Pinellas County  
**Main Teacher Incentive Fund - Match Funding**  
 Budget Summary, 5 Years, **2010-2015**

Category	Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1-5 Total	Category Total
<b>Personnel</b>	Salary: Sr. Application Specialist							
	<b>Salary:</b> PBCS Payments							
	<b>Salary:</b> Training Stipends							
	<b>Salary:</b> Substitutes							
<b>Subtotal</b>								
<b>FRINGE</b>	<b>Fringe for Full Time Personnel &amp; Honorarium</b> (████████)							
	<b>Health &amp; Life Insurance</b> (\$████████)							
	<b>Fringe for Stipends</b> ██████████							
	<b>Fringe for Substitutes</b> ██████████							
<b>Subtotal</b>								
<b>Travel</b>	<b>In County Travel:</b> (\$0.55/mile)							
<b>Subtotal</b>								
<b>Equipment</b>	<b>None Requested</b>							
<b>Subtotal</b>								
<b>Materials / Supplies</b>	<b>Office Supplies:</b> Paper, pens, file folders, etc.							
	<b>Postage:</b>							
	<b>*Technology:</b>							

PR/Award # S385A100073

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School Board of Pinellas County  
**Main Teacher Incentive Fund - Match Funding**  
 Budget Summary, 5 Years, **2010-2015**

Category	Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1-5 Total	Category Total
	<b>*Technology:</b>							
<b>Subtotal</b>								
<b>Contractual</b>	<b>None Requested</b>							
<b>Subtotal</b>								
<b>Miscellaneous</b>								
<b>Subtotal</b>								
<b>Direct Costs</b>								
<b>Software/ Technology</b>								
<b>Modified Direct Costs</b>								
<b>Indirect Costs (State Approved Rate is ██████)</b>	(Direct Costs) - (Software / Technology) = (Modified Direct Costs) \$0 x ██████							
<b>Total Costs</b>								

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 1, **2010-2011**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Personnel</b>	<b>Salary: Project Coordinator</b> full time Project Coordinator to coordinate implementaion in participating schools, coordinate and provide professional development to schools/administrators including mentoring					
	<b>Salary: Instructional Staff Developer / Mentor Coach</b> full time teacher on assignment to assist project manager in coordinating and providing professional development to schools/teachers including mentoring, urban schools initiatives, etc.					
	<b>Salary: Sr. Application Specialist</b> full time application specialist to coordinate implementation and development of data management systems					
	<b>Salary: Contracted Services: Administrative Mentor</b> - part-time position to provide mentoring to principals and assistant principals in participating schools					
	<b>Salary: Clerk</b> full time position to manage paperwork, payroll and record keeping					
	<b>Salary: Additional Hours - Clerk</b> to assist Research & Accountability with coordinating meetings with schools, information from curriculum leaders, and putting together materials \$ [REDACTED]					



School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 1, **2010-2011**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Salary - Stipends:</b> paid to school level personnel to participate in professional development activities for either the appraisal system or PD which will impact student achievement as outlined in their IPDP. [REDACTED] tchrs = [REDACTED]					
	<b>Salary - Stipends:</b> paid to teacher for providing support to Creative Communications team. [REDACTED]					
	<b>Substitutes:</b> For peer review teachers to participate in professional development for the peer review process and implement peer review one day for PD, one day for pre-assessment conversations, one day for post-assessment conversations and one day for reviews - [REDACTED]					
	<b>Substitutes:</b> For each teacher to have one TDE to allow them to attend professional development which aligns to their IPDP and impacts student achievement during the work day or to observe master teachers during the work day. [REDACTED]					
<b>Subtotal</b>						
<b>FRINGE</b>	<b>Fringe for Full Time Personnel:</b> \$ [REDACTED]					
	<b>Health &amp; Life Insurance:</b> \$ [REDACTED] personnel					
	<b>Fringe for Stipends:</b> \$ [REDACTED]					
	<b>Fringe for Substitutes:</b> \$ [REDACTED]					
<b>Subtotal</b>						

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 1, **2010-2011**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Travel</b>	<b>In County Travel:</b> (\$0.55 /mile) For project staff to visit schools and attend meetings 100 miles/month x 0.55/mile x 12 months x 4 staff					
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Grantee Meetings [REDACTED]					
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Topical Meetings [REDACTED]					
<b>Subtotal</b>						
<b>Equipment</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Materials / Supplies</b>	<b>Office Supplies:</b> * paper * miscellaneous office supplies					
	<b>Postage:</b>					
	<b>Printing:</b> Student Assessments and test development materials					
	<b>Printing</b> / collateral materials for Communications					
	<b>*Technology:</b> Computers/printers for program staff to implement project [REDACTED]					
	<b>*Technology:</b> 2 - frontend webserver (Dell R600) and 1 - database server (Dell R910) for housing new data warehouse and supporting web based services including reports for data management					
	<b>*Technology:</b> 1 - server to store and manage online assessment systems					
	<b>*Software:</b> Licensing for test item bank software to assist in assessment development					

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 1, **2010-2011**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>*Software:</b> Licensing for software to handle hierarchical linear models to develop value-added modesl					
	<b>*Software:</b> Licensing for data management software and web based interface for data management system to integrate HR, Payroll, and Student Achievement into customized reports.					
	<b>*A/V</b> - Two internal videos per year from WPDS-TV14 and TV/Web campaign consisting of three pieces aimed at extrnal stakeholders					
	<b>Training Materials</b> for professional development - [REDACTED]					
<b>Subtotal</b>						
<b>Contractual</b>	<b>Consulting</b> - Data Management System Implementation support, analysts to provide training and assistance to MIS with installation, customization, and development of data management system including vendor support. \$ [REDACTED]					
	[REDACTED] Researcher specialist with assessment development including validation and reliability studies, value-added models, and online assessments for district-wide use with lower cost \$2 [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 1, **2010-2011**

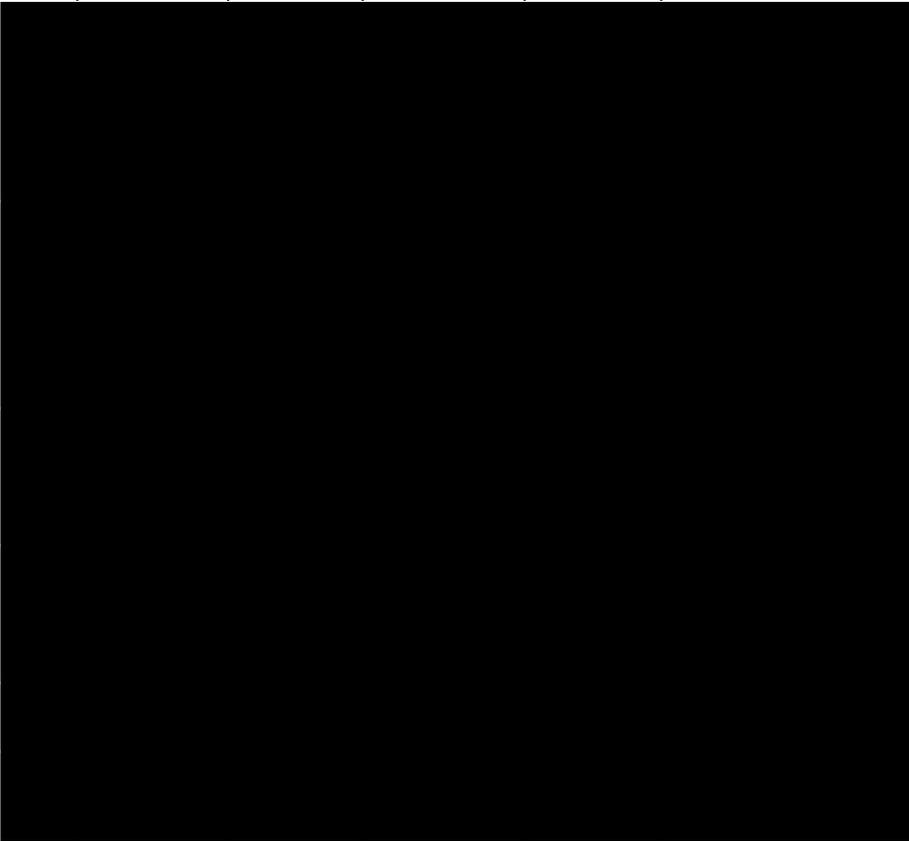
Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Consulting</b> - Public Relations Firm to assist in the development and branding of the PBCS including internal and external communications, targeted community outreach, social media campaigns, \$ [REDACTED]					
	<b>Consulting</b> - External evaluator					
<b>Subtotal</b>						
<b>Miscellaneous</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Direct Costs</b>						
<b>Software/ Technology, AV, Equipment, Contract amounts over \$25,000</b>						
<b>Modified Direct Costs</b>						
<b>Indirect Costs</b>	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
<b>Total Costs</b>						

PR/Award # S385A100073

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School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 2, **2011-2012**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Personnel</b>	<b>Salary: Project Coordinator</b> full time Project Coordinator to coordinate implementaion in participating schools, coordinate and provide professional development to schools/administrators including mentoring					
	<b>Salary: Instructional Staff Developer / Mentor Coach</b> full time teacher on assignment to assist project manager in coordinating and providing professional development to schools/teachers including mentoring, urban schools initiatives, etc.					
	<b>Salary: Sr. Application Specialist</b> full time application specialist to coordinate implementation and development of data management systems					
	<b>Salary: Contracted Services: Administrative Mentor</b> - part-time position to provide mentoring to principals and assistant principals in participating schools					
	<b>Salary: Clerk</b> full time position to manage paperwork, payroll and record keeping					
	<b>Salary: Additional Hours - Clerk</b> to assist Research Specialist with coordinating meetings with schools, information from curriculum leaders, and putting together materials \$ [REDACTED]					



School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 2, **2011-2012**

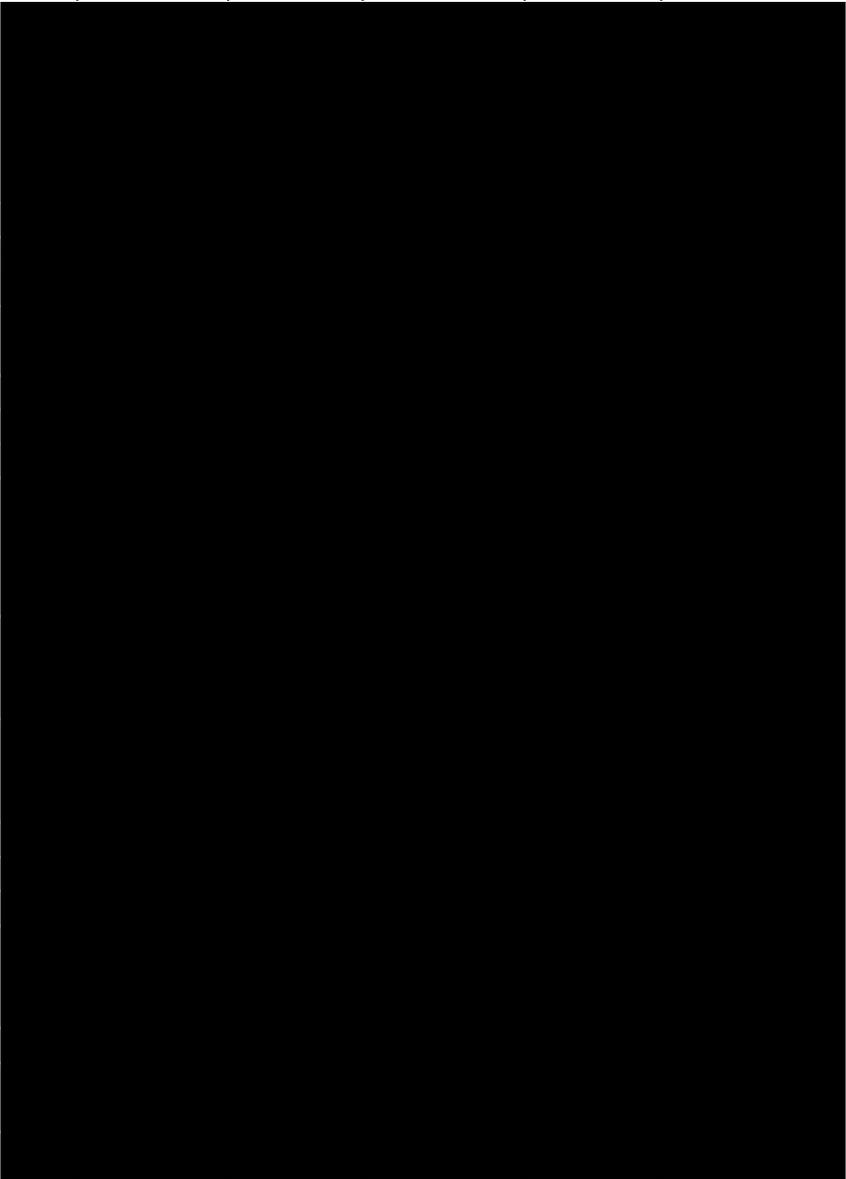
Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Salary: PBCS Payments</b> to benchmark 20% of teachers and administrators - estimated: 25% at lowest amount, 50% at middle amount, and 25% at highest amount [REDACTED]					
	<b>Salary: PBCS Payments</b> for teachers and administrators who tutor students in reading, math or science beyond the normal school day or year; take on mentoring roles; take on lead teacher responsibilities 20 tchrs per school x 4 schools x \$ [REDACTED]					
	<b>Salary - Stipends:</b> paid to school level personnel to participate in professional development activities for either the appraisal system or PD which will impact student achievement as outlined in their IPDP [REDACTED]					
	<b>Salary - Stipends:</b> paid to teacher for providing support to Creative Communications team 25 hrs/mo [REDACTED]					
	[REDACTED] For peer review teachers to participate in professional development for the peer review process and implement peer review one day for PD, one day for pre-assessment conversations, one day for post-assessment conversations and one day for reviews - [REDACTED]					

PR/Award # S385A100073

e12

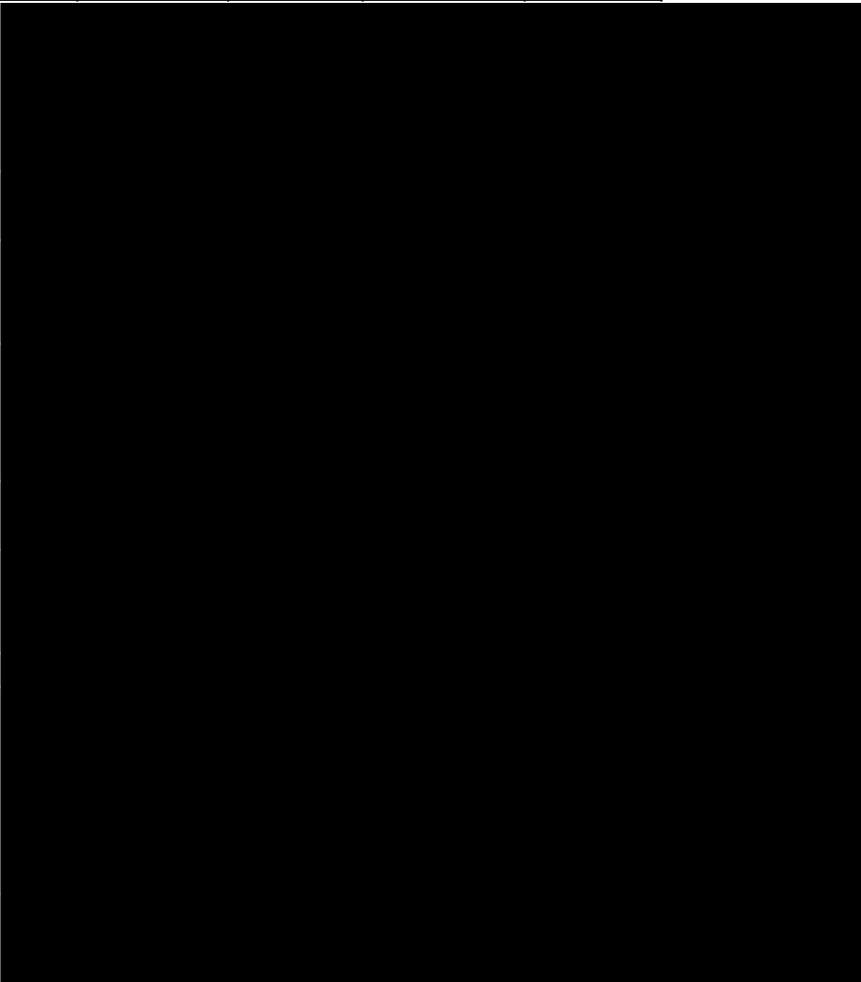
School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 2, **2011-2012**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Substitutes:</b> For each teacher to have one TDE to allow them to attend professional development which aligns to their IPDP and impacts student achievement during the work day or to observe master teachers during the work day [REDACTED]					
<b>Subtotal</b>						
<b>FRINGE</b>	<b>Fringe for Full Time Personnel:</b> [REDACTED]	1				
	<b>Health &amp; Life Insurance:</b> [REDACTED] personnel					
	<b>Fringe for Stipends:</b> \$ [REDACTED]					
	<b>Fringe for Substitutes:</b> [REDACTED]					
<b>Subtotal</b>						
<b>Travel</b>	<b>In County Travel:</b> (\$0.55 /mile) For project staff to visit schools and attend meetings 100 miles/month x 0.55/mile x 12 months x 4 staff					
	<b>Out of County Travel:</b> Travel for 3 staff to attend [REDACTED] Grantee Meetings [REDACTED]					
	[REDACTED] <b>Travel:</b> Travel for 3 staff to attend TIF Topical Meetings 3 x [REDACTED]					
<b>Subtotal</b>						
<b>Equipment</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Materials / Supplies</b>	<b>Office Supplies:</b> * paper * miscellaneous office supplies					
	<b>Postage:</b>					
	<b>Printing:</b> Student Assessments and test development materials					
	<b>Printing</b> / collateral materials for Communications					



School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 2, **2011-2012**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>*Software:</b> Licensing for data management software and web based interface for data management system to integrate HR, Payroll, and Student Achievement into customized reports.					
	<b>*Software:</b> Licensing for test item bank software to assist in assessment development					
	<b>*Software:</b> Licensing for software to handle hierarchical linear models to develop value-added modesl					
	<b>*A/V</b> - Two internal videos per year from WPDS-TV14 and TV/Web campaign consisting of three pieces aimed at extrnal stakeholders					
	<b>Training Materials</b> for professional development - 350 [REDACTED]					
	<b>Training Materials</b> for MIS professional development for new Data Management System usage and support					
<b>Subtotal</b>						
<b>Contractual</b>	<b>Consulting</b> - Data Management System Implementation support, analysts to provide training and assistance to MIS with installation, customization, and development of data management system including vendor support. [REDACTED]					
	<b>Consulting</b> - Trainer for district teachers, principals, and MIS staff for new Data Management System and processes, usage, and support					



School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 2, **2011-2012**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Consulting</b> - Researcher specialist with assessment development including validation and reliability studies, value-added models, and online assessments for district-wide use with lower cost [REDACTED]					
	<b>Consulting</b> - Public Relations Firm to assist in the development and branding of the PBCS including internal and external communications, targeted community outreach, social media campaigns, \$ [REDACTED] mo x 12 mos					
	<b>Consulting</b> - External evaluator					
<b>Subtotal</b>						
<b>Miscellaneous</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Direct Costs</b>						
<b>Software/ Technology, AV, Equipment, Contract amounts over \$25,000</b>						
<b>Modified Direct Costs</b>						
<b>Indirect Costs</b>	[REDACTED]	3.				
	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
<b>Total Costs</b>						

PR/Award # S385A100073

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School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 3, **2012-2013**

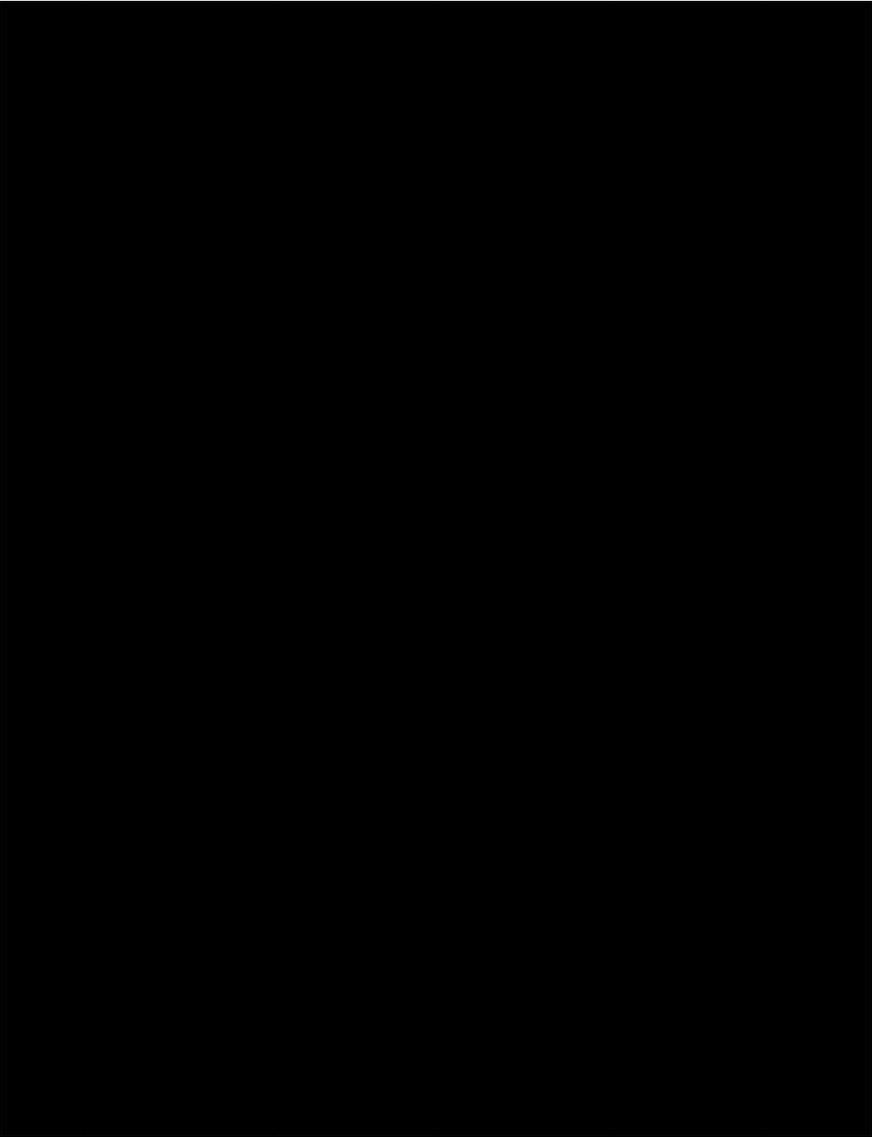
Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Personnel</b>	<b>Salary: Project Coordinator</b> full time Project Coordinator to coordinate implementaion in participating schools, coordinate and provide professional development to schools/administrators including mentoring					
	<b>Salary: Instructional Staff Developer / Mentor Coach</b> full time teacher on assignment to assist project manager in coordinating and providing professional development to schools/teachers including mentoring, urban schools initiatives, etc.					
	<b>Salary: Sr. Application Specialist</b> full time application specialist to coordinate implementation and development of data management systems					
	<b>Salary: Contracted Services: Administrative Mentor</b> - part-time position to provide mentoring to principals and assistant principals in participating schools					
	<b>Salary: Clerk</b> full time position to manage paperwork, payroll and record keeping					
	<b>Salary: Additional Hours - Clerk</b> to assist Research Specialist with coordinating meetings with schools, information from curriculum leaders, and putting together [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 3, **2012-2013**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Salary: PBCS Payments</b> to benchmark 40% of teachers and administrators - estimated: 25% at lowest amount, 50% at middle amount, and 25% at highest amount 35 a [REDACTED] [REDACTED]					
	<b>Salary: PBCS Payments</b> for teachers and administrators who tutor students in reading, math or science beyond the normal school day or year; take on mentoring roles; take on lead teacher responsibilities 20 tchrs per school x 4 [REDACTED]					
	<b>Salary - Stipends:</b> paid to school level personnel to participate in professional development activites for either the appraisal system or PD which will impact student achievement as outlined in their IPD [REDACTED] [REDACTED]					
	<b>Salary - Stipends:</b> paid to teacher for providing support to Creative Communications team 25 hrs/mo x [REDACTED]					
	<b>Substitutes:</b> For peer review teachers to participate in professional development for the peer review process and implement peer review one day for PD, one day for pre-assessment conversations, one day for post-assessment conversations and one day for reviews - [REDACTED] [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 3, **2012-2013**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Substitutes:</b> For each teacher to have one TDE to allow them to attend professional development which aligns to their IPDP and impacts student achievement during the work day or to observe master teachers during the work day [REDACTED]					
<b>Subtotal</b>						
<b>FRINGE</b>	<b>Fringe for Full Time Personnel:</b> [REDACTED]	1				
	<b>Health &amp; Life Insurance:</b> [REDACTED] personnel					
	<b>Fringe for Stipends:</b> \$ [REDACTED]					
	<b>Fringe for Substitutes:</b> \$ [REDACTED]					
<b>Subtotal</b>						
<b>Travel</b>	<b>In County Travel:</b> (\$0.55 /mile) For project staff to visit schools and attend meetings 100 miles/month x 0.55/mile x 12 months x 4 staff					
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Grantee Meetings [REDACTED]					
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Topical Meetings [REDACTED]					
<b>Subtotal</b>						
<b>Equipment</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Materials / Supplies</b>	<b>Office Supplies:</b> * paper * miscellaneous office supplies					



School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 3, **2012-2013**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Postage:</b>					
	<b>Printing:</b> Student Assessments and test development materials					
	<b>Printing</b> / collateral materials for Communications					
	*A/V - Two internal videos per year from WPDS-TV14 and TV/Web campaign consisting of three pieces aimed at external stakeholders					
	<b>Training Materials</b> for professional development - [REDACTED]					
<b>Subtotal</b>						
<b>Contractual</b>	<b>Consulting</b> - Data Management System Implementation support, analysts to provide training and assistance to MIS with installation, customization, and development of data management system including vendor support. [REDACTED]					
	<b>Consulting</b> - Researcher specialist with assessment development including validation and reliability studies, value-added models, and online assessments for district-wide use with lower cost [REDACTED]					
	<b>Consulting</b> - Public Relations Firm to assist in the development and branding of the PBCS including internal and external communications, targeted community outreach, social media campaigns, [REDACTED]					
	<b>Consulting</b> - External evaluator					

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 3, **2012-2013**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Subtotal</b>						
<b>Miscellaneous</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Direct Costs</b>						
<b>Software/ Technology, AV, Equipment, Contract amounts over \$25,000</b>						
<b>Modified Direct Costs</b>						
<b>Indirect Costs</b>						
<b>Total Costs</b>						

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 4, **2013-2014**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Personnel</b>	<b>Salary: Project Coordinator</b> full time Project Coordinator to coordinate implementaion in participating schools, coordinate and provide professional development to schools/administrators including mentoring					
	<b>Salary: Sr. Application Specialist</b> full time application specialist to coordinate implementation and development of data management systems					
	<b>Salary: Clerk</b> full time position to manage paperwork, payroll and record keeping					
	<b>Salary: PBCS Payments</b> to benchmark 60% of teachers and administrators - estimated: 25% at lowest amount, 50% at middle amount, and 25% at highest amount 53 at [REDACTED]; [REDACTED]					
	<b>Salary: PBCS Payments</b> for teachers and administrators who tutor students in reading, math or science beyond the normal school day or year; take on mentoring roles; take on lead teacher responsibilities 20 tchrs per school x 4 schools x [REDACTED]					
	<b>Salary - Stipends:</b> paid to school level personnel to participate in professional development activites for either the appraisal system or PD which will impact student achievement as outlined in their IPDP \$ [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 4, **2013-2014**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Salary - Stipends:</b> paid to teacher for providing support to Creative Communications team 25 hrs/mo x [REDACTED]					
	<b>Substitutes:</b> For peer review teachers to participate in professional development for the peer review process and implement peer review one day for PD, one day for pre-assessment conversations, one day for post-assessment conversations and one day for reviews - [REDACTED]					
	<b>Substitutes:</b> For each teacher to have one TDE to allow them to attend professional development which aligns to their IPDP and impacts student achievement during the work day or to observe master teachers during the work day [REDACTED]					
<b>Subtotal</b>						
<b>FRINGE</b>	<b>Fringe for Full Time Personnel:</b> \$ [REDACTED]					
	<b>Health &amp; [REDACTED] Insurance:</b> \$ [REDACTED] personnel					
	<b>Fringe for Stipends:</b> \$ [REDACTED]					
	<b>Fringe for Substitutes:</b> [REDACTED]					
<b>Subtotal</b>						
<b>Travel</b>	<b>In County Travel:</b> (\$0.55 /mile) For project staff to visit schools and attend meetings 100 miles/month x 0.55/mile x 12 months x 1 staff					

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 4, **2013-2014**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Grantee Meetings [REDACTED]					
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Topical Meetings 3 [REDACTED]					
<b>Subtotal</b>						
<b>Equipment</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Materials / Supplies</b>	<b>Office Supplies:</b> * paper * miscellaneous office supplies					
	<b>Postage:</b>					
	<b>Printing</b> / collateral materials for Communications					
	*A/V - Two internal videos per year from WPDS-TV14 and TV/Web campaign consisting of three pieces aimed at extrnal stakeholders					
	<b>Training Materials</b> for professional development - 350 participants x \$9 each					
<b>Subtotal</b>						
<b>Contractual</b>	<b>Consulting</b> - Data Management System Implementation support, analysts to provide training and assistance to MIS with installation, customization, and development of data management system including vendor support. [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund - Federal Funding**  
 Budget Narrative, Year 4, **2013-2014**

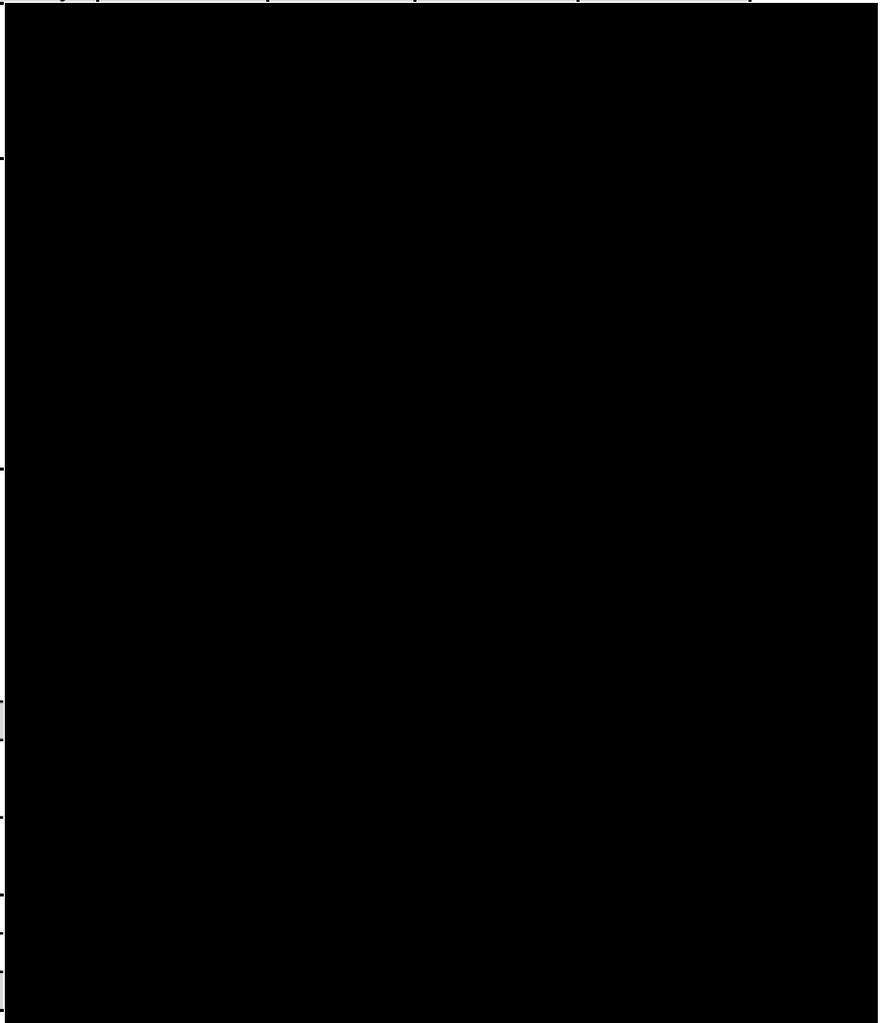
Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Consulting</b> - Public Relations Firm to assist in the development and branding of the PBCS including internal and external communications, targeted community outreach, social media campaigns, 					
	<b>Consulting</b> - External evaluator					
<b>Subtotal</b>						
<b>Miscellaneous</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Direct Costs</b>						
<b>Software/ Technology, AV, Equipment, Contract amounts over \$25,000</b>						
<b>Modified Direct Costs</b>						
<b>Indirect Costs</b>	    					
<b>Total Costs</b>						

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 5, **2014-2015**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Personnel</b>	<b>Salary: Project Coordinator</b> full time Project Coordinator to coordinate implementaion in participating schools, coordinate and provide professional development to schools/administrators including mentoring					
	<b>Salary: Sr. Application Specialist</b> full time application specialist to coordinate implementation and development of data management systems					
	<b>Salary: Clerk</b> full time position to manage paperwork, payroll and record keeping					
	<b>Salary: PBCS Payments</b> to benchmark 75% of teachers and administrators - estimated: 25% at lowest amount, 50% at middle amount, and 25% at highest amount [REDACTED]					
	<b>Salary: PBCS Payments</b> for teachers and administrators who tutor students in reading, math or science beyond the normal school day or year; take on mentoring roles; take on lead teacher responsibilities 20 tchrs per school x 4 schools x [REDACTED]					
	<b>Salary - Stipends:</b> paid to school level personnel to participate in professional development activites for either the appraisal system or PD which will impact student achievement as outlined in their IPDP \$10.00/hr x [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 5, **2014-2015**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Salary - Stipends:</b> paid to teacher for providing support to Creative Communications team 25 hrs/mo x 12 mos x 1 [REDACTED]					
	<b>Substitutes:</b> For peer review teachers to participate in professional development for the peer review process and implement peer review one day for PD, one day for pre-assessment conversations, one day for post-assessment conversations and one day for reviews - [REDACTED]					
	<b>Substitutes:</b> For each teacher to have one TDE to allow them to attend professional development which aligns to their IPDP and impacts student achievement during the work day or to observe master teachers during the work day [REDACTED]					
<b>Subtotal</b>						
<b>FRINGE</b>	<b>Fringe for Full Time Personnel:</b> \$ [REDACTED]					
	<b>Health &amp; Life Insurance:</b> [REDACTED] personnel					
	<b>Fringe for Stipends:</b> [REDACTED]					
	<b>Fringe for Substitutes:</b> \$ [REDACTED]					
<b>Subtotal</b>						



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School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 5, **2014-2015**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
<b>Travel</b>	<b>In County Travel:</b> (\$0.55 /mile) For project staff to visit schools and attend meetings 100 miles/month x 0.55/mile x 12 months x 1 staff					
	<b>Out of County Travel:</b> Travel for 3 staff [REDACTED]					
	<b>Out of County Travel:</b> Travel for 3 staff to attend TIF Topical Meetings [REDACTED]					
<b>Subtotal</b>						
<b>Equipment</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Materials / Supplies</b>	<b>Office Supplies:</b> * paper * miscellaneous office supplies					
	<b>Postage:</b>					
	<b>Printing</b> / collateral materials for Communications					
	*A/V - Two internal videos per year from WPDS-TV14 and TV/Web campaign consisting of three pieces aimed at extrnal stakeholders					
	<b>Training Materials</b> for professional development - 350 participants x \$9 each					
<b>Subtotal</b>						
<b>Contractual</b>	<b>Consulting</b> - Data Management System Implementation support, analyst to assist MIS with installation, customization, and development of data management system. [REDACTED]					

School Board of Pinellas County  
**Main Teacher Incentive Fund** - Federal Funding  
 Budget Narrative, Year 5, **2014-2015**

Category	Item Description and Justification	Quantity	Price	Total	Subtotals	Match
	<b>Consulting</b> - Public Relations Firm to assist in the development and branding of the PBCS including internal and external communications, targeted community outreach, social media campaigns, [REDACTED]					
	<b>Consulting</b> - External evaluator					
<b>Subtotal</b>						
<b>Miscellaneous</b>	<b>None Requested</b>					
<b>Subtotal</b>						
<b>Direct Costs</b>						
<b>Software/ Technology, AV, Equipment, Contract amounts over \$25,000</b>						
<b>Modified Direct Costs</b>						
<b>Indirect Costs</b>	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
	[REDACTED]					
<b>Total Costs</b>						

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e28