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 # S385A100077

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

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OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
7/1/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	84.385

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Arizona Board of Regents for and on behalf of Arizona State University

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

d. Address:

* Street1:	[redacted]
Street2:	
* City:	[redacted]
County:	
State:	[redacted]
Province:	
* Country:	USA
* Zip / Postal Code:	[redacted]

e. Organizational Unit:

Department Name:	Division Name:
Mary Lou Farmer Teachers College	

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

Prefix:	Ms.	* First Name:	Tamara
Middle Name:			

* Last Name:	Deuser
Suffix:	
Title:	Assistant Vice-President
Organizational Affiliation:	
Ofc SVP Knowldge Enterprise Development	
* Telephone Number:	[redacted] Fax Number: [redacted]
* Email:	[redacted]

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund

13. Competition Identification Number:

Title:

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

State of Arizona

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

Arizona Ready-for-Rigor Project

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: 2 * b. Program/Project: 1-8

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 10/1/2010 * b. End Date: 9/30/2015

18. Estimated Funding ($):

a. Federal	$[redacted]
b. Applicant	$
c. State	$
d. Local	$
e. Other	$
f. Program Income	$
g. TOTAL	[redacted]

*** 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.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] **** 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:	Mrs.	* First Name:	Kimberly
Middle Name:			
* Last Name:	Habiger		
Suffix:			

Title: Grant & Contract Officer Senior

* 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.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Arizona Board of Regents for and...

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	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2. Fringe Benefits	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
3. Travel	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
9. Total Direct Costs (lines 1-8)	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10. Indirect Costs*	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: [ ] ED [X] Other (please specify): US Dept of Health & Human Services The Indirect Cost Rate is 36%

(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%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011
Name of Institution/Organization: Arizona Board of Regents for and...	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Kimberly Habiger
Title: Grant & Contract Officer Sr.
Date Submitted: 07/01/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action: [ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	**2. Status of Federal Action:** [ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	**3. Report Type:** [ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [ ] Prime [ ] Subawardee Tier, if known: Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): 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: Title: Applicant: Arizona Board of Regents for and on behalf of Arizona State University Date:	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION

Arizona Board of Regents for and on behalf of Arizona State University

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Kimberly Middle Name: A

Last Name: Habiger Suffix:

Title: Grant & Contract Officer Sr.

Signature: _____ Date: 07/01/2010

ED 80-0013 03/04

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 : TIF GEPA
File : C:\fakepath\TIF GEPA.doc

Arizona Ready-for-Rigor Project
Teacher Incentive Fund Grant Program
GEPA 427

In full support of Section 427 of GEPA, we will work to reduce barriers that might impede equitable participation of any qualified teacher candidate, partner district teacher or administrator due to gender, race, national origin, color, disability, or age. The READY-FOR-RIGOR project strives to serve those people and communities which have historically been denied access to the best training and services. The READY-FOR-RIGOR project is targeted to seventeen of the highest poverty school districts and communities across the state of Arizona. The use of video conferencing and other distance technology will allow these traditionally underserved school districts to participate regardless of their location.

We will fully and completely serve all teacher candidates, teachers and school leaders participating in READY-FOR-RIGOR programs regardless of background. The READY-FOR-RIGOR project will make any necessary accommodation to enhance and/or enable teacher candidates, teachers, or district administrators to learn and thrive in their professional responsibilities; this may include note taking, language translation, signed language interpreters (and any other accommodations as addressed by the Americans with Disabilities Act) to all participants with disabilities.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Dale	S	Ridley	

Address:

* Street1: [redacted]

Street2:

* City: [redacted]

County:

* State: AZ* Zip / Postal Code: [redacted] * Country: **USA**

* Phone Number (give area code) [redacted]

Fax Number (give area code)

Email Address:

[redacted]

2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Abstract

Attachment 1:
Title: **Abstract** Pages: **1** Uploaded File: **Arizona Ready-for-Rigor Abstract.doc**

Arizona Ready-for-Rigor Project

Teacher Incentive Fund Grant Program -- U.S. Department of Education

The Arizona Department of Education, The National Institute for Excellence in Teaching, The Mary Lou Fulton Teachers College at Arizona State University, Seventeen Partner Districts

The Ready-for-Rigor Project is participating in the Evaluation Competition

The Arizona Ready-for-Rigor Project is a statewide network of 59 schools in 17 partner districts serving 37,130 high-need students, the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University. This coalition will implement a performance-based compensation system in historically struggling schools for the purpose of increasing student achievement, retaining highly effective educators, and fostering exemplary school culture in the highest-need communities across Arizona. Through the Teacher Incentive Fund grant program, the Arizona Ready-for-Rigor Project will pursue three objectives:

Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4" by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 59 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in Mathematica's national evaluation study with eight partner district schools (four paired experimental and control schools) and through the Ready-for-Rigor Project's own comprehensive program evaluation plan across all 59 TAP schools.

Led by the Mary Lou Fulton Teachers College at Arizona State University, this type of cross-organizational, statewide partnership to increase student achievement, educator effectiveness, and school functioning is unprecedented in the United States. The Arizona Ready-for-Rigor Project is driven by two strategic imperatives: 1) Achieve full-fidelity implementation of the TAP System for Teacher and Student Advancement in the 59 targeted schools, and 2) Achieve a norm of systematically using value-added and other fine-grained data to design and evaluate classroom instruction as well as all school-university professional development and certification programming and services for the purpose of achieving Objectives One and Two.

Project Narrative

Application Narrative

Attachment 1:
Title: **Project Narrative** Pages: **60** Uploaded File: **TIF NARRATIVE.doc**

Arizona Ready-for-Rigor Project

Teacher Incentive Fund Grant Program -- U.S. Department of Education

The Arizona Department of Education, The National Institute for Excellence in Teaching, The Mary Lou Fulton Teachers College at Arizona State University, Seventeen Partner Districts

The Ready-for-Rigor Project is participating in the Evaluation Competition

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Attachments:

1. High-Need Schools Documentation
2. Resumes for Key Personnel
3. Commitment Letters

NEED FOR THE PROJECT

Students in the state of Arizona have historically performed near the bottom on the National Assessment of Educational Progress (NAEP) and this is clearly unacceptable. Specifically, the 2009 results showed that our students' achievement consistently ranks somewhere between 40th and 48th in the country. Arizona is ready for rigor. Leaders in education, commerce and politics accept as truth that Arizona students can perform up to the level of the highest performing U.S. states (e.g., Massachusetts) and international competitors (Singapore, South Korea) on globally benchmarked exams. Arizonians are tired of low student performance, and of excuses. We know that key institutions in Arizona have not worked together with a coordinated sense of urgency to improve student achievement; we change that in this proposal. Key considerations include:

Population/Geographic Distribution

- Arizona: 6.6 million residents
- Phoenix metro: 4.3 million residents (fifth largest U.S. city)
- Sixth-largest state geographically at more than 113,000 square miles, 98% of which is classified as rural; home for a quarter of Arizona's population.

Demographics

- Largest American Indian population of any state (5.8% of AZ population); American Indian students are the state's lowest-achieving subgroup
- Among the six states with the largest English Language Learning student populations including California, Florida, Texas, Illinois, and New York
- Hispanics are the majority-minority at 30% of the population

Economics

- Eleventh-highest poverty rate in the country at 14.6% of its population.
- Nineteenth-highest unemployment rate at 9.5%
- The worst levels of poverty in Arizona occur in the rural parts of the state including the northeastern counties populated largely by American Indians, including the Hopi, Navajo, and Apache Tribes and southern (border with Mexico) counties populated by the Tohono O'odham Tribe and Hispanic residents.

Educational Funding

- Ranks last nationally in per pupil expenditures
- Ranks 35th in the nation for average teacher salaries adjusted for cost of living; $6,536 below the national average
- Recent state budget cuts in education are leading to significant teacher layoffs
- In May, 2010, voters overwhelmingly approved a three-year temporary sales tax increase to prevent further losses to education

Teacher Working Conditions (State Survey 2007)

- Fewer than half of teachers reported receiving substantial amounts of professional development in most teaching areas (including many areas of reported need)
- A majority of novice teachers reported not being mentored at all, mentored by other novice teachers, or mentored by teachers with heavy mentoring loads.
- Financial considerations reported to play a large role in the career decisions of early leavers
- A majority of teachers expressed deep concerns about the lack of opportunities to lead and to influence school policies and practices.
- Teachers clearly expressed a need for more time to collaborate.

Like other states, Arizona's students perform at both the highest and lowest levels on standardized tests. As has been noted in research (e.g., Haycock & Crawford, 2008), this performance gap is thought to be associated with a gap in teacher effectiveness. Arizona students from the highest-need urban and rural communities perform least well on standardized tests. These communities are also where the least effective teachers and school leaders are found. We begin here. The table below provides a snapshot of the partner districts and schools served in this proposal:

Statewide

Partner Districts	17
--Urban Districts	9
--Rural Districts	7
--Charter	1
Average Free and Reduced Lunch	84%
Students	37,130
Schools	59

Federal Label for Targeted 59 Schools	**%**	**Number**
Made AYP	10 %	6
Warning	17 %	10
Improvement	15 %	9
Restructuring Tier III	53 %	31
Restructuring Tier I	5 %	3

By Region

Northern Arizona – Tribal
Cedar, Chinle, Ganado, San Carlos, Window Rock

Schools	15
Students	6,337
% of English Language Learners	11%
Dominant Ethnicity	American Indian (95%)
2008 Census - % of students served from families of poverty	39%

Phoenix Metro	
Avondale, Deer Valley, Glendale, Murphy, Osborn, Pendergast, Phoenix Union, Roosevelt, UPSI	
Schools	31
Students	22,787
% of English Language Learners	24%
Dominant Ethnicity	Hispanic (47%)
2008 Census - % of students served from families of poverty	24%
Southern Arizona	
Douglas, Gadsden, Sunnyside	
Schools	13
Students	8,006
% of English Language Learners	35%
Dominant Ethnicity	Hispanic (82%)
2008 Census - % of students served from families of poverty	40%

This project serves 59 of the highest-need schools in the state and their high-need students. Whether urban or rural, these schools are located in Arizona's most economically challenged communities. The students of these schools are dominantly Hispanic and American Indian. Many of them speak English as a second language and come from families living in poverty. While "a good education" is conceptually understood as a means to a better life, access to a stimulating and challenging education is limited for many of these students, especially in remote rural communities. High dropout and low graduation rates are an ongoing issue in these urban and rural communities.

A review of the schools in the "High-Need Schools Documentation" (Part 6: Other Attachments Forms) illuminates the poverty within the targeted school communities (i.e., Northern Arizona – 79% FRL, Phoenix Metro – 83% FRL, Southern Arizona – 92% FRL). Not surprisingly, the percentage of English Language Learner increases with the proximity of the partner district to the Mexican border.

The 59 targeted schools report a collective annual teacher turnover of 19%. They also report that close to 9% of their teachers have less than three years of experience. Only 2% of teachers were reported as teaching out of subject, but these data dramatically understate the shortage of teachers in hard-to-staff subjects like middle school math and science. The evidence of this is that a number of partner districts (particularly rural) reported that their middle school grades (i.e., 6-8) are being taught as self-contained classrooms because they are unable to find highly qualified teachers in the appropriate subject areas.

The High-Need Schools Documentation spreadsheet also indicates the lack of academic success that the majority of these schools have experienced. Most are in Tier III Restructuring under NCLB. Of the 19 schools located in highly rural Arizona communities (i.e., northern tribal lands and southern border with Mexico), 16 are in Tier III or Tier I restructuring. Simply stated, these schools are among the lowest performing schools in the state. These schools struggle to marshal the resources to implement reforms that produce results. Obtaining resources for school improvement (e.g., professional development, curriculum and adoption support) is particularly challenging in Arizona's numerous remote communities and can involve 4 to 6 hours of travel time from the Phoenix metropolitan.

In most cases, the history of academic failure in these schools reflects a dynamic where people are working hard, yet elemental components of school effectiveness are missing. To better understand this, we asked partner district leaders to complete an informal survey that assigned a "grade" to the 59 proposed target schools on several key dimensions. All 17 partner district superintendents (and many of their central office leaders) responded. In the table below, the average grade assigned for each item is noted in red followed by a synopsis of leaders' comments.

INTERNAL SURVEY TO BE USED FOR TIF PROPOSAL ONLY

Please complete these questions thinking of the school(s) that you would like to propose as participants in the TIF grant. You are not being asked to identify the name of the school and results will NOT be shared with anyone in your partner district.

"GRADE": A B C D F

If you did not assign a grade of "A", please provide a specific description of the area(s) for improvement.

STAFF

Exemplary effectiveness in the teaching staff (across the board: subjects, grade levels, specialization areas) **"C-",** high agreement across district leaders

Effective teaching strategies and research based instructional strategies are either not demonstrated or minimally demonstrated in the classrooms. Low student achievement scores do not indicate the presence of exemplary teachers, and many students are not showing steady growth. Schools report that there are many young/inexperienced teachers, and that highly qualified staff is hard to retain. Several schools need support in the following areas: instructional alignment, data-driven instructional approaches, and overall teacher morale.

Exemplary effectiveness in teacher leaders (across the board: subjects, grade levels, specialization areas) **"C-",** high variation in responses across district leaders

Most schools have teacher leaders, but their expertise and responsibilities are generally limited. Lack of appropriate professional development activities, vision, and resources (time, travel, and money) seem to be the cause. Even when teacher leaders are highly trained and well qualified, transfer of knowledge into practice is not always apparent. Schools would welcome support in leadership development, coaching techniques, and accountability.

Exemplary effectiveness in principal leadership **"C",** high variation in responses across district leaders

Principal leadership tends to fall short of exemplary effectiveness. The principal mobility rate is high, and schools have a hard time developing instructional leaders that are committed to sustainable growth. Principals are not always involved in the schools' professional development activities, and many lack the instructional knowledge to instigate change. Principal presence does not equal principal effectiveness at many schools, with principals' time and attention being spread thin due to the position's demands. Schools would welcome support in developing principals who have the capacity to build professional learning communities.

INSTRUCTIONAL LEADERSHIP

State-of-the-art effectiveness in the ongoing monitoring and interactive shaping of teaching and teachers to bring them to their highest levels of effectiveness and student impact

"C-", high variation in responses across district leaders

Teacher evaluation instruments tend to be ineffective, unreliable, inconsistent, and infrequent. At some schools, there is no evidence of mentoring, shaping, or movement. Data compilation techniques would be useful, as data is not being used to effectively shape instructional decisions at many schools. Teachers would benefit from differentiated instruction on best practices. Some schools report that monitoring initiatives are being developed or have been recently implemented, so support in aligning data with improvement goals would be appreciated.

PROFESSIONAL DEVELOPMENT
Professional development driven by current student achievement trends, ongoing classroom observation, and that is "lean, mean", and "down-to-a-teacher" relevant as evidenced by immediate, measurable impact on teaching effectiveness and student achievement. **"C-",** high agreement across district leaders On the whole, professional development initiatives are designed for the whole district instead of "down-to-a-teacher". Data gathered from assessments are used to shape professional development efforts inconsistently. Some schools have developed job embedded professional development based on the evidence of need, while others' Professional development activities are not related to student achievement trends or classroom observations. Some schools report an inability to participate in training offered by the state because of financial and location-related constraints. Overall, districts would benefit from development in this area.
STAFF MOTIVATION
Teachers who are unrelenting, driven, and exceptionally motivated to take each of their students to the highest level of learning achievement and self-actualization **"C-",** high variation in responses across district leaders There are teachers on both ends of the spectrum. Some are highly motivated, and some are active resisters. In some cases, veteran teachers have lost the passion that drives high levels of learning achievement. Expectations for teachers can be low, which is often coupled with expectations of failure. Some districts that lack motivated teachers are enduring some structural changes. Districts are ready to accept the training and support necessary to ensure that students reach their full potential. **Principal(s) who is unrelenting, driven, and exceptionally motivated to take teachers and each of their students to the highest level of learning achievement and self-actualization** **"B",** high variation in responses across district leaders For the most part, principals in these districts have the work ethic and motivation to serve children and their academic community. Some principals face internal climate issues that undermine their ability to take their schools to the highest level of learning achievement. In some instances, principals have not been able to help students and teachers achieve self-actualization because the expectations and demands placed upon them are very high. The principals that are not exceptionally motivated tend to lack in situational awareness, communication skills, organization, and vision. Districts welcome the opportunity to build leadership capacity through training and support.

Given the low historical performance of most of these schools, the responses appear candid, predictable, possibly "graded" a bit higher than expected, and disheartening. The comments paint a picture of marginally effective and motivated teachers, lack-luster monitoring by harried school leaders, and professional development that is neither responsive to teacher

needs or student outcomes. The step-wise and escalating nature of NCLB accountability labels inform us that a number of these schools have been unsuccessful for years, in spite of various reform efforts.

Why haven't these long-struggling schools improved? What has the state done to help turn them around? Arizona has been known as a state "that does not collaborate" so struggling schools have often had to sink or swim largely on their own. There may have been help from a capable but under-resourced state department of education, but that help has frequently been perceived as pressure associated with high-stakes accountability; a context of compliance has been common.

Arizona's colleges of education have historically done little to help the state's lowest performing schools. In the past, if university faculty members did work with schools, they tended to be schools in the more affluent communities, possibly where their own children attended. One notable exception is the work of the Mary Lou Fulton Teachers College at ASU. This college has worked intimately with high-need school districts largely in the Phoenix metropolitan. Because of the cost of this work and growing budget deficits, expansion to other high-need districts across the state has been slow.

Finally, unlike other states, the 231 school districts in Arizona have not collaborated well across district boundaries. In some cases, it is a matter of isolation in the many remote parts of Arizona. In the Phoenix metropolitan, it is competition, with numerous, small (i.e., 6-10 school) districts struggling to maintain local control and achieve better results than their peer school districts. Small districts with limited resources have tried to solve problems alone, and many times without success.

A New State Strategy is Needed

The 59 targeted schools need something different; not an "add on" intervention but a school- and community-wide jolt from a defibrillator to bring about a new rhythm of academic rigor and elevated professional expectations. To achieve excellence, in this proposal, we intend to implement comprehensive, collaborative and audacious reform in these 59 targeted partner district schools.

But readers *should* ask, "Given the history of these particular schools, and this *state*, why should we expect that a TIF award would lead to a successful outcome; how will this school reform effort be different?" Reflecting on the bleak factoids, spreadsheets quantifying need and lack of success, survey results describing mediocrity, and the historical lack of collaboration, it would be easy to question the wisdom of an investment in Arizona K-12 school reform.

But something ***is*** different:

1. We have key organizations that have "stepped up" and are ready to collaborate in a highly coordinated statewide effort for tenacious and results-producing reform in the 59 targeted schools.
2. We have a proven model of comprehensive school reform with a performance-based compensation system that has produced significant student achievement and teaching effectiveness results in a number of high-need, historically failing schools across the nation.
3. We have the ability to leverage substantial resources to implement a statewide school reform initiative driven by a performance-based compensation system.

While the details of these three points will be elaborated in the Project Design section, this overview provides a "big picture" perspective. We have branded this the "Arizona Ready-

for-Rigor Project." Knowing that school reform is difficult even under the best of circumstances, we understand why it has been close to impossible for struggling schools to improve in Arizona's historically unsupportive environment.

In the Ready-for-Rigor Project, Arizona State University (ASU), the Arizona Department of Education (ADE), the National Institute for Excellence in Teaching (NIET), and partner districts will collaborate to deliver an "Intensive Care Unit" (ICU) level of support to the 59 targeted schools. The two strategic imperatives for this statewide campaign are ***full-fidelity implementation*** of the TAP system for comprehensive school reform and ***use of student achievement, teacher performance, school leadership, and school function data*** to drive customized professional development and services delivered in an "ICU" manner to achieve the target objectives.

Realizing the scope of the "59" challenge, the Ready-for-Rigor Project will create a statewide support center and a network of Regional Executive Master Teacher Leaders. The Ready-for-Rigor Support Center will be anchored by the partnering organizations and will leverage the resources of a sizable Teacher Quality Partnership grant funded in December 2009.

The TAP Comprehensive Reform Schools will be launched in two waves to ensure that teacher, administrator, and community understanding and buy-in are firmly established as a condition for launch. One urban district, Glendale Elementary School District, has consented to participate in the national evaluation with eight schools. The scale of the statewide Ready-for-Rigor Project demands program evaluation beyond these eight schools and ASU will conduct a comprehensive study of the affects of the TAP school reform and performance-based compensation system alongside Mathematica Policy Research.

QUALITY OF LOCAL EVALUATION

In the spirit of "backward lesson planning" (Wiggins, 1998), we now elaborate the objectives, processes, output and outcome measures and data collection plan. After elaborating what we hope to achieve, we continue with the description of project design. The Ready-for-Rigor Project intends to apply for the TIF Evaluation Competition and thus will be collaborating with Mathematica Policy Research on some of the program evaluation measures and processes.

Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4" by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Processes	Data Collection: Outputs		
	Measures	When	By Whom

a. Leverage the resources of Arizona State University's 5-year Teacher Quality Partnership (TQP) grant (FY 2009) with the TIF grant to provide comprehensive school reform services to 59 partner district schools through the Ready-For-Rigor Support Center, specifically: • Link participating schools/districts to the longitudinal teacher tracking data system provided by the TQP grant • Provide the services of the State TAP Director, 12 Regional Master Teacher Leaders, and ongoing TAP professional development training, support, and accountability made available in the TQP grant • Provide beginning teacher induction support and targeted teacher and administrator professional development (including data usage training and tools) made available in the TQP grant • Aim district-based teacher and principal certification programs made available in the TQP grant to hard-to-staff schools/areas	• Implementation plan and budget extending the services provided to the original 25 TAP Comprehensive Reform Schools (in the TQP grant) to an additional 28 schools in the TIF grant. • All 59 schools and the associated partner districts are linked to the teacher tracking data system. • All 59 schools receive TAP services from a TAP Regional Master Teacher Leaders as well as other TAP training, support, and accountability • All 59 schools receive teacher induction support and targeted teacher and administrator professional development (including data usage training and tools) • ASU teacher and principal certification programs address partner district needs for hard-to-staff schools/areas.	quarterly review	PI Ridley (for TQP & TIF) TQP Project Director & TIF Project Director
b. Employ an MOU to concretize the respective duties and obligations of the anchoring institutions in the Ready-for-Rigor Support Center (the Arizona Department of Education, National Institute for Excellence in Teaching, Arizona State University)	• MOU drafted and entities agree in principle upon submission of the TIF RFP. Document is signed to initiate project after award. • Quarterly meetings of parent institutions and annual formal review of operations & MOU	annual formal review	PI Ridley drafts MOU Leadership of parent institutions
c. Employ a school board-approved Intergovernmental Agreement (IGA) with partner districts to ensure full-fidelity implementation and fiscal management at the 59 participating schools (during and post-grant)	• A TQP-inspired IGA is in force with partner districts. IGA is amended to incorporate TIF considerations (e.g., Web Portal) and signed by partner districts representing all 59 partner district schools.	first quarter of TIF Project start-up	TIF Project Director

d. Use a WEB 2.0 platform data portal system to provide partner districts with highly accessible and secure teacher and administrator data (i.e., down to the classroom, teacher, and student levels) and training on the use of data to formatively guide teaching for student mastery	• All partner districts in the TIF project and their 59 participating schools have secure, "down to a teacher", access to student achievement, other relevant data (e.g., attendance) and practical analytical tools. • Teachers, principals, central administrators, ASU and other Ready-for-Rigor Support Center implementers use data portal system on a daily basis to improve achievement	first year of TIF Project monitor monthly through portal	TIF Project Director Ready-for-Rigor IT Staff
e. Deliver teacher and administrator professional development to facilitate successful school/classroom-level implementation of the CCSSO Common Core Standards, higher-order instruction/classroom assessments, and the new (more rigorous) K-12 state standardized exam.	• Partner district school administrators understand the common core standards being adopted in AZ • Teachers' classroom instruction and use of performance assessment reflect understanding • Changes to district benchmark assessments	quarterly	TAP Regional Master Teacher Leaders TIF Project Director
f. Provide partner districts and schools, from the beginning of the project, with specific budgeting expertise to help them move existing funds to increasingly finance (during grant) and sustain (post-grant) their performance-based compensation system.	• All partner districts readily meet the graduated annual match requirements and fully fund their performance-based compensation system (PBCS) schools by Year Five of the TIF grant	quarterly review	Budget Specialist Partner District Superintendents

Key Outcomes	**Data Collection: Key Outcomes**		
	Measures	When	By Whom
1. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4" by the third year of school participation	• Participating school student achievement on Arizona's current (i.e., AIMS) and future common core-inspired state assessment	annual in April	Arizona Dept. of Education (ADE)

2. Increase school-wide teacher effectiveness to no less than a TAP index score of "3.5" by the third year of school participation	• Average teacher scores on the TAP instructional rubric across a sequence of over-the-year observations (with checks for inter-rater reliability)	4-6 observations over the year	TAP School Leadership Team
3. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation	• 50% of rating based on school-level student achievement ratings • 50% based on a TAP observational rating of leadership/ fidelity of TAP implementation & VAL-ED comprehensive survey results	annual in April biannual	ADE Ready-for-Rigor Center
4. Increase overall school functioning to no less than a grade of "B" by the third year of school participation	• Comprehensive site inspection instrument evaluating staff effectiveness & motivation, instructional focus, professional development impact, and leadership impact	biannual	ADE Ready-for-Rigor Center

<u>Objective 2</u>: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 59 participating high-need schools.			
Processes	**Data Collection: Outputs**		
	Measures	When	By Whom
a. On a targeted and "as needed" basis, calculate higher-than-average performance bonuses for hard-to-staff schools and/or areas to attract effective teachers (e.g., $5K vs. $3K payout pool for middle school math teachers)	• By-school and by-district needs analysis data from partner districts on hard-to-staff schools and specialization areas	annual	Ready-for-Rigor Center
b. Leveraging ASU's TQP grant, initiate district-based, "grow your own" teacher and principal certification programs that address hard-to-staff schools and specialization areas	• By-school and by-district needs analysis • Effectiveness measures for graduates of certification programs (e.g., the TAP rubric)	annual	Ready-for-Rigor Center and ASU

c. Leveraging ASU's TQP grant, provide district-based beginning teacher induction and targeted teacher and administrator professional development to retain and advance effective teachers and principals	• By-school and by-district needs analysis data • Teacher and principal effectiveness • Teacher and principal retention	annual	Ready-for-Rigor Center and ASU
d. Conduct overall partnership analysis of teacher and principal retention and effectiveness by partner district, school, grade-level, subject-area, and other categories of academic specialization (e.g., special education) to decide future need and direction.	• System analysis disaggregated by noted category	annual	Ready-for-Rigor Center
Key Outcomes	**Data Collection: Key Outcomes**		
	Measures	**When**	**By Whom**
Eliminate the shortage of highly effective teachers and principals in participating schools and partner districts, specifically: a. for remote and/or hard-to-staff schools; and, b. in hard-to-staff areas/subjects such as special education, middle- and high-school math and science.	• Overall partnership analysis of teacher and principal effectiveness and retention	annual	Ready-for-Rigor Center, ASU and partner district leadership

<u>Objective 3</u>: Contribute to the research knowledge base on performance-based compensation systems by participating in Mathematica's national evaluation study with eight partner district schools (four paired experimental and control schools) and through the Ready-for-Rigor Project's own comprehensive program evaluation plan across all 59 TAP schools.			
Processes	**Data Collection: Outputs**		
	Measures	**When**	**By Whom**
a. Coordinate with Mathematica and Glendale Elementary School District to determine the sites for the four matched experimental and control schools	• Mathematica specifications and Glendale Elementary School District agreement	July	Mathematica
b. Beyond Mathematica's study of eight schools, use ASU's research capacity to conduct comprehensive annual program evaluation across all 59 TAP schools	• Aligned to Four Research Questions (see below)	ongoing	ASU PORTAL

ASU Program Evaluation

Beyond participating in the Mathematica Policy Research national evaluation with eight district partner schools, we will also conduct a local evaluation to ascertain the impact of the Ready-for-Rigor Project on students, staff, and schools. This program evaluation research will be conducted by Arizona State University's Partnership Office for Research on Teaching, Assessment, and Learning (PORTAL). To determine the impact, we will conduct within and between comparisons. The within comparison will consist of tracking the variables of interest (e.g. student achievement, teacher/principal effectiveness and retention, school climate) longitudinally across the life of the grant. We will work with the schools to collect baseline data for 2008-2010 to have two years of trajectory data prior to the implementation of the TIF resources. This will allow us to examine directly the impact of the TIF resources in the schools electing to participate and compare those changes to schools without those resources (i.e. control groups). The control schools will be selected within partner districts based on their comparable school-level demographics and performance scores. The table below articulates the research questions for our local evaluation, which consists of both process and outcome questions.

Research Question 1: To what extent has each Ready-for-Rigor TAP school implemented essential TAP processes?

- How has the TAP school established the leadership and infrastructure necessary to ensure support and accountability?
- To what extent is TAP the core strategy for improving instruction at the school?
- To what extent does the school allot time and resources to implement TAP?
- To what extent does the principal at the TAP school communicate and demonstrate support for TAP to teachers, parents, and the community-at-large?

Research Question 2: How have Ready-for-Rigor TAP schools affected the academic performance of students?

- How has TAP school participation affected math performance relative to the prior performance of students within the school/district using the Colorado Growth Percentiles Model (CGM) value-added system?

- How has TAP school participation affected reading performance relative to the prior performance of students within the school/district using the CGM value-added system?
- How has TAP school participation affected the math performance of students relative to their peers in the comparison schools using the CGM value-added system?
- How has TAP school participation affected the reading performance of students relative to their peers in the comparison schools using the CGM value-added system?

Research Question 3: How have Ready-for-Rigor TAP schools affected the behaviors and attitudes of teachers and principals?

- How has TAP school participation affected the reported behaviors and attitudes of the participating teachers throughout the life of the grant?
- How has TAP school participation affected the reported behaviors and attitudes of the participating principals throughout the life of the grant?
- How do the reported behaviors and attitudes of the participating teachers compare to those in the comparison schools over time?
- How do the reported behaviors and attitudes of the participating principals compare to those in the comparison schools over time?

Research Question 4: How have Ready-for-Rigor TAP schools affected the school culture?

- How has TAP school participation affected perceptions of time usage, teacher empowerment, school leadership, professional development, facilities & resources, and community relations over the life of the grant?
- How do the reported perceptions of time usage, teacher empowerment, school leadership, professional development, facilities & resources, and community relations in the participating schools compare to those in the comparison schools over time?

Research Question 5: How have Ready-for-Rigor TAP schools affected the teacher retention rates?

- How has TAP school participation affected teacher retention rates over time?
- How has TAP school participation affected principal retention rates over time?
- How do teacher retention rates in the participating schools compare to those in the comparison schools over time?
- How do principal retention rates in the participating schools compare to those in the comparison schools over time?

Study Design

Data for this study will be collected from the Arizona Department of Education (ADE) and the partner district schools. All performance data (RQ2) and retention data (RQ5) will be collected from the ADE. Data related to fidelity of implementation (RQ1), teacher/principal attitudes and behaviors (RQ3), and school culture (RQ4) will be collected through surveys,

interviews, and observations conducted by PORTAL. Should our application be selected as part of the TIF Evaluation Competition, we will consider those schools receiving the 1% bonus as a "treatment 2" condition, where all comparisons are made across Ready-for-Rigor TAP schools, TIF National Evaluation schools, and local evaluation comparison schools.

Data Measures

To respond to RQ1, observational checklists, surveys, and qualitative narratives will be administered and collected annually. Regional Executive Master Teacher Leaders will submit a monthly observational checklist reflecting the sub-themes on each of their TAP schools. Added to these data will be observational reviews by the State TAP Director, visiting Regional Executive Master Teacher Leaders (six times a year), and a formal annual inspection by the National Institute for Excellence in Teaching (NIET).

To respond to RQ2, all students in grades 3-8 in Arizona participate in the Arizona Instrument to Measure Standards (AIMS). Beginning in 2010-2011, all students will be tracked using the Colorado Growth Percentiles Model (CGM) value-added system, which designates a student's performance in percentiles. Each student is then placed into a cohort with all of the other students across the state that scored at the same percentile on the same test in the same year. Following the growth model, each teacher will be given a report for each student indicating the expected growth for that student in terms of percentiles. Subsequent administrations of the AIMS will allow researchers to examine the value-added by each teacher for each student. Our expectation is that the Ready-for-Rigor TAP school teachers, who will have more incentives for their students to achieve, will obtain higher levels of growth on average. Within and between comparisons will be made for each teacher based on his/her

previous performance, which will allow us to establish the value-added from each teacher across time and between those teachers in the TAP and non-TAP schools.

To address RQ3, researchers will create the Ready-for-Rigor Survey. Based on the literature and discussions with participants, constructs will be created to serve as the foundation for the survey. The constructs will likely include the oft-lauded perceived advantages and oft-claimed perceived disadvantages to implementing merit pay systems in public schools. The survey will be administered to all teachers in both participating and non-participating schools. Additionally, 25 Ready-for-Rigor TAP school teachers and 25 non-TAP school teachers will be randomly selected for in-depth follow-up interviews. Finally, observational data from the TAP teacher instructional rubric and the TAP principal leadership observational rubric will be used to chronicle behavioral change over time and across TAP and non-TAP schools.

To address RQ4, researchers will have teachers and administrators at TAP and control schools complete an on-line school culture survey on an annual basis. This attitudinal measure will be based on the New Teacher Center's Teaching & Learning Survey that was conducted across Arizona in 2007. To address RQ5, researchers will collect school level data from each of the participating schools with regard to teacher and principal characteristics – highly qualified status, out of field teaching status, emergency certification status, honors (National Board Certification), and turnover rates.

Analytic Strategy

The observations and checklists collected from RQ1 will be organized and discussed with NIET leaders to determine the level of successful implementation of the TAP processes. Further, these checklists will be compared to the formal evaluations of other TAP schools across the

country. The framework to analyze the impact of merit pay on student achievement (RQ2) will be a matched baseline comparison group. Because students are compared to themselves across time, as well as to the students scoring at the same performance level through the value-added measures, the belief that unobserved variables are accounting for potential findings is minimized (Angrist & Krueger, 1999). ANOVAs will be used to determine if the differences between the groups are significant, as will effect sizes to determine practical significance. Exploratory subgroup analyses will be used to compare students by demographic variables.

For RQ3, a factor-analysis will be conducted on the surveys to determine if the intended constructs were appropriate to measure teacher opinions. The factor analysis will indicate which questions teachers responded to similarly. Following the factor analysis, *t* tests will be employed to test for any significant differences between the reported behaviors and attitudes of teachers and principals. Subgroup analyses can compare Ready-for-Rigor TAP school and comparison group teachers by construct. For RQ4, repeated measures analysis of variance and/or multivariate analysis of variance will be used to explore differences in teachers' perceptions of school culture (i.e., time usage, teacher empowerment, school leadership, professional development, facilities & resources, and community relations) in TAP schools over time and between TAP and control schools. RQ5 will be measured by *t* tests and effect sizes to determine if significant and/or substantive differences exist among the schools.

Limitations

The quasi-experimental design used to determine program effects on students is not as clean or ideal as a random assignment approach. Second, this study will be based on one merit pay program, the TAP System for Teacher and Student Advancement.

PROJECT DESIGN

Arizona's Ready-for-Rigor Project addresses all of the Absolute Priorities and Competitive Preferences as follows in the table below:

Arizona Ready-for-Rigor Project Objectives	TIF Competition Priorities
Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site: a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4" by the third year of school participation; b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation; c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation; d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.	**Absolute Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals** TAP System for Teacher and Student Advancement with carefully reasoned performance bonuses **Absolute Priority 2: Fiscal Sustainability of the Performance-based Compensation System** Partner districts in the statewide Ready-for-Rigor Project have board-approved an agreement to provide: a) the PBCS to teachers and principals during- and post-grant, and b) from non-TIF funds over the course of the five-year project period (and beyond) and increasing share of the PBCS (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) **Competitive Preference 4: Use of Value-Added Measures of Student Achievement** The "Colorado Growth Model"
Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 59 participating high-need schools.	**Absolute Priority 3: Comprehensive Approaches to the Performance-Based Compensation System** Partner districts in the statewide Ready-for-Rigor Project have board-approved an agreement to use PBCS data to drive professional development and personnel continuation decisions. **Competitive Preference 5: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools** The partnership will use targeted, higher-than-average performance bonuses and targeted university teacher and principal preparation program collaboration to eliminate shortages.
The Ready-for-Rigor partners are new TIF applicants	**Competitive Preference 6: New Applicants to TIF**

There is evidence that comprehensive school-wide performance-based compensation system (i.e., PBCS) reforms positively impact student achievement *if they are implemented with fidelity***.** For example, in independent research, high-fidelity TAP Comprehensive Reform Schools, the PBCS model to be implemented in this project, have been shown to produce significantly higher student achievement growth scores than matched control schools (e.g., Solmon, White, Cohen, & Woo, 2007). On the other hand, the NIET has also elaborated the consequences of poor TAP implementation.

Specifically, research on high vs. low performing TAP schools has indicated differences in the following: the amount of time allotted for "cluster group" grade-level common planning time, quality of deliberations during cluster group time (e.g., the degree of focus on student data), diligence of master teacher field-testing of innovative strategies prior to cluster group time, diligence of master teacher post-cluster group time supporting teachers in-class, principals' overall commitment and the school leadership's willingness to make TAP the core strategy, process and culture for improving instruction; principal's oversight to ensure that master and mentor teachers are not burdened with tasks irrelevant to instructional improvement, and better accuracy evaluating teachers including higher inter-rater reliability scoring of teaching performance across the TAP school leadership team. Finally, NIET research indicates that the highest performing TAP schools tend to be found in states with well-developed statewide support structures (NIET, 2009).

Given these findings, as well as the recent interim findings on TAP implementation in Chicago Public Schools (Mathematica Policy Research, 2010), a dominant focus of this proposal is achieving full-fidelity TAP implementation to maximize student learning and achievement in 59 historically struggling schools across Arizona. A key strategy for achieving full-fidelity

implementation will be the creation of a statewide Ready-for-Rigor Support Center that builds on a large and successful statewide school-university teacher education program partnership.

<u>Project Design</u> – Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. **Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4" by the third year of school participation;**
b. **Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;**
c. **Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;**
d. **Increase overall school functioning to no less than a grade of "B" by the third year of school participation.**

The Arizona Ready-for-Rigor Project is a coalition of 59 historically struggling schools located within 17 urban and rural partner districts located across the state. The non-profit fiscal agent for this statewide student achievement and human capital-building project is the Mary Lou Fulton Teachers College at Arizona State University (Teachers College). Two other anchor institutions in the Ready-for-Rigor Project are the ADE and the NIET.

The Teachers College has a twelve-year track record of nationally award-winning teacher education program partnerships with high-poverty school districts. Published research and partner district data indicate the graduates of the *urban* district-based teacher education programs are exceptionally strong teachers that outperform teachers prepared in traditional programs (Ridley, Hackett, Landeira, & Tate, 2005). Data also indicate that retention of these teachers is higher than for teachers prepared in other types of certification programs.

The Teachers College recently received (FY 2009) a [redacted] U.S. Department of Education Teacher Quality Partnership (TQP) grant to achieve four statewide objectives: 1) Create Arizona's First Longitudinal Teacher-Tracking Data System, 2) Increase the Subject-area Competence of ASU-prepared Teachers, 3) Increase the Clinical Competency of ASU-prepared Teachers using TAP, and 4) Reform 25 historically struggling partner district schools using TAP. While the statutes in the TQP grant allow for the costs of professional development to support TAP implementation in partner district schools (e.g., TAP Executive Master Teachers for on-site support and guidance), they do not allow for the cost of supplemental pay-for-performance salaries for teachers or principals.

When writing the TQP proposal with partner districts during the summer of 2009, submission of a TIF proposal was promised as "Part B" of a "package" that would potentially bring a TAP PBCS to partner districts' least successful urban and rural schools. Since securing the TQP grant in the fall of 2009, the Teachers College has collaborated on a step-by-step basis with NIET, hired a state director for TAP, and twelve, regionally-based Executive Master Teachers. To date, the partner districts have convened exploratory committees to select 20 potential TAP schools, involved staff at these sites to fully understand what being a TAP school meant, obtained a vote of support representing no less than 75% of teachers and staff, and obtained governing board approval for full-fidelity TAP implementation.

Given the significant resources *already* available for TAP implementation through the TQP grant, the partner districts, the Teachers College, the ADE and NIET have decided to increase the number of potential TAP schools in the Ready-for-Rigor Project to 59. Specifically, because many of the professional development and state structural costs of TAP implementation are covered by the TQP grant, we can focus the TIF grant on supporting the cost of performance

pay in more historically struggling schools across Arizona. By leveraging the resources of both the TQP and TIF grants and capitalizing on existing school-university partnerships, the leadership of the Ready-for-Rigor Project is confident that we can deliver *full-fidelity* TAP implementation across the state of Arizona.

It is important to understand the link that the Teachers College and partner districts make between initial teacher preparation and comprehensive school reform. The school-university partnership uses a fully district-based, immersion-style of initial teacher preparation. An intuitive finding from past research is that the strongest new teachers come from the strongest partner district schools. The opposite is true as well. Given this, the partnership decided that if good models of high-functioning schools, effective teachers, and student achievement did not exist, we should collaborate to create them and then concentrate initial teacher preparation at these reformed sites.

Our reform model is the TAP System for Teacher and Student Advancement. TAP frames both our proposed PBCS and the standards of teaching excellence in our newly reformed district-based initial teacher preparation programs. First implemented in 2000, TAP is a proven, cost-effective teacher effectiveness reform model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive compensation for teachers. *When implemented with fidelity*, TAP has achieved consistent student academic achievement growth in high-need schools over multiple years and has increased the retention of effective teachers while reducing the retention of ineffective teachers (Daley & Kim, 2010). The

TAP system addresses two essentials of school change: human capital and school culture with four interdependent components. These components are elaborated in the table below.

TAP Components	Attributes
Multiple Career Paths	• The TAP system provides growth opportunities in teaching and teacher leadership with corresponding growth in pay. The hiring of master and mentor teachers is highly competitive and based on the candidate's history of impacting student performance as well as capacity for leadership • Master and mentor teachers, along with the principal form the "distributed" leadership team with the shared responsibility for delivering professional support and conducting ongoing classroom visits
Ongoing Applied Professional Development	• In weekly "cluster group" action-oriented professional development sessions, teachers learn instructional strategies, analyze student data and engage in collaborative planning focused on specific student needs. Strategies for improving student achievement are first field-tested by master teachers with students in that school to ensure relevance and effectiveness. • Teachers receive ongoing individual classroom support and coaching from master teachers to implement new strategies planned during cluster group.
Instructionally-focused Accountability	• 4-6 formal and additional informal classroom observations conducted by master teachers, mentor teachers and the principal (all trained/certified) • TAP's instructional rubric is rigorous, transparent, and fair • Research shows that the TAP rubric can differentiate effective from ineffective teachers (and TAP scores correlate with student gain scores) • The TAP school leadership team compares inter-rater reliability of scoring and works to develop increased effectiveness and consistency at evaluating and shaping effective classroom instruction
Performance-based Compensation	• Performance bonuses are paid based on student learning growth and effective instructional performance • In the AZ Ready-for-Rigor Project, student achievement growth is measured using the "Colorado Growth Percentiles Model" value-added methodology • With performance bonuses, the most effective teachers can earn over 20% of their base pay

Assurance of Full-Fidelity TAP Implementation

TAP is an inter-related system and each of the four components is interdependent on the other components. To be maximally effective, the TAP system must be the central and dominant structure that shapes day-to-day school functioning. TAP must be used to establish new norms

of rigor, elevated professionalism, and incentives for unmitigated excellence. Any attempt to bring on the TAP system as a peripheral "add on" to just spice up mediocrity or as a "scheme" for increasing salary without amplified expectations is a guarantee of frustration and failure. The Ready-for-Rigor Project has committed to the TAP system with "eyes wide open". We do not expect the work to be simple.

As an indication of partner districts' understanding of and commitment to full-fidelity TAP school implementation, the table below highlights a portion of our school-university intergovernmental agreement (IGA) relating to TAP implementation. Ready-for Rigor partner districts have received board approval to these terms:

The partner district will enact full fidelity implementation of the TAP Comprehensive Reform School(s), including:
a. PERSONNEL – Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio. – Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio. – Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b. POLICY APPROVAL – Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School. – Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c. PAY FOR PERFORMANCE FUNDING – With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities. – With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED). – Unless contractually exempted, provide an increasing share of the cost of the performance-

based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d. SCHOOL SCHEDULE – Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week. – Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e. TRAINING – Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f. PROGRAM EVALUATION – Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness. – Fully participate in all ongoing program evaluation data collection and reviews of progress. – With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g. SUSTAINABILITY – Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h. ENSURE PROMPT AND ACCURATE FISCAL REPORTING – Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i. PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS

In addition to this contractual agreement, this proposal articulates an extensive, statewide support structure designed to ensure full-fidelity implementation at 59 partner district TAP schools. This structure builds on a long-standing and successful school-university partnership and leverages a recently funded TQP grant also aimed at comprehensive school improvement through TAP.

System of Reward Based on Performance Effectiveness

The 59 schools in the statewide Ready-for-Rigor Project have agreed to use (with fidelity) the TAP system of multiple measures to evaluate teacher and principal effectiveness. In this model, 50% of the basis for judging teacher effectiveness will come from the calculation of the teacher's value-added impact on students' academic growth. The "Colorado Growth Percentiles Model" (CGM) is the value-added methodology adopted by ASU as part of the TQP grant. The CGM uses standardized test data to measure change in student achievement over time and to make predictions about future growth. An individual student's progress, expressed as a percentile, is compared to peers throughout the state who have similar testing histories in the same subject areas tested.

In contrast to the Education Value-Added Assessment System (EVAAS) that is sold to states, districts, and schools by SAS Corporation, the CGM is free and publicly available. Unlike EVAAS, model developers have kept the CGM fully transparent and open to ongoing research and improvement. All external researchers and statisticians can contribute to the verification, validation, and strengthening of the model. The ADE and some partner district data personnel have experience using the CGM and have developed a working relationship with model developers in Colorado. ASU, the ADE and partner districts are highly interested in continuing to refine and improve the reliability and validity of all value-added methodologies, thus, the CGM and its open source/open research status made it the best choice for Arizona's educational needs. The CGM longitudinal teacher tracking data system will be in place for all Ready-for-Rigor TAP schools and associated partner districts by the 2010-2011 school year. In this regard, the Arizona Ready-for-Rigor Project meets **Competitive Preference 4: Use of Value-Added Measures of Student Achievement.**

For teachers in grade levels and subjects with annual standardized testing, the 50% emphasis on value-added contribution will be further partitioned into a 30% emphasis on teachers' classroom student achievement growth and a 20% emphasis on school-wide student achievement growth. Teachers in non-tested grade levels or subjects will use school-wide student achievement growth as the sole basis for the 50% determination of their value-added contribution.

In the Ready-for-Rigor TAP schools, the other 50% basis for judging teacher effectiveness will be based largely on 4-6 classroom observations of teaching performance over the school year by members of the leadership team (i.e., Master Teacher, Mentor Teacher, or Principal) who have been trained as certified evaluators on the TAP instructional rubric. Certification training on the TAP rubric and ongoing checks for inter-rater reliability across the TAP school leadership team will be used to help to ensure that TAP evaluations are rigorous, fair, and reliable. In addition, Regional Executive Master Teacher Leaders, and in some cases teams of Regional Executive Master Teacher Leaders will also score teachers at Ready-for-Rigor TAP schools to help the school leadership team calibrate for rigor.

In research, the distribution of TAP scores across a national sample of teachers showed to be normally distributed, meaning that the range of scored teaching effectiveness on the rubric was close to what one would expect to find if he/she observed hundreds of classrooms (i.e., most teachers are moderately effective in their instruction, some very poor and some exceptionally masterful). This finding is dramatically different than the teacher evaluation trends described in the "Widget Effect" (Weisberg, Sexton, Mulhern, & Keeling, 2009). In this study of teacher evaluations in twelve large school districts across the nation, the overwhelming majority of teachers were rated as exceptionally masterful, with poor ratings given on only rare occasions.

This is not what one would expect to find, particularly in light of the marginal student achievement results found in these same districts.

Another confirmation of the merit of the TAP instructional rubric is research that demonstrates a positive correlation between teachers' effectiveness score on the rubric and students' gain scores. These findings hold in both high and lower performing TAP schools and are a strong indicator of the validity of the TAP instructional rubric. To recap, for teachers, the 59 Ready-for-Rigor TAP schools will base 50% of their rating of effectiveness on students' degree of academic growth calculated by value-added methodology using the Colorado Growth Percentiles Model. The other 50% will be based largely on 4-6 observational ratings of teaching effectiveness using the TAP instructional rubric. The TAP rubric has proven to be reliable and valid. As an aside, the strong psychometric characteristics of the TAP rubric (and its functionality as a tool for teacher learning) are why ASU has adopted the rubric as the framework for its newly reformed district-based teacher preparation programs.

The final basis for determining teachers' performance-based compensation is the consideration of their extra responsibilities and the extent of their individual contributions to TAP school functioning. All teachers in a TAP school (i.e., Master Teachers, Mentor Teachers, Career Teachers) are evaluated on a "360°"type attitudinal survey completed by peers. The survey assesses peers' perception of a given teacher's contributions to effective school functioning in their respective role as Career, Mentor, or Master Teacher. The "Responsibility Survey" carries different weights in the calculation of performance pay for teachers at the three levels of TAP school leadership (see table below).

Finally, because they serve on the leadership team at a TAP school, Master Teachers and Mentor Teachers are contracted and paid for additional calendar days beyond the school year.

The formula is twenty days for the Master Teacher and ten additional days for the Mentor Teacher.

The PBCS for the principal (and assistant principal, if applicable) at a Ready-for-Rigor TAP school will be based 50% on school-wide student achievement growth as determined through value-added methodology using the Colorado Growth Percentiles Model, 25% on 2-3 observations of his/her fidelity of TAP implementation leadership, and 25% on a comprehensive survey assessment of his/her school leadership effectiveness (i.e., the VAL-ED).

<table>
<tr><th colspan="4">Basis of TAP School Teachers' Performance-based Compensation</th></tr>
<tr><th>50%</th><th colspan="3">50%</th></tr>
<tr><td>Teacher Contribution to Students' Academic Growth (calculated through Colorado Growth Percentiles Model Value-added Methodology)</td><td colspan="3">4-6 Observations of Teaching Performance & Peer-ratings of Individual Contributions to Effective TAP School Functioning</td></tr>
<tr><td rowspan="4">For Teachers with tested grades/subjects:
• 30% of student growth determination comes from teacher's own classroom
• 20% of student growth determination comes from overall school-level growth

For Teachers w/out tested grades/subjects:
• 50% of student growth determination comes from overall school-level growth</td><td>Teacher Level</td><td>Teaching Observations (Weight %)</td><td>Peer Rating Contributions (Weight %)</td></tr>
<tr><td>Career</td><td>95%</td><td>5%</td></tr>
<tr><td>Mentor</td><td>80%</td><td>20%</td></tr>
<tr><td>Master</td><td>60%</td><td>40%</td></tr>
</table>

The TAP system of evaluating teacher and principal effectiveness uses multiple measures that have proven to be reliable and valid for differentiating excellence. Just as important, all 59 Ready-for-Rigor TAP schools have agreed to *fully* implement this system with the oversight and support of a site-based TAP Regional Executive Master Teacher, a state TAP Director, the Ready-for-Rigor Support Center, ASU, the ADE, and the NIET.

The anchor institutions leading the implementation of the Ready-for-Rigor Project and Support Center (i.e., ADE, ASU, NIET) have agreed to closely and continuously monitor the

fidelity of implementation and level of achievement at each of the 59 targets schools. If any school is struggling with either, an "ICU team" will be assembled to provide concentrated site-based shadowing, services, leadership, and feedback to "right the ship."

Performance Bonus Amounts and Rationale

The proposed performance-based compensation bonuses were collectively discussed and calculated by ASU, NIET, and the partner districts based on salaries paid to educators in the state of Arizona. In summary, the proposed amounts are indicated in the table below:

TAP School Recipient	Proposed Compensation Category	Proposed Amount
Master Teachers	Extra responsibilities serving on the TAP school leadership team: 20 additional contract days	[redacted]
Mentor Teachers	Extra responsibilities serving on the TAP school leadership team: 10 additional contract days	[redacted]
Teachers	Performance bonus pool for teachers other than special education, middle- and high-school math and science	[redacted]
Teachers in hard-to-staff areas	Performance bonus pool for hard-to-staff teaching positions such as special education teachers, middle- and high-school math and science teachers	[redacted]
Principals	Performance bonus pool	[redacted]
Assistant Principal	Performance bonus pool	[redacted]

Having involved teachers and principals from across the partner districts in our deliberations, we have confidence that the proposed performance bonuses are enough to foster motivation and new "striving for excellence" behavior. In the process, partner district superintendents also strongly requested that we ensure that the amounts of the performance bonuses were sustainable. Determining the amount of the performance bonuses was an extended give-and-take process that took many factors into account, including a state mandated fringe

benefit deduction rate of approximately twenty percent. After much discussion, it was decided that the Ready-for-Rigor Project will apply fringe to the added performance awards and partner districts will continue to provide the performance award plus 20% fringe benefits post grant.

Thus, after much deliberation, we are confident with our proposed bonus amounts. In ALL cases, we know that the proposed base bonus amount of [redacted] is approximately 7% of annual salaries for Arizona teachers and the proposed $[redacted] base bonus (for teachers of hard-to-staff subjects/areas) is approximately 11% of annual teacher salaries. The $[redacted] performance bonus for principals is just over 8% of annual salaries for Arizona principals.

The actual performance bonus amount earned is based on a given teacher's performance, the number of other teachers in the "pool", and the performance of other teachers in the pool. The tables below provide a simplified hypothetical example of the performance bonuses paid to six career teachers in classrooms having standardized test score data at a school whose students achieve one year of school-wide academic growth:

	Total Bonus Pool	4-6 Observation Scores on TAP Rubric (50%)	Classroom Value-added (30%)	School-wide Value-added (20%)
Individual	$[redacted]	[redacted]	[redacted]	[redacted]
Total	[redacted] = $[redacted]	[redacted] $[redacted]	[redacted] = $[redacted]	[redacted] = $[redacted]

	TAP Rubric Score	TAP Rubric Bonus Amount	Class Value-added Score	Class Value-Added Bonus Amount	School Value-Added Score	School Value-Added Bonus Amount	TOTAL Performance Bonus
Teacher 1	5	$[redacted]	5	$[redacted]	3	[redacted]	[redacted]
Teacher 2	3	$[redacted]	3	$[redacted]	3	$[redacted]	[redacted]
Teacher 3	4.5	$[redacted]	4	$[redacted]	3	$[redacted]	[redacted]
Teacher 4	3	$[redacted]	3	$[redacted]	3	$[redacted]	[redacted]
Teacher 5	2.5	$[redacted]	2	$ 0	3	$[redacted]	[redacted]
Teacher 6	4	$[redacted]	4	$[redacted]	3	$[redacted]	[redacted]

With the TAP performance bonus model, the highest performing teachers clearly earn more than lower performing teachers and could potentially earn well over 20% of their annual salaries. Our intentions are not to cap the upper end of the performance bonuses for the most effective teachers. So in the example above, the teachers only earned half of the potential pay out for school-wide valued-added score. The Ready-for-Rigor Project leaders might elect to distribute these unpaid award amounts to teachers in the building earning "5"s on both TAP observations and classroom value-added scores, further rewarding exemplary results. The formula for determining performance-based compensation will be accessible and transparent so that all teachers and principals fully understand the basis of earned bonuses.

Because rural partner district salaries are significantly lower than salaries for educators in the Phoenix metropolitan, the proposed bonus amounts create an extra incentive for effective teachers in rural parts of the state to stay with their rural districts (i.e., prospect for greater bonus amount, lower cost of living). In a similar fashion, our statewide partnership proposes to target an even larger base performance bonus amount for hard-to-staff teaching positions in Arizona. For example, special education teachers and teachers of mathematics and science at the middle and high-school grades will be offered a base performance bonus that is 67% larger than the base performance bonus offered to other teachers. It is our reasoned and confident expectation that this additional incentive will attract new and existing teachers to prepare for effective service in these hard-to-staff areas.

Survey data from partner district leaders indicates that the current areas of need are highly qualified teachers in middle school and high school math and science. A number of partner district middle school grades are currently operating as self-contained classrooms (where the teacher provides instruction in all subject areas) because of the shortage of middle school

subject specialists. Secondarily, there is an expressed need for special education teachers. Over the life of the TIF grant, the Ready-for-Rigor leadership team will continuously review partner district needs data to determine whether the higher performance base is needed and if so, where.

The TAP system of evaluating teacher and principal effectiveness uses multiple measures that have proven (through experience and research) to be reliable and valid for differentiating excellence. From our statewide partnership deliberations, we are confident that the proposed amounts of the differentiated incentive pay will motivate new teacher and principal behavior in Arizona while being sustainable over the long term. In this regard, the proposed TAP system and differentiated pay meets **Absolute Priority 1: Differentiated Levels of Compensation for Effective Teachers and Principals.**

In regard to fiscal sustainability of the PBCS, the Arizona Ready-for-Rigor partner districts have agreed to two sustainability terms as a condition of their TIF grant participation: (1) barring *complete* financial calamity, the partner district is committed to provide the PBCS to teachers and principals at participating TAP schools during and after the end of the TIF grant, and b) **barring *complete* financial calamity, the partner district is committed to provide from non-TIF funds the following share of the PBCS: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.** As an enticement for their participation in the national evaluation, Glendale Elementary School District (GESD) will meet their Absolute Priority 2 obligation through the evaluation incentive (TIF Application page 17, point 3). Specifically, GESD has agreed to implement random placements across eight schools and to maintain 1% non-differentiated bonuses in four schools in return for a match obligation offset by the additional award of $ 1 million over the 5-year grant period. More information on

Glendale Elementary School District's participation in the national evaluation can be found on page 49.

The Ready-for-Rigor Support Center will provide partner district leadership with a district budget specialist who, from the very beginning of TIF grant implementation, will work with partner districts to strategically reallocate existing federal, state, and local funds to support the sustainability and expansion of the PDCS. In this regard, the Arizona Ready-for-Rigor Project meets **Absolute Priority 2: Fiscal Sustainability of the Performance-based Compensation System.**

<u>Project Design</u> - Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 59 participating high-need schools.

Objective Two of the Ready-for-Rigor Project demonstrates the cross-institutional intentionality to be strategic in the implementation of a comprehensive statewide PBCS. Within the last year, the state of Arizona has passed two key legislative bills; one abolishing teacher tenure/seniority as the system for teacher retention and the other stating that by 2012, all Arizona school districts will use a teacher evaluation system which is based 50% on the measurement of teachers' value-added contribution to student achievement growth. The Arizona Ready-for-Rigor Project is highly aware of (and supportive) of these bills. The partner districts are looking to their university and ADE partners to help them be the first districts in the state to enact performance-based teacher and principal evaluation and compensation.

The partner districts in the coalition represent some of the highest-need communities in the state of Arizona. Historically, most of the partner districts have struggled mightily to get and keep highly effective teachers. Indeed, even in currently dire economic times where teaching jobs are coveted, the targeted 59 schools reported an annual teacher turnover of 19%! The leadership of the Ready-for-Rigor Project understands that the TIF grant represents a strategic opportunity to address long-standing inequities in the distribution of highly effective teachers in our state. All partner districts hypothesize that performance-based compensation will be a powerful tool for attracting and retaining more effective teachers in their hard-to-staff schools.

Some partner districts are aspiring to use the TIF grant to help them transition ALL of their schools to the TAP PBCS model. Others, worried about district finances during these turbulent times, are looking to only pilot a couple of PBCS schools to examine the impact on staffing and performance while also "playing it safe." Whether "whole hog" or on a pilot basis, each member of the Ready-for-Rigor Project has agreed to clear and rigorous terms (e.g., an aggressive schedule for internalizing the costs of the PBCS, full-fidelity TAP implementation) ensuring that the PBCS is part of their district's comprehensive strategy for enhancing human capital and student achievement results.

As members of the Ready-for-Rigor Support Center, the ADE, NIET, and ASU will provide partner districts with teacher and principal effectiveness data from the Colorado Growth Percentiles Model value-added longitudinal data system, multiple TAP or bi-annual principal observations, and other indicators to make professional development and retention decisions. The ADE will be the central anchor institution for warehousing such data. The ADE is currently working with ASU on the coding and program algorithms needed to link teachers with student achievement data at partner district schools.

The ADE will also play a lead role in helping the Ready-for-Rigor Support Center with partner districts' Standards Assessment Inventory (SAI) data as well as the development of their "2141" plans under ESEA. Using these and other data generated by the Ready-for-Rigor Project and program evaluation, the anchor institutions will, through the Ready-for-Rigor Support Center, help the targeted 59 schools to develop an effective and comprehensive plan built around the TAP system to meet the annual measureable objectives.

As an anchor institution for the Ready-for-Rigor Support Center, ASU is challenging itself to use the same partner district data (e.g., value-added, TAP rubric, SAI, 2141, VAL-ED, school culture survey) to drive the design and geographical targeting of its district-based initial certification and inservice teacher and principal professional development programs and services. What this means, for example, is that ASU will work with partner districts to provide targeted, customized, "down to the teacher" professional development support for teachers and principals that fail to meet performance standards as well as those that excel and wish to grow in leadership.

The planning of this customized, data-driven professional development from ASU is already underway through the U.S. Department of Education TQP grant funded in December of 2009. As data-driven planning, implementation, and evaluation is the second strategic imperative of this project, the Ready-for-Rigor Project will use partner district data to plan, implement, and evaluate customized programming and services. ASU is confident that with a combination of technology (e.g., video conferencing, desktop conferencing, online through a WEB 2.0 portal) and the site-based presence of a TAP Regional Executive Master Teacher Leader and an ASU PDS Teacher Education Program Coordinator, measurably effective

professional development can be targeted down to the school, grade-level, department, teacher or administrator level.

ASU's district-based programming and services are distinctive from those typically offered in traditional university college of education programs. Historically, college of education faculty members decide alone what a given course or professional development seminar should strive to achieve. In most cases, traditional courses or professional development focus on teachers' mastery of a knowledge-based understanding of educational theories, concepts, and/or practices.

In contrast, ASU district-based programming and services are driven by the data-based needs of partner districts. Teachers College faculty members engaged in Ready-for-Rigor programs and services will collaboratively look at partner district data with school leaders and then jointly plan courses and professional development services. While ASU district-based courses and professional development also begin with a focus on knowledge-based understanding, they are distinctive in teachers' actual application of key theories, concepts, and practices in their own classrooms. With cycles of application, self-reflection, and ongoing peer and instructor feedback, teachers will be guided to measurable improvement of classroom practice and student learning.

A key service to be provided by the Ready-for-Rigor Support Center and its ASU and ADE anchor institutions is a WEB 2.0 data portal. All partner districts and their 59 TAP comprehensive reform schools will have access to critical operational and performance data (e.g., student attendance, student engagement ratings, e-grade-book, student achievement on district benchmark and standardized tests, teaching performance scores on the TAP rubric). This

information will be highly secure, FERPA-governed, and password protected down to particular teachers, building and central administrators. Such WEB 2.0 data portal systems are currently being used in some, typically larger, school districts across the nation. These systems, however, are not available to most districts because of their cost and necessary technology staffing expertise.

Talking to several early-adopting school districts and technology experts who are following this trend nationally, the initial report on WEB 2.0 data systems is that: 1) the systems are viewed as functionally beneficial and are being used daily by teachers, principals, and other administrators, 2) the systems enable targeting of interventions as directed by data; saving time, money, and personnel resources. One researcher in Denver, Colorado reported that a forthcoming study would likely indicate a positive correlation of WEB 2.0 data portal use and increased student achievement because of teachers' ability to easily access data and quickly target needed learning interventions. Denver Public School District personnel reported that their newly hired teachers "expect this type of data system from their employers in the 21st Century."

The Ready-for-Rigor Support Center will provide such a data portal system to partner districts large and small, and we will not stop with making critical data accessible. The Ready-for-Rigor Support Center will also provide (in collaboration with work being made possible through the TQP grant) practical training on: 1) how to use the WEB 2.0 system, 2) understanding Colorado Growth Percentiles Model value-added data and the achievement patterns for disaggregated student groups in teachers' classrooms, and 3) understanding and using data available in the data portal system on a formative basis to guide day-to-day instructional decision-making in the classroom (i.e., Data Wise, 2009).

ASU's Applied Learning Technologies Institute (alt^I) will develop and maintain the WEB 2.0 data portal system for the partner districts through the Ready-for-Rigor Support Center. alt^I has national and international clients and extensive experience building and maintaining such systems. alt^I also has an established working relationship with the ADE who is the repository for all partner district data.

The Ready-for-Rigor Project will work earnestly, collaboratively and strategically to recruit, prepare, and retain effective teachers and principals. If, however, targeted, district-based professional development services are not effective in bringing failing educators up to high standards of effectiveness, partner districts are fully committed to replacing them with new educators obtained through recruitment or through their own district-based, "grow-your-own" teacher and principal certification programs that are being implemented in collaboration with ASU. With the assistance of the TQP grant, ASU will deliver district-based certification programs that match partner district needs.

In regard to the current shortage of highly effective teachers in middle and high-school math and science and special education, the Ready-for-Rigor Project will offer a targeted performance bonus that is 67% higher than the base performance bonus for all other teachers. We believe that this incentive will attract highly effective teachers from less challenged schools and school districts, motivate teacher candidates into specialized initial teacher preparation programs, and/or lead some existing teachers to "retool" through the district-based certification programs offered by ASU in these hard-to-staff areas. ASU's district-based programs have been recently reformed using the TAP instructional rubric and feedback process (i.e., two observation and feedback cycles per semester) to ensure that each "grow-your-own" graduate is highly effective and ready to contribute to student learning and achievement from "day one." We know

that replacing ineffective teachers with the grow-your-own graduates will make an impact because in order to successfully complete the ASU certification program, they must demonstrate instructional proficiency on the TAP rubric and impact on student achievement.

The Ready-for-Rigor Support Center's WEB 2.0 data system will be used to provide partner district educators with a variety of information, programs, and services including partnership updates. In this case, teachers and administrators will be provided information about hard-to-staff areas and schools *that provide higher performance incentives*. Such information will be time-sensitive and the data portal system will be a perfectly fluid and nimble solution.

The strategic and cross-institutional approach to building human capital and student achievement in the Ready-for-Rigor Partner District meets **Absolute Priority 3: Comprehensive Approaches to the Performance-Based Compensation System.** The partnership will hold itself to monitoring its ongoing impact as well as achieving the ultimate goal of eliminating the shortage of effective teachers and principals in all partner district schools. The strategic use of targeted performance incentives in combination with the district-based, "grow-your-own" teachers and principal certification program meet **Competitive Preference 5: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools**

When Will We Start; Are the "BIG FIVE" in Place? -- Core Elements 1&2

The short answer to this question is that we will have a "two wave" launch. For the first wave of 20 TAP Comprehensive Reform Schools, the answer is YES; ready and waiting! As part of the TQP grant initiated in December of 2009, partner districts have selected 20 candidate TAP schools. In each district an exploratory committee made of up cross-district representatives

considered candidate sites for becoming TAP schools. After selecting the candidate site(s), the state TAP director met with site teachers and staff on two occasions. Then, a group of teachers from the candidate school made a site visit to an existing TAP school in the Phoenix metropolitan where they observed classrooms, cluster groups, and talked with teachers and administrators. These teachers then reported back to their colleagues at the candidate site and ultimately a vote was conducted. A 75% vote of support was required for the site to become a TAP school (in waiting). Thus, knowledgeable teachers, administrators and staff have endorsed the 20 first wave TAP school candidates.

A number of teachers and principals from across the partner districts were involved in the deliberations on the amount of the base performance awards. In each partner district, leadership met with representatives of the local teachers' association and has obtained their written support.

Core Elements 3 & 4

Adopting the TAP system, the Ready-for-Rigor Project has a rigorous, transparent, and fair evaluation system for teacher and principals that differentiates effectiveness on student achievement growth and multiple classroom observations. The "Colorado Growth Percentiles Model" value-added longitudinal teacher tracking data system has been adopted, is being put in place at the time of this writing, and will be operational in all partner districts by the beginning of the 2010-2011 School Year. Partner districts have previously agreed to this data system as part of the TQP grant. A board-approved intergovernmental agreement is in force concerning linkages of the data system to educator payroll and for "data sharing" so that the ADE, ASU, and the partner district can jointly analyze data trends to make decisions about needed programming and services for students, teachers and administrators.

Core Element 5

With the support of the TQP grant, professional development programs and services to ensure that teachers and principals understand the value-added data and how to use formative data to guide instruction (i.e., Data Wise) is being developed at the time of this writing. The WEB 2.0 system will make both the data and the professional development services accessible.

Thus, the BIG FIVE are in place for the first 20 TAP schools and they will launch for the 2010-2011 School Year. The second 39 TAP schools will launch in the 2011-2012 School Year. The 2010-2011 School Year will be used to complete the teacher involvement and communication plan previously implemented by the first wave TAP schools.

The Ready-for-Rigor Support Center

A statewide network of 59 TAP schools requires a strong support structure to ensure full-fidelity implementation (i.e., strategic imperative number one). The importance of this was established earlier but, restated, we predict fidelity of implementation to be the most important determinant of PBCS success or failure in Arizona. The Ready-for-Rigor partner districts are a very diverse mixture of size, geographical area, population density, culture, and language. It is probably safe to assume that there has never been such a diverse mixture of communities and schools for which to test the impact of the TAP PBCS.

Given this, we intend to plan and implement for spectacular success. We have solid support from and expectations for each partner district and TAP school, from full-fidelity TAP implementation to extensive data usage to targeted teacher and administrator professional development to targeted district-based "grow-your-own" teacher and principal certification

programs. The 59 TAP Comprehensive Reform Schools across the state will be the "Intensive Care Unit" of the Ready-for-Rigor Support Center until each school is successful.

As previously noted, the Ready-for-Rigor Support Center will be anchored by the ADE, NIET, and ASU. Each institution will provide needed expertise through Ready-for-Rigor Support Center staff positions. The State Director for TAP and the twelve Regional Master Teacher Leaders have already been hired through the support of the TQP grant. The Ready-for-Rigor Support Center staff is conservative in size yet large enough to achieve the stated project objectives. Each anchoring institution will participate in a quarterly board meeting to ensure that the Support Center is sufficiently resourced and on track for success. The table below notes Ready-for-Rigor Support Center staff and services:

Arizona Ready-for-Rigor Support Center Staff Member	**Partner Source**	**Roles/Responsibilities**
Executive Director Ready-for-Rigor Project	NIET	Direct operations; ensure outcomes
PBCS Communications & Outreach	ASU	Ensure communications & advocacy
District Budget Specialist	ADE	Foster partner district institutionalization
Business Managers (2)	ASU	Ensure prompt & allowable finances
WEB 2.0 Partner District Liaison/Trainer	ASU	Ensure partner district access, training, use
Value-added Data System Specialist	ADE	Ensure accuracy of data and payouts
Common Core Standards Specialist	ASU	Help partner district transition & master
State TAP Director	NIET	Ensure full-fidelity TAP implementation
Regional Executive Master Teacher Leaders (12)	NIET	Ensure TAP school full-fidelity & success
ASU PORTAL – Program Evaluation Research	ASU	Formative & Summative Monitoring

The twelve Regional Executive Master Teacher Leaders may be the most important members of the Ready-for-Rigor staff. Each will support a select number of TAP schools (around four) in a particular region of the state. As previously mentioned, these individuals have been hired through the TQP grant and are being extensively trained (e.g., TAP rubric, TAP

comprehensive school reform components, NIET guidelines, visits to exemplary TAP schools in other states, Data Wise) at the time of this writing.

NIET will provide a menu of training, support services, and fidelity of implementation oversight to the Ready-for-Rigor Support Center, the Regional Executive Master Teacher Leaders, and the 59 TAP schools. These services include first-year formal training for the TAP school leadership teams, on-site technical assistance, and formal TAP school inspections. The Ready-for-Rigor Support Center will fully engage NIET to help ensure the fidelity of TAP implementation in Arizona.

The ADE will be the central repository of partner district data. The ADE has invested significant time and money to develop a data warehouse system. The ADE data warehouse system is capable of accommodating all the data points that the Ready-for-Rigor Support Center will want to use to build a highly reliable and valid measure (model equation) of teacher effectiveness. This modeling will look to include other variables beyond annual student standardized test scores alone and might include data points such as student engagement observational data, quarterly district benchmark data, and/or students' rubric scores on higher-order performance tasks. The ADE is working hand-in-hand with ASU (with the support of the TQP grant) to build an operational teacher-tracking system in the partner districts (i.e., the CGM value-added data system) and partner districts have contractually agreed to provide a very wide variety of data from students, teachers and administrators.

ASU, with the assistance of the TQP grant, will provide an array of data-driven, customized programs and services to partner districts in the Ready-for-Rigor Project. Partner districts will have access to two-year beginning teacher induction services, targeted teacher

and/or administrator professional development services (including one-on-one learning coaches for principals), data services and professional development around the Data Wise approach to facilitating formative data usage, and "grow-your-own" teacher and/or principal certification programs.

Three particularly notable support and professional development services that will be offered by the Ready-for-Rigor Support Center include structured fiscal management support, one-on-one budgetary expertise to help partner districts internalize and sustain their PBCS, and professional development to help facilitate partner districts' transition to the national common core standards coming from the National Governors Association and the Council of Chief State School Officers.

Communication with representatives from other statewide TIF projects in Texas and South Carolina taught us of the importance of a strong structure for fiscal management. Specifically, representatives from both projects described the significant challenges of getting "paperwork" from participating schools. For this reason, the Ready-for-Rigor Support Center will provide structured fiscal management support to ensure prompt draw down of federal grant funds and the processing of appropriate expenses related to implementing the PBCS. The Ready-for-Rigor Support Center will employ two business managers who will prepare partner district business managers to draw down TIF funds and submit expenditure reports on a quarterly basis.

Another strong recommendation that came from school district leaders who have previously initiated a PBCS was to employ an experienced school district budget expert to work with partner district business managers and boards "from day one" to help them understand how to strategically repurpose existing funds to sustain the PBCS. We will take their advice.

Finally, Arizona has taken a strong position of support for the emerging common core standards. It has already notified school districts of the likely adoption of the math and literacy standards this year. Revised state assessments are predicted by 2013. It is an understatement to say that the internationally benchmarked common core standards will raise the bar on Arizona's current academic standards. The new standards and state assessment will impact student achievement and teacher performance bonuses.

These common core standards and instructional guidelines to foster students' higher-order thinking, skills, and performances (Darling-Hammond, 2010) are framing curriculum reform for ASU and Arizona community college subject-area courses taken by education majors (again supported by the TQP grant). Higher education faculty members are now struggling with their own teaching, the implications of global academic competition, and the desire to regain ground. This experience should offer perspective (and humility) as we collaboratively look to K-12 reforms.

ASU and ADE will work with partner district leaders to prepare practical scaffolding for K-12 teachers and administrators on the emerging standards at the various grade levels. There will also be practical guidance on fostering students' higher-order thinking, academic applications in authentic settings, communication intensive teaching/learning strategies, technology strategies for learning enrichment, and the use of performance assessment, rubric creation and scoring. It will be an exciting time of transition.

NATIONAL EVALUATION

Most partner districts firmly believe in the necessity of the performance bonus to get and keep highly effective teachers. The rural districts believe that compensation that is highly

competitive with urban districts could turn the tide and finally help to correct longstanding inequities in urban vs. rural teacher quality. The highest poverty urban districts also believe that the pay-for-performance incentives will help them recruit and retain their best teachers. During this severe economic downturn, the highest-need urban districts report that they are keeping more of the teachers that they really want (even though overall turnover was reported at 19%). They wonder if the 'good ones' will stay when the economy turns around and, like the rural district leaders, are placing their hopes on this performance-based compensation system to provide them a differential advantage over affluent communities and school districts.

In the context of historical inequities and leadership worries, it is an understatement to say that it was a "hard sale" to convince partner districts to participate in the national evaluation. Contributing to the national research knowledge-base is an abstract notion and of little value alongside high-stakes accountability and job security. One high-need urban elementary school district (i.e., 17 schools, 93% average free-and-reduced lunch, 71% of district schools participating in federal school improvement), however, is willing to participate because of the "special terms" offered to potential participants in the national evaluation study.

Because of the economy and its current financial condition, Glendale Elementary School District was the only partner district (among seventeen) that was not able to commit to the aggressive schedule of cost internalization (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%). Glendale Elementary District believes in the TAP system and the performance-based compensation system but is simply not able to contribute to its sustainability until later years. Thus an agreement was struck. Glendale District offers the participation of eight schools in return for the additional one million dollar award to meet the district's Absolute Priority 2 "match" obligation during the grant.

Glendale Elementary District understands that four of its schools will be implementing full-fidelity TAP (including the previously described performance bonuses) and four will be implementing full-fidelity TAP but with a 1% across-the-board (non-differentiated) bonus. The district understands that Mathematica Policy Research will make the placements by lottery. Because Glendale Elementary School District begins its school year (with students) on July 26th, 2010, the district's participation in the national evaluation study will have to begin in the 2011-12 School Year. The district will have one school begin (a non-national evaluation school) full TAP implementation during the 2010-2011 School Year. This school will be used as a model visitation site for the eight schools participating in the national evaluation the following school year.

Summary Table: Highlights of the Arizona Ready-for-Rigor Project
A statewide partnership of 59 high-need schools in 17 urban and rural partner districts, the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University's Mary Lou Fulton Teachers College
The variable predicted to most impact of potential success of the performance-based compensation system in raising human capital and student achievement is the fidelity of TAP school implementation. Ensuring full-fidelity implementation and data-driven programming are the strategic imperatives for the Ready-for-Rigor Support Center and its resources: -State TAP Director and twelve Regional Executive Master Teacher Leaders -District budget expertise to help partner districts internalize the cost of the PBCS -WEB 2.0 data portal system to provide achievement and operational data down to a teacher
The Ready-for-Rigor Project builds on a successful school-university partnership and leverages a large TQP grant that began in December of 2009. The TQP grant brings: -a value-added data system: the Colorado Growth Percentiles Model -the TAP system and established partnership with NIET -data-driven, customized, results-oriented professional development and district-based, "grow-your-own" initial teacher and principal certification programs -a one-on-one leadership coach, experienced in TAP, for the principal at TAP schools
The performance incentive award amounts that range from 8% to over 20%. Participatory deliberation by those most closely impacted provides confidence that the bonuses will motivate yet be sustainable.

The Ready-for-Rigor Project will strategically apply data-driven and targeted professional development, recruitment through targeted higher-than-average performance bonuses, and targeted-to-need certification programs through ASU to eliminate shortages of highly effective teachers and principals.
There will be a "two wave" launch of TAP schools; 20 in the 2010-2011 School Year and 39 in the 2011-2012 School Year.
The Ready-for-Rigor Project will have one urban partner district participate in the national evaluation with eight schools.
Because of the importance and scope of this statewide project, ASU will use resources provided by both the TQP and TIF grants to conduct extensive program evaluation on the Ready-for-Rigor TAP schools. Not only will this research explore the impact of the PBCS, it will also deeply evaluate the impact of fidelity of implementation on desired outcomes.

ADEQUACY OF SUPPORT FOR THE PROJECT

Key Personnel

The primary theme of this statewide proposal is the assurance of full fidelity implementation at the 59 Ready-for-Rigor TAP schools. The key personnel and project management plan are strong and designed to achieve fidelity and results. The Executive Director for the Ready-for-Rigor Project (identified for hire pending a TIF award) is an experienced individual recommended by NIET. This person has leadership experience in another statewide TAP initiative. In addition, the project's state TAP director, already hired, has many years of experience as a TAP Master Teacher and Executive Master Teacher Leader.

The Ready-for-Rigor staff members with "specialty" skills such as WEB 2.0 data portal design and management, district budget expertise, and value-added data system are experts with credentials and proven track records at ASU and the ADE. The twelve Regional Executive Master Teacher Leaders were hired (through the TQP grant) in an extremely selective and

rigorous process. They have also been endorsed by partner district leadership. The table below notes the Ready-for-Rigor Project personnel and the amount of time committed:

Key Project Personnel	**Source Institution**	**Arizona Ready-for-Rigor Project Role**	**Time on Project** % FTE
Dr. Scott Ridley	Associate Dean - ASU Teachers College	Principal Investigator	25
To be hired	NIET	Executive Director	100
April Edwards	ASU	PBCS Communications & Outreach	100
To be hired	ADE	District Budget Specialist	100
To be hired	ASU	Business Managers (2)	100
Dr. Heidi Blair	ASU alt^I	WEB 2.0 Partner District Liaison	100
Dr. Alexandra Jones	ADE	Value-added Data System Specialist	100
Betsy Fera	NIET & ASU	State TAP Director & Regional Executive Master Teacher Leaders (12)	100
Dr. Sharon Kortman	ASU	Common Core Standards Specialist	50
Drs. Audrey Beardsley & Josh Barnett	ASU PORTAL	Program Evaluation	50

Leaders from the three anchor institutions will serve on a Ready-for-Rigor Board that will meet quarterly. Leaders will include Gary Stark, CEO of NIET, Dr. Mari Koerner, Dean of the Teachers College, and Tom Horne, the Arizona State Superintendent for Public Instruction.

Cost Sharing

Ready-for-Rigor Project leadership accepts this TIF opportunity as a "jump start" for a systematic transition to performance-based compensation systems across partner districts and the state of Arizona. All but one of the partner districts have obligated themselves to an aggressive schedule of cost internalization. Specifically, sixteen of the partner districts will pay the

following percentage of the PBCS cost over the life of the TIF grant: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.

In addition, all partner districts understand and have agreed to the required staffing demands for successful TAP schools and will pay the salaries of the fully-released Master Teachers (which are set at a ratio of one Master Teacher per fifteen teachers). Further, any cost associated with changing the structure of the school day to allow for teachers' common planning time (i.e., cluster group) will also be paid by partner districts.

The leveraging of ASU's sizeable TQP grant will significantly reduce many of the costs in this TIF proposal. It is the reason that the Ready-for-Rigor Project is able to aspire to a statewide network of 59 TAP schools.

Requested Funds Sufficient and Reasonable

The requested amount of $ 35 million is sufficient and reasonable for a statewide network of 59 schools. Performance awards comprise 71% of the Ready-for-Rigor Project budget while 29% is for statewide implementation support services including professional development, support center leadership, the WEB 2.0 data portal system, and program evaluation.

The leveraging of ASU's Teacher Quality Partnership Grant, funded in December 2009, helps to significantly reduce TIF overhead. Given that the majority of partner districts are also participants in the TQP grant, only 10 to 15% of the costs of a professional development (e.g., Regional Executive Master Teacher Leaders) and program evaluation services had to be allocated to the TIF grant. Also, the aggressive schedule of partner district cost internalization (Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) translates into partner districts obligating themselves to 52% of total PBCS costs over the grant.

Objective 1 Work Plan: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute for Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

ACTION CODE: Fidelity of Implementation (FI), Data Management (DM), Fiscal Management (FM), Community Engagement (CE)

Action Code	Activities	Milestones	Timeline	Person Responsible
FI	• Secure agreement from the partner district schools on the sequence of 1st and 2nd wave of TAP implementation	• TAP school start-up is systematic and manageable; partner districts are clear on their initiation timelines	August 2010	PI Ridley
FI	• Assign Regional Executive Master Teacher Leaders to 1st and 2nd wave schools	• Very high presence of a TAP expert in start-up TAP schools	August 2010	State Director TAP
FI	• Maintain an overall calendar for scaffolding the implementation of 1st wave TAP schools (e.g., teacher training on TAP rubric)	• Provide exceptionally high support for TAP schools by Regional Executive Master Teacher Leaders	September 2010	State Director TAP
DM	• Ensure that the Colorado Growth Percentile Model value-added data system is linked to and operational in all partner district schools	• Each partner district has the capacity to track the impact of teachers on students' academic growth	September 2010	ADE, ASU
FI	• Sign MOUs to articulate the roles of the ADE, NIET, and ASU in the Ready-for-Rigor Support Center	• The Ready-for-Rigor Support Center leadership is strongly rooted with cross-organizational connections and a broad range of expertise.	October 2010	PI Ridley, Executive Director, Anchor Orgs.

FI	• Secure a governing board-approved and signed IGA from the partner districts not already in the TQP grant partnership	• The Ready-for-Rigor Project has clear expectations and assurances of quality control with all partner institutions	October 2010	PI Ridley
FI	• Begin the teacher/administrator informational and buy-in steps for the 2nd wave schools (e.g. exploratory committee, site presentation)	• The 2nd wave TAP school sites will be ready for TIF Year Two launch	October 2010	State Director TAP
FI	• Hire Ready-for-Rigor "specialty" staff positions (e.g., district budget specialist)	• The Ready-for-Rigor Support Center has an exceptional staff in all areas	November 2010	Executive Director
FI	• Meet with all partner district leaders (via video conference) to detail them on the personnel and services in the Ready-for-Rigor Support Center	• Partner districts are aware of and seek out the services of the Ready-for-Rigor Support Center	February 2011	PI Ridley, Executive Director
DM	• Using partner districts' previous years' student achievement data, model the distribution of categorical value-added scores (i.e., 1-5) using the Colorado Growth Percentile Model. Work with NIET to objectively scale categorical scores by comparing them to other states and other value-added data systems	• The Ready-for-Rigor Project has a value-added system of performance categorization that is rigorous, fair, and defensible compared to other models nationally.	February 2011	ADE, NIET, ASU
DM	• Articulate in writing the formula for teacher and principal performance bonuses and test the system with hypothetical payouts	• The Ready-for-Rigor formula for calculating performance bonuses is fair and highly transparent	February 2011	ADE, NIET, ASU
FI	• Develop a Ready-for-Rigor Project WEB 2.0 platform and link to all partner districts schools	• Partner districts have easy and secure access to formative and summative student achievement data for daily use	February 2011	ASU, ADE
CE	• Distribute a monthly e-newsletter to participating TAP schools via the WEB 2.0 portal	• Link TAP schools across the state and highlight the efforts and progress of students, teachers, principals, schools	February 2011	Ready-for-Rigor Outreach Staff
FI	• Initiate partner district, school, and teacher-specific professional development through the Regional Executive Master Teacher Leaders and technology (e.g., WEB 2.0 portal, VC)	• Use partner district student achievement data to develop targeted, "down to the teacher" professional development	February 2011	State TAP Director, TQP Professional Development Director

FI DM	• Ready-for-Rigor Data Systems and WEB 2.0 data portal system personnel meet with partner district leaders (via VC) to teach the value-added system, the formula for calculating performance bonuses, steps for accessing the data portal, and highlight the forthcoming Data Wise training for partner district teachers/ administrators	• Partner districts and especially the TAP schools understand the WEB 2.0 data portal, performance bonus calculations, and the overview of the Data Wise professional development modules and resources	March 2011	Ready-for-Rigor Data Systems, WEB 2.0 staff, TQP Professional Development Staff
FM	• District budget specialist and Ready-for-Rigor business managers meet (via VC) with all partner district business managers and leadership to teach quarterly draw down procedures	• All partner districts are clear about the proper and timely management of reimbursements and documentation	March 2011	Ready-for-Rigor Budget Specialist and Business Managers
FM	• District budget specialist begins ongoing travel to partner districts to work with business managers on quarterly documentation and repurposing existing federal, state, and local funds to internalize and sustain costs of the PBCS	• All partner districts proactively meet TIF match funding commitments	March 2011	Ready-for-Rigor Budget Specialist
CE	• Create and maintain a Ready-for-Rigor Support Center website focused on research and information about schools using a PBCS (offshoot of WEB 2.0)	• Provide a research and information forum for institutions interested in a PBCS, value-added methodology, and school reform	April	Executive Director, Outreach Staff
FI	• Initiate annual TAP school site inspections by NIET	• Provide formal evaluation on the extent and quality of TAP implementation at each TAP school	Late April/May 2011	Executive Director, NIET
CE	• Distribute a quarterly newsletter to state and national stakeholders	• Keep the Ready-for-Rigor Project and PBCS news in front of stakeholders	August 2011	Ready-for-Rigor Outreach Staff
FI	• Create and maintain an overall calendar for scaffolding the implementation of **2nd** wave TAP schools (e.g., teacher training on TAP rubric)	• Provide exceptionally high support for TAP schools by Regional Executive Master Teacher Leaders	August 2011	State Director TAP

	• Provide detailed yet concise description of performance bonus for teachers and principals	• Ensure complete understanding of the basis of the performance bonus	November 2011	Executive Director
CE	• Hold a regional conference	• Collaborate with southwestern states and educational institutions to highlight results-producing PBCS schools and support systems	December 2011	Ready-for-Rigor Center, ADE, ASU, NIET

Objective 2 Work Plan: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 59 participating high-need schools.

ACTION CODE: Fidelity of Implementation (FI), Data Management (DM), Fiscal Management (FM), Community Engagement (CE)

Action Code	Activities	Milestones	Timeline	Person Responsible
FI	• Provide data-driven, targeted professional development to assist struggling teachers and principals -- with particular effort offered to those in hard-to-staff schools, subjects, and areas. (Also provide enrichment and advancement professional development support to highly successful teachers/principals.)	• Teachers and principals struggling to meet standards of excellence will be given an opportunity to improve • Teachers and principals enjoying high levels of achievement have avenues to learn, grow and become better	February 2011	State TAP Director, TQP Director of Professional Development
FI	• In combination with high levels of student data access through the WEB 2.0 data portal, TAP school teachers and administrators are trained in "Data Wise" to enable them to better use formative data to guide day-to-day teaching for student mastery	• TAP school teachers and administrators have expertise at using data to guide instruction and have a strong results-orientation	March 2011	Ready-for-Rigor WEB 2.0 staff, TQP Director of Professional Development

DM FM	• Use the WEB 2.0 portal to gather ongoing project-wide statistics on teacher and/or principal need in partner district schools (and as the basis for determining where the higher-than-average performance incentives are needed)	• The statewide Ready-for-Rigor Project will have current and objective data on teacher/principal shortages by district, school, subject, grade, specialty area.	March 2011	Executive Director, Ready-for-Rigor WEB 2.0 and Data Staff
CE	• Use the WEB 2.0 portal, the Ready-for-Rigor website, and statewide newsletters to advertise for teacher and/or principal positions in hard-to-staff schools, subjects, or areas	• A statewide information system and targeted, higher-than-average base performance bonuses will lead to successful recruitment of effective teachers and/or principals in hard-to-staff schools, subjects, and areas	April 2011	Ready-for-Rigor Outreach Staff
FI	• Create partner district and/or regional teacher and principal certification programs based on project-wide need statistics	• ASU's preparation programs are responsive to the need of partner districts	July 2011	PI Ridley, TQP Directors of Teacher & Principal Preparation Programs
CE	• Use project-wide teacher and principal needs and the higher-than-average performance incentives to recruit strong candidates into the district or regional certification programs	• Recruit not only at the inservice level but also at the preservice level (teachers and principals)	July 2011	Ready-for-Rigor Outreach, TQP Directors of Teacher & Principal Preparation Programs

Objective 3 Work Plan: Contribute to the research knowledge base on performance-based compensation systems by participating in Mathematica's national evaluation study with eight partner district schools (four paired experimental and control schools) and through the Ready-for-Rigor Project's own comprehensive program evaluation plan across all 59 TAP schools.

Activities	Milestones	Timeline	Person Responsible
• Sign an MOU with the Glendale Elementary School District to ensure full implementation of the research design established by Mathematica in eight GESD schools	• Full fidelity implementation for the national study in Glendale Elementary District	July 2010	PI Ridley
• Establish control schools in other Ready-for-Rigor partner districts matched by SES, grade-levels, teacher characteristics, achievement and retention history	• The Ready-for-Rigor Project creates a research design that allows participants, leadership and the general public to understand the variables that matter with PBCS	November 2010	TQP Directors of Research
• Collect two prior years of baseline data on TAP and control schools – student achievement, teacher and principal retention	• Use the pre-intervention history of TAP schools to further understand the impact of the PBCS intervention	November 2010	TQP Directors of Research
• Share the four research questions and program evaluation design with partner district leaders and ensure commitment to the data collection expectations/ timelines for TAP and control schools	• Full fidelity implementation of the overall Ready-for-Rigor program evaluation	December 2010	Executive Director, TQP Directors of Research
• Set up data collection schedules for surveys, and interviews in TAP and control schools	• Efficiently and effectively use the resources of the ASU research office (i.e., PORTAL)	February 2011	TQP Directors of Research
• Report annual findings to partner district leaders, the U.S. DOE and Mathematica	• Use data formatively to improve implementation and impact • Collaborate with Mathematica to ensure the strength of design and analysis	July 2011	Executive Director, TQP Directors of Research

Project Narrative

High-Need Schools Documentation

Attachment 1:
Title: **High Need Schools Documentation** Pages: **4** Uploaded File: **Partner District High Need Schools Documentation.xls**

Name of School	% FRL	# Total Students	# Students Receiving ESL Services	# Total Certified Teachers (Core, Special, librarians) NO PARAS	# Provisional Certified Teachers	# Emergency Certified Teachers	# Teachers Not H.Q. in Subject Taught	# Average Annual Teacher Turnover	# SPED Teachers	# Middle or High School Math Teachers	# Middle or High School Science Teachers	# Asst. Principals, Other Than the Bldg Principal	Federal Indicator of Academic Progress
Avondale Elementary School District Phoenix Metro													
Cent Mirage K-8	54	805	82	27	3	0	0	7	3	2	1	1	Made AYP
Desert Star K-8	53	909	122	29	6	0	0	9	2	2	2	1	Made AYP
Desert Thder K-8	53	670	90	32	4	0	0	7	3	2	1	1	Warning YR
Eliseo Felix K-8	88	558	215	19	3	0	0	8	2	1	1	0	YR I Improvement
Lattie Coor K-8	91	1070	400	34	10	0	0	12	3	2	1	1	Tier I Restructuring
M. Anderson K-8	94	767	410	28	3	0	0	8	2	2	1	1	YR I Improvement
Wildflower K-8	60	500	73	20	4	0	0	11	5	1	1	0	Warning YR
Totals	70%	5279	1392	189	33	0	0	62	20	12	8	5	
Cedar Unified School District Northern Arizona - Navajo Nation													
Jeddito K-8	83	227	18	21	0	0	1	2	3	2	2	0	Tier III Restructuring
White Cone 9-12	83	85	6	9	0	0	1	3	2	1	1	0	Tier I Restructuring
Totals	83%	312	24	30	0	0	2	5	5	3	3	0	
Chinle Unified School District Northern Arizona - Navajo Nation													
Canyon D.C. K-6	86	599	184	24	1	0	0	2	2	0	0	0	Tier III Restructuring
Chinle El K-6	81	530	128	31	0	0	0	2	3	0	0	0	Tier III Restructuring
Mesa View K-6	84	249	49	26	0	0	0	1	4	0	0	0	Warning YR

Chinle Jr. 7-8	80	450	63	37	0	0	0	4	3	3	4	0	Tier III Restructuring
Totals	83%	1828	424	118	1	0	0	9	12	3	4	0	
Deer Valley Unified School District Phoenix Metro													
Constitution K-6	88%	585	149	38	1	0	0	27	3	n/a	n/a	0	YR I Improvement
Douglas Unified School District Southeastern Arizona - Border with Mexico													
Ray Borane 7-8	93	328	39	16	5	0	2	4	2	0	0	1	Tier III Restructuring
Huber 7-8	84	600	13	27	11	0	6	11	2	0	0	1	Tier III Restructuring
Totals	89%	928	52	43	16	0	8	15	4	0	0	2	
Gadsden Elementary School District Southwestern Arizona - Border with Mexico													
AZ Desert K-6	97	706	332	27	16	0	1	0	3	0	0	0	Tier III Restructuring
Cesar Chavez K-8	96	718	331	29	22	0	2	0	3	0	0	0	Tier III Restructuring
Desert View K-6	97	691	294	28	24	0	2	0	2	0	0	0	Tier III Restructuring
Ed Pastor El K-6	98	297	113	13	3	0	1	0	3	0	0	0	Warning YR
Gadsden El K-8	97	407	302	20	14	0	5	0	3	0	0	0	YR II Improvement
Rio Colorado K-8	99	814	368	27	20	0	2	0	3	0	0	0	Tier III Restructuring
San Luis Mid 6-8	99	632	165	24	14	0	5	15	3	4	3	1	Tier III Restructuring
Southwest Jr. 7-8	94	718	103	26	14	0	6	10	3	5	4	1	Tier III Restructuring
Totals	97%	4983	2008	194	127	0	26	25	23	9	7	2	
Ganado Unified School District Northern Arizona - Navajo Nation													
Ganado K-3	78	350	24	25	0	0	0	1	1	0	0	0	Made AYP
Ganado 4-6	78	350	13	20	0	0	0	0	2	0	0	0	Tier III Restructuring
Ganado 7-8	76	300	14	17	0	0	0	3	1	2	2	0	Tier III Restructuring
Ganado 9-12	75	600	23	45	5	0	0	10	5	6	4	1	Tier III Restructuring
Totals	76%	1600	74	107	5	0	0	14	9	8	6	1	
Glendale Elementary District Phoenix Metro													
American K-8	78	730	133	36	0	0	0	11	5	2	1	1	Warning YR
Challenger 4-8	95	803	100	32	0	0	1	8	6	3	3	1	Tier III Restructuring
Desert Spirit K-8	89	841	208	40	0	0	0	7	5	1	1	1	Tier III Restructuring
Isaac Imes K-8	97	550	145	26	0	0	0	6	2	1	1	1	Tier III Restructuring
Landmark 7-8	92	752	96	34	0	0	1	15	5	2	2	1	Tier III Restructuring
Mensendick 4-8	96	922	150	39	0	0	0	6	5	2	2	1	Tier III Restructuring

Melvin Sine K-8	92	692	167	33	0	0	1	10	5	1	1	1	Tier III Restructuring
Glenn Burton K-8	96	664	212	34	0	0	1	5	4	2	2	1	Warning YR
Harold Smith K-8	99	902	337	40	0	0	0	6	5	3	3	1	Warning YR
Totals	93%	6856	1548	314	0	0	4	74	42	17	16	9	
Murphy Elementary School District Phoenix Metro													
Sullivan K-8	96%	685	429	44	17	0	0	6	3	0	0	1	YR II Improvement
Osborn Elementary School District Phoenix Metro													
Clarendon 4-6	82	442	30	24	2	0	0	1	6	0	0	0	Made AYP
Encanto K-3	82	655	124	40	5	0	1	5	5	0	0	0	Warning YR
Longview K-6	78	443	88	15	4	0	0	3	5	0	0	0	Warning YR
Montecito K-6	88	431	101	21	3	0	0	1	5	0	0	0	YR II Improvement
Osborn Mid 7-8	84	613	21	31	7	0	0	8	6	7	4	1	YR II Improvement
Solano K-6	89	649	122	22	2	0	0	4	5	1	0	0	Made AYP
Totals	72%	3233	486	153	23	0	1	22	32	8	4	1	
Pendergast Elementary School District Phoenix Metro													
Pendergast El	83	554	87	32	4	0	0	6	2	1	1	1	Tier III Restructuring
Copper King K-8	64	878	85	57	11	0	0	6	7	2	2	3	YR I Improvement
Totals	74%	1432	172	89	15	0	0	12	9	3	3	4	
Phoenix Union High School District Phoenix Metro													
Maryvale 9-12	77%	2636	264	145	0	0	0	15	10	19	16	3	Tier III Restructuring
Roosevelt Elementary School District Phoenix Metro													
Brooks K-8	99	423	290	18	0	0	0	14	3	1	1	0	Tier III Restructuring
Bush K-8	94	554	210	23	0	0	2	7	3	1	1	0	YR I Improvement
Cesar Chavez K-8	100	554	350	19	0	0	0	17	4	1	1	0	Tier III Restructuring
Totals	98%	1531	850	60	0	0	2	38	10	3	3	0	
San Carlos Unified School District Northeastern Arizona - Apache Nation													
Elementary K-6	91	765	100	35	5	0	0	4	2	0	0	1	Tier I Restructuring
High 7-12	84	565	46	23	3	0	0	2	2	7	5	2	Tier III Restructuring
Totals	88%	1330	146	58	8	0	0	6	4	7	5	3	
Sunnyside Unified School District Southern Arizona - Tucson													
Esperanza	92	584	72	31	0	0	3	3	9	n/a	n/a	0	Made AYP

Los Amigos	95	632	453	48	5	0	0	4	6	0	0	0	Tier III Restructuring
Sierra Middle 6-8	88	879	217	56	9	0	2	7	7	8	6	2	Tier III Restructuring
Totals	92%	2095	742	135	14	0	5	14	22	8	6	2	
UPSI University Public Charter School Phoenix Metro													
UPS K-8	79%	550	76	26	5	0	0	9	3	0	0	1	Warning YR
Window Rock Unified School District Northern Arizona - Navajo Nation													
Tse' Ele K-5	73	489	17	27	1	0	0	4	4	n/a	n/a	0	Tier III Restructuring
Dine Bi' K-8	54	235	0	16	0	0	4	2	0	n/a	n/a	0	Tier III Restructuring
Tse' Middle 6-8	70	543	25	40	6	0	2	5	4	6	6	1	Tier III Restructuring
Totals	66%	1267	42	83	7	0	6	11	8	6	6	1	
Grand Total	84%	37,130	8778	1826	272	0	54	352	219	105	87	35	

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:
Title: **Letters of Commitment** Pages: **63** Uploaded File: **Letters of Commitment.pdf**

Part A:
School District Letters of Commitment

Avondale Elementary School District
Cedar Unified School District
Chinle Unified School District
Deer Valley Unified School District
Douglas Unified School District
Gadsden Elementary School District
Ganado Unified School District
Glendale Elementary School District
Murphy Elementary School District
Osborn Elementary School District
Pendergast Elementary School District
Phoenix Union High School District
Roosevelt Elementary School District
San Carlos Unified School District
Sunnyside Unified School District
University Public Schools, Inc.
Window Rock Unified School District

Part B:
Partner Letters of Support

Governor of Arizona
Janice K. Brewer

Arizona State University President
Michael M. Crow

Arizona Superintendent of Public Instruction
Tom Horne

President, National Institute for Excellence in Teaching
Gary Stark

Dean, Mary Lou Fulton Teachers College
Dr. Mari Koerner

Avondale
ELEMENTARY SCHOOL DISTRICT
NO. 44

Dr. Cathy Stafford
Superintendent

Dr. Betsy Hargrove
Assistant Superintendent

Marcie Celaya
Executive Director of Business Services

June 28, 2010

Dr. Scott Ridley, Associate Dean
Mary Lou Fulton College of Education
Arizona State University

Dear Dr. Ridley:
Avondale Elementary School District #44 wholeheartedly supports our participation in the Teacher Incentive Fund (TIF) grant. We are pleased that 7 out of our 8 schools qualify to be a part of this important initiative. We look forward to expanding our understanding and practice with the TAP Comprehensive Reform School model focusing on teacher effectiveness, performance-based compensation, and most importantly, increased student achievement.

Avondale Elementary School District student demographics show approximately 60% of our students identify themselves as Hispanic, 10% Black, 3% Asian, and 27% White. Approximately 68% of our students participate in the federal free and reduced lunch program, with 3 of our schools at or above 90%. While we are making academic improvement, we continue to struggle with consistent adequate yearly progress, particularly in our high needs schools. In addition, the challenge of finding and retaining highly effective math, science, and special education teachers continues to deter our efforts.

Our successful partnership with Arizona State University through the TENET grant has provided a much needed boost to recruiting new teachers through our ASU Professional Development School. These new teachers have been trained using the TAP teacher evaluation instrument. We look forward to building upon that success as an active partner in this grant.

Our District vision statement is, "Passion and Commitment for Educational Excellence." We believe that the TAP Comprehensive Reform model will help us become a leading "District of Excellence" in the Southwest Valley. Highly effective and passionate educators will find Avondale schools to be their first choice for employment. The performance-based compensation will find those same educators making a long-term commitment to our students and their achievement.

We look forward to another successful partnership through this grant and offer our full support in the successful implementation.

Sincerely,

Cathy Stafford

Dr. Cathy Stafford
Superintendent

Passion and Commitment for Educational Excellence

Phone (623) 772-5000 235 West Western Avenue Avondale, Arizona 85323 Fax (623) 772-5001
www.avondale.k12.az.us

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

The Arizona Ready-for-Rigor Project will:

Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, work with a network of 50 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 50 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
–	Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
–	Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio.
–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
–	Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e.	***TRAINING***
–	Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
–	Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in 7 TAP Schools.

Partner District: **Avondale Elementary School District #44**

Signature/Title: _____ **Superintendent** **Date:** **June 28, 2010**

OFFICE OF THE
SUPERINTENDENT

Scott Ridley, Ph. D
Office of Innovation and Partnerships
Arizona State University
541 E. Van Buren, Mercado B2
Phoenix, AZ 85004-2211

June 14, 2010

Dear Dr. Ridley,

We, the Cedar Unified School District #25, write this letter of support for the Arizona State University for the Teacher Incentive Fund (TIF) Grant. The district has two schools: Jeddito Elementary School, a Tier III school; and White Cone High School, a Tier I school, and thus, we would like to be considered for Arizona State University's NEXT Comprehensive Education Reform TIF Grant

This is my fifth year as Superintendent of Cedar USD and we have made a commitment to raise the status of our high school to a performing school or better by this time next year. We have a 100% commitment from our Governing Board and we have worked on a School Improvement Grant to work on our goals and vision of the White Cone High School. I have worked in another district and as a Superintendent and this Governing Board is very sincere when it comes to improving academic achievement, providing relevant professional development, and involving our parents in the education of their children.

Cedar Unified School District is considered rural and isolated area that covers a large area in Northeastern Arizona and that has a 100% free and reduced lunch program throughout the district. Our students are 97 % Navajo, 2.5 % Hopi, and .5 % other; many of our students live in homes with dirt floors and no running water or electricity. Many of our students and families must haul water each day and gather firewood to keep their homes warm.

Our students also ride the buses anywhere from 30 minutes up to 2 hours because of the primitive roads and where they live many families do not have transportation. The family income is very low, many of our parents do not have a high school education, and there is much alcoholism and diabetes on the Reservation.

Despite these odds, the mission of our district is to ensure all students a quality education and strengthen the Navajo and Hopi cultural values for lifelong learning. Our vision is to be a professional learning community that focuses on all students exceeding educational

CEDAR UNIFIED SCHOOL DISTRICT #25
Post Office Box 367 • Kearns Canyon, Arizona 86034 • Ph: (928) 738-2366 • Fax: (928) 738-5404

expectations. It is for these reasons that we make a commitment to participate in this program with fidelity if given the opportunity.

The Cedar has a very high rate of teacher turn-over and the Highly Qualified status of teacher and effective teachers are very, very difficult to attract and retain highly qualified staff. White Cone HS has eight teachers and only three of the teachers have more than three years of service to the district. The challenges of teacher recruitment is evident as we have had a high turn-over during the past three years.

Building the capacity of district and school staff to carry the work forward will ensure sustainability of reform efforts. The district indicates commitment of resources-staff, time, and monetary. As a rural and isolated district, we rarely have the opportunity to network with other districts to share learning and expand our understanding of our work. The NEXT TQP and the TIF Grants truly level the educational playing field for the smaller rural communities so we welcome the opportunity to participate.

Sincerely,

Damon R. Clarke, Ed. D.
Superintendent

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

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Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, work with a network of 50 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 50 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
	– Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio. – Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio. – Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
	– Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School. – Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
	– With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities. – With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED). – Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
	– Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week. – Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e.	***TRAINING***
	– Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
	– Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness. – Fully participate in all ongoing program evaluation data collection and reviews of progress. – With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
	– Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
	– Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
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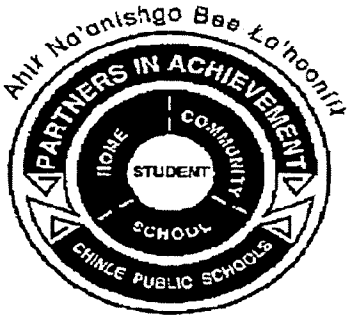
Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Cedar Unified School District #25

Signature/Title: Glenn K. Clarke, Superintendent **Date:** 06/14/2010



CHINLE UNIFIED SCHOOL DISTRICT NO. 24
OFFICE OF THE SUPERINTENDENT
Dr. Jesús de la Garza
P.O. Box 587
Chinle, Arizona 86503
Phone: (928) 674-9603 Fax: (928) 674-9608
E-mail: jvdelagarza@chinleusd.k12.az.us

June 28, 2010

Dr. Scott Ridley, Associate Dean
Mary Lou Fulton College of Education
Arizona State University
Dear Dr. Ridley:

The Chinle Unified School District is grateful for the opportunity to be included in the Teacher Incentive Fund (TIF) grant. We have three schools in improvement status and one school serving a similar student population that we recommend for participation in this grant. CUSD has been a partner of ASU for a minimum of six years. Our administrative team acknowledges that funds from the TIF grant will be directed toward performance-based teacher and principal compensation systems at the Chinle Junior High School, Canyon de Chelly Elementary School, Chinle Elementary School, and Mesa View Elementary School.

The Chinle Unified School District is the largest district in Apache County and the Navajo Nation serving approximately 3,800 students, of which 98 percent are Native American (almost exclusively of Navajo heritage), with three schools in improvement status. Establishing a process of providing monetary rewards for teachers based on student achievement performance indicators and teacher effectiveness scores is instrumental to engaging teachers in our district who work with students from a low socio-economic status and who reflect an at-risk profile.

Thank you, once again, for the opportunity provided by this grant application.

Sincerely,

Jesús de la Garza

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c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

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The TQP and TIF grants will provide:

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   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

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b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
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–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
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Over the life of the TIF grant, the intention of the School District is to participate in 4 **TAP Schools.**

Partner District: Chinle Unified School District #24

Signature/Title: [signature], Superintendent **Date:** 6.28.10

Deer Valley
Unified School District

20402 N. 15th Ave.
Phoenix, AZ 85027
623.445.5000 Phone
623.445.5086 Fax
www.dvusd.org

June 10, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton College of Education
Arizona State University

Dear Dr. Ridley:

The leadership team of the Deer Valley Unified School District realizes the need to develop and support teachers through a rigorous teacher evaluation framework. We are excited for the opportunity to create a TAP Comprehensive Reform School through the Teacher Incentive Fund Grant (TIF) and welcome the opportunity to increase teacher effectiveness and student achievement through a performance-based compensation system.

The TIF grant will allow Deer Valley to reform the current evaluation system in a Title 1 school that is in need of support. We hope to use this school as a model for other schools in the district. We understand that the support put in place for the TAP Comprehensive Reform School will allow for performance-based compensation; the increase in effective teachers; the opportunity to increase equity within our schools; and an increase in student achievement. Deer Valley is committed to sustaining this program at the completion of the grant.

The Deer Valley Unified School District has a long history of partnership with Arizona State University to develop quality school administrators and teachers. We welcome the opportunity to continue our partnership by creating a TAP Comprehensive Reform School through the TIF grant.

Sincerely,

Dr. Virginia McElyea

Dr. Viriginia McElyea
Superintendent

SUPERINTENDENT
Virginia McElyea, Ed.D.

GOVERNING BOARD
Christy Agosta
Ron Bayer
Tom Boone
Bill Maas
Ann Elizabeth Ordway

Deer Valley . . . a district of excellence with opportunities for every student.

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Partner District: Deer Valley Unified School District

Signature/Title: Virginia B. McGlynn, Superintendent **Date:** 6-28-10

Douglas Unified School District #27

Administrative Offices · 1132 12th Street
Douglas, Arizona 85607
(520) 364-2447 · fax: (520) 224-2470

Earl F. Pettit
Superintendent

Denise Evans
Business Manager

Human Resources
Mary Good , Director

Office of School Improvement
Leanne Bowley, Director

Information Technology
Javier Baca, Director

Special Services
Dara Logan, Director

District Athletics Office
Randy Walker, Director

Child Nutrition Office
Beverly Jackson, Director

Career/Technical Ed
Robert Doctor, Director

Douglas High School
(520) 364-3462
Bonnie Lopez, Principal
Dr. Earl Simmons, Asst. Principal
Daniel Bates, Asst. Principal

Paul Huber Middle School
(520) 364-2840
Martin Muecke, Principal
Clifford Dunlap, Asst. Principal

Ray Borane Middle School
(520) 364-2461
Nick Schuerman, Principal
Rene Villalva, Asst. Principal

Clawson Elementary
(520) 364-8466
Andrea Overman, Principal

Joe Carlson Elementary
(520) 805-4400
Janice Gallagher, Principal

Faras Elementary
(520) 364-8461
Cynthia Ortega, Principal

Sarah Marley Elementary
(520) 364-3408
Claudia Leon, Principal

Stevenson Elementary
Rafael Ortiz, Principal
(520) 364-2442

Early Learning Center
(520) 805-4143
Sandra Uterhardt, Head Teacher

June 3, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton College of Education
AZ State University

Dear Dr. Ridley,

Douglas Unified School District #27 is very excited at the opportunity of participating in the Teacher Incentive Fund (TIF) grant and we are pleased to say that we have Governing Board support of the proposal. We anticipate having our two middle schools participating and are looking forward to making great strides in student performance and teacher effectiveness.

Our district has long had a successful partnership with AZ State University through different programs and we are looking to the TAP Comprehensive Reform School model to help us turn our two middle schools into highly performing and successful ones.

We look forward to another great partnership and wholeheartedly pledge our full support for this endeavor.

Sincerely,

Ray Borane
Chief Administrative Officer

Douglas Unified School District #27 does not discriminate against any individual on the basis of race, color, religion, sex, age, disability or national origin in its educational and employment practices or programs.

El Distrito Escolar de Douglas # 27 no discriminará a ninguna persona por motivos de raza, color, religión, sexo, edad, discapacidad u origen nacional en sus centros de enseñanza y las prácticas de empleo o programas.

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–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
–	Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e.	***TRAINING***
–	Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
–	Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: **Douglas Unified School District #27**

Signature/Title: Dr Bellone **Date:** 6/28/10

Chief Administrative Officer

GADSDEN ELEMENTARY SCHOOL DISTRICT NO. 32
1453 N. Main Street, Suite F
P.O. Box 6870
San Luis, AZ 85349
(928) 627-6540
FAX: (928) 627-3635

Dr. Raymond V. Aguilera, Superintendent
Olivia F. Zepeda, Asst. Superintendent

"STUDENT-CENTERED LEARNING IN
AN ENGLISH LEARNING COMMUNITY"

Governing Board
Luis Marquez, President
Martina Lopez, Clerk
Tadeo De La Hoya
Gloria Torres
Rosa Varela

June 2, 2010

Arizona State University
Mary Lou Fulton College of Education
Dr. Scott Ridley, Associate Dean

Dear Dr. Ridley:

Thank you for the opportunity for the Gadsden Elementary School District No. 32 to participate in the Teacher Incentive Fund (TIF) grant. We are pleased to express district and Governing Board support of the proposal. All six of our schools have voiced a strong desire and have reached consensus on being part of the TAP Comprehensive Reform School model focusing on teacher effectiveness, performance-based compensation, and increased student achievement.

We understand that the TIF grant will support efforts to develop and implement performance-based teacher and principal compensation systems in our schools with the goal of improving student achievement by increasing teacher and principal effectiveness; reforming teacher and principal compensation systems to reward increases in student achievement; increasing the number of effective teachers teaching poor, minority and disadvantaged students—the very type students Gadsden serves—in hard-to-fill subjects and creating sustainable performance-based compensation systems. The district is committed to find a way to sustain the program at the conclusion of the grant.

As you know from our long standing and successful partnership with ASU, Gadsden Elementary School District No. 32 will be an active partner in assuring successful implementation of the grant. As a rural district, we are close to 100% Hispanic student district and 100% students qualifying for free-reduced meals. While our students continue to show growth academically, our students are coming from behind, thus we need to make more than average growth to "catch up." We trust that the efforts of the TAP Comprehensive Reform School model will help us continue to help achievement efforts as well as our recruitment and retention efforts for teachers.

We look forward to another successful partnership through this grant and pledge our full support to assure its successful implementation.

Sincerely,

Luis Marquez
Governing Board President

Dr. Raymond V. Aguilera
Superintendent

"Education is not the filling of a bucket, but the lighting of a fire."
W.B. Yeats

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

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a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 50 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
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–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	*POLICY APPROVAL*
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	*PAY FOR PERFORMANCE FUNDING*
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h.	*ENSURE PROMPT AND ACCURATE FISCAL REPORTING*
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	*PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS*

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Gadsden Elementary School Dist. #32

Signature/Title: [redacted] **Date:** 6/11/10

Ganado Unified School District No. 20

Superintendent of Schools

Dr. Javier Abrego

Post Office Box 1757 • Ganado, Arizona 86505

Telephone: 928.755.1011 • Fax: 928.755.1012 • Email: javier.abrego@ganado.k12.az.us

"Our vision is to be a professional learning community that focuses on all students exceeding educational expectations"

Ganado Unified School District would like to be considered for Arizona State University's NEXT Comprehensive Education Reform TIF Grant. I am in my first year as Superintendent of Ganado USD and I have assured the Governing Board that I would provide the district with two Excelling Schools by the year 2011, and also raise the status of our high school and middle school to a Highly Performing status. I have a 100% commitment from our Governing Board and thus far they have allowed me to reassign personnel and bring in experts that will help us attain our goals. I have worked in various districts as a Superintendent and this Governing Board is very sincere when it comes to improving academic achievement, providing relevant professional development, and involving our parents in the education of their children.

Ganado Unified School district is a rural community that has a 90% free and reduced lunch program throughout the district. Our students are 99% Navajo and they live in homes with dirt floors and no running water or electricity. Many of our students must haul water each day and also gather firewood to keep their homes warm. Our students also walk approximately three to five miles each day to the bus stop because our busses cannot make their way through the treacherous dirt roads. Family income is very low, our parents do not have a high school education, and there is much alcoholism and diabetes on the Reservation. We are a Tier 1/2 school in corrective action and thus qualify as an Absolute Priority #4 according to federal guidelines. Despite these odds, the mission of our district is to ensure all students a quality education and strengthen Dine cultural values for lifelong learning. Our vision is to be a professional learning community that focuses on all students exceeding educational expectations. It is for these reasons that we make a commitment to participate in this program with fidelity if given the opportunity.

Ganado USD has a very high rate of teacher mobility and it is very difficult to attract and retain highly qualified individuals. Ganado HS has thirty teachers and twenty of the teachers have less than three years of seniority. The challenge of teacher retention is evident throughout the district as most schools start the year needing to fill positions. During the 2009-2010 school year we had ten vacant positions in the areas of math, science, and English which ultimately affected our student achievement.

"Our mission is to ensure all students a quality education and strengthen Diné cultural values for life long learning"

Following are some of Ganado Unified School District's NEEDS and how they map directly with the NEXT Grant and TIF Grant reform strategies:

- Professional Development that is focused and delivered in Ganado as it is too expensive to travel the six hours to Phoenix. The NEXT grant will provide on-site training as well as embedded instructional coaching.
- A structured Induction Program for first, second and third year teachers. NEXT will provide a clear instructional improvement framework focused around three distinct goals of engagement, alignment, and rigor; a strong focus on training teachers to work collaboratively through data-driven dialogue so that teachers can learn from and support each other; in-class modeling and coaching of instructional strategies; training for system leaders in the collection and use of classroom observation data to improve teaching and learning.
- An evidence-based research Reading Program at the high school as many students do not read at grade level. NEXT will provide a research-based literacy curriculum for 9th and 10th grade students and will train all English/Language Arts teachers in the instructional strategies incorporated throughout the curriculum to ensure continuity of sound instructional practices in every classroom.
- Technical assistance with Data Analysis that will help us focus on Professional Development needs at each school. The effective use of the data component of the NEXT project will enable us to collect and analyze classroom instruction data and student outcome data to inform professional development.
- A Comprehensive School Reform Partnership that is within our budget. We had a partnership in years past but it cost the district $125,000 per year and our current budget could no longer support the program. The TAP comprehensive reform school project, which the district intends to implement in all four of its schools, and a related TIF grant will support most of the costs of a performance-based compensation system during the first year of implementation and then will ramp down as Ganado Unified Districts takes over financial responsibly for the project. This will give us time to identify resources as needed to continue the work of the project over the long term.
- A Partnership that develops Leadership capacity at all levels of the education field, especially administrators and directors. The project's conditions for success will strengthen accountability and focus our improvement efforts throughout the district.
- The Governing Board seeks a Teacher Incentive Program that is strictly related to student achievement. (TIF is very appropriate)

Building the capacity of district and school staff to carry the work forward will ensure sustainability of reform efforts. The district indicates commitment of resources-staff, time, and monetary. As a rural district, we rarely have the opportunity to network with other districts to share learning and expand our understanding of our work. The NEXT TQP and the TIF Grants truly level the educational playing field for the smaller rural communities so we welcome the opportunity to participate.

Thank you,

Javier Abrego

Dr. Javier Abrego
Superintendent
Ganado Unified School District

Mr. Allan Blacksheep

Allan Blacksheep

Governing Board President
Ganado Unified School District

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
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Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Canado Unified School Dist. #20

Signature/Title: Jamie Abrego **Date:** 6/29/10

GLENDALE ELEMENTARY SCHOOL DISTRICT

Administrative Center
7301 N. 58th Avenue
Glendale, AZ 85301
(623) 237-7100

Bicentennial North
7237 W Missouri
(623) 237-4009

Bicentennial South
7240 W. Colter
(623) 237-4012

Challenger
6905 W. Maryland
(623) 237-4011

Coyote Ridge
7677 W. Bethany Home
(623) 237-4015

Desert Garden
7020 W. Ocotillo
(623) 237-4014

Desert Spirit
7355 W. Orangewood
(623) 237-4016

Discovery
7910 W. Discovery
(623) 237-4013

Don Mensendick
5535 N 67th Avenue
(623) 237-4006

Glendale American
8530 N. 55th Avenue
(623) 237-4008

Glendale Landmark
5730 W. Myrtle
(623) 237-4001

Glenn F. Burton
4801 W. Maryland
(623) 237-4007

Harold W. Smith
6534 N 63rd Avenue
(623) 237-4003

Horizon
8520 N. 47th Avenue
(623) 237-4010

Isaac E. Imes
6625 N 56th Avenue
(623) 237-4002

Melvin E. Sine
4932 W. Myrtle
(623) 237-4004

Sunset Vista
7775 W. Orangewood
(623) 237-4017

William C. Jack
6600 W. Missouri
(623) 237-4005

Teacher Incentive Fund Grant Program
Director April Lee
U.S. Department of Education, OESE
Academic Improvement and Teacher Quality Programs
400 Maryland Ave., S.W., Rm. 3E120
LBJ Federal Office Building
Washington, DC 20202-6200

June 21, 2010

Dear Mrs. Lee,

The Glendale Elementary School District (GESD) is one of seventeen partner districts in the Arizona Ready-for-Rigor Project, a Teacher Incentive Fund (TIF) grant proposal being submitted by Arizona State University. GESD has elected to compete for the TIF evaluation competition with eight schools.

GESD understands and agrees to fully meet the TIF Evaluation competition requirements, including adhering to the implementation plan of the Institute of Education Sciences (IES) evaluator. We understand that the selection of the eight GESD schools into "Group 1" or "Group 2" will be through lottery. Please consider this letter GESD's full agreement to comply with TIF Evaluation requirements.

Given that GESD's school year begins before the expected announcement of TIF awards, the eight GESD schools offered for the TIF evaluation will be for the 2011-12 School Year.

As a final point of clarification, GESD will have one school (American K-8) that will begin as a TAP School this school year and will not participate in the national evaluation.

Sincerely,

Dr. David A. Santellanes
Interim Superintendent

Principals for:

for Kellie Duguid		
American K-8	Challenger 4-8	Desert Spirit K-8
Isaac E. Imes K-8	Landmark K-8	Don Mensendick 4-8
Melvin Sine K-8	Glenn F. Burton K-8	Harold W. Smith K-8

Empowering students for success in meeting the choices and challenges of today and tomorrow.

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–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	By offering its participation in the national study, Glendale Elementary School District will use the additional $1 million evaluation incentive as its match during the grant period. GESD is committed to the principle of a performance-based compensation system. If the study indicates significant student achievement growth using this approach, it intends to sustain implementation post-grant.
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
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h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in _9_ TAP Schools.

Partner District: Glendale Elementary School District

Signature/Title: _____, **Interim Superintendent** **Date: June 30, 2010**

School District No. 21 of Maricopa County, Arizona
MURPHY ELEMENTARY SCHOOLS
Administrative Center
2615 West Buckeye Road • Phoenix, AZ 85009-5783
Phone: 602-353-5004 • FAX: 602-353-5081

Governing Board
President
Raymond M. Rodriguez

Members
Theresa M. Grimes
William E. Grimes
Arthur V. Murillo
Teri Swanson

Curriculum, Instruction And Assessment (CIA):

Assistant Superintendent
Lorinda Brown

Director of Curriculum
Alma Vital-Johnson

Coordinator of Multicultural Services
Gloria Rivera

Director of Student Support Services
J. David Williams

Director of Head Start
Nefretari Salahdeen

Director of Information Systems
Jason Jordan

Business Services And Human Resources:

Assistant Superintendent
Paul V. Christensen

Coordinator of Human Resources
Donna Carrillo

Director of Food Services
Charlotte Archuleta

Director of Maintenance/ Operations/Transportation
Robert "Bert" Herzog

June 10, 2010

D. Scott Ridley, Ph.D.
Office of Innovation and Partnerships
Arizona State University
541 E. Van Buren, Mercado B2
Phoenix, Arizona 85004-2211

Dear Dr. Ridley:

It is my pleasure to write this letter of support for the Arizona State University Teacher Incentive Fund (TIF) grant. Murphy Elementary School District #21 fully supports programs specifically designed to improve academic achievement of children through education reform efforts.

Murphy Elementary School District #21 has identified one site, William R. Sullivan School, to be part of the TAP Comprehensive Reform School model emphasizing teacher effectiveness, performance-based compensation, and increase student achievement. The other three schools in the district will hopefully follow in the subsequent years, if possible.

The district's involvement of teachers and principals in the proposed TIF school will ensure understanding and buy-in for the proposed pay-for-performance TAP model, as evidence of at least 75% vote of support by school staff in TIF participation. W. R. Sullivan School is an urban school in Phoenix, with a diverse ELL population with over 98% of the students qualifying for free-reduced meals. All students at W. R. Sullivan School require support provided in the TIF grant to help close the achievement gap. We are excited about the opportunities available in this partnership.

Murphy Elementary School District #21 looks forward to working collaboratively as a partner with the Arizona State University with this grant and gives its support to a successful implementation. Please feel free to call me @ 602-353-5002 if you have any questions or if I can be of further assistance.

Sincerely,

[redacted]

Kathy Granillo-Beebe
Consultant to the Governing Board

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

The Arizona Ready-for-Rigor Project will:

Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, work with a network of 50 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 50 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
–	Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
–	Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio.
–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
–	Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e.	***TRAINING***
–	Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
–	Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: __Murphy Elementary School District #21_____

Title: Kathy Granillo-Beebe, Consultant to the Governing Board Date: June 14, 2010

Signature: [redacted] Date: June 14, 2010

An Osborn Education℠

Osborn School District #8 • 1226 West Osborn Road • Phoenix, AZ 85013 • (602) 707-2000 • www.OsbornSchools.org

June 2, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton College of Education
Arizona State University

Dear Dr. Ridley:

Thank you for the opportunity for the Osborn School District to participate in the Teacher Incentive Fund (TIF) grant. We are pleased to express district and Governing Board support of the proposal. All six of our schools have voiced a strong desire and have reached consensus on being part of the TAP Comprehensive Reform School model focusing on teacher effectiveness, performance-based compensation, and increased student achievement.

We understand that the TIF grant will support efforts to develop and implement performance-based teacher and principal compensation systems in our schools with the goal of improving student achievement by increasing teacher and principal effectiveness; reforming teacher and principal compensation systems to reward increases in student achievement; increasing the number of effective teachers teaching poor, minority and disadvantaged students—the very type students Osborn serves—in hard-to-fill subjects and creating sustainable performance-based compensation systems. The district is committed to find a way to sustain the program at the conclusion of the grant.

As you know from our long standing and successful partnership with ASU, Osborn District will be an active partner in assuring successful implementation of the grant. As an urban district is central Phoenix, we are an extremely diverse district with over 85% of our students qualifying for free-reduced meals. While our students continue to show growth academically, our students are coming from behind, thus we need to make more than average growth to "catch up." We trust that the efforts of the TAP Comprehensive Reform School model will help us continue to help achievement efforts as well as our recruitment and retention efforts for teachers.

We look forward to another successful partnership through this grant and pledge our full support to assure its successful implementation.

Sincerely,

Maxine Radtke
Governing Board President

Wilma J. Basnett, Ph.D.
Superintendent

An Osborn Education℠

Osborn School District #8 • 1226 West Osborn Road • Phoenix, AZ 85013 • (602) 707-2000 • www.OsbornSchools.org

May 28, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton Teachers College
Arizona State University

Dear Dr. Ridley:

On behalf of the Osborn Education Association, we are pleased to voice our support for Osborn School District's participation in the Teacher Incentive Fund grant. By this letter we are supporting our district's involvement in the Teacher Advancement Program Comprehensive Reform School model allowing us to delve deeper into strategies motivating teacher effectiveness and increasing student achievement by applying the TAP Evaluation Rubric and a performance-based compensation system.

We believe that Osborn School District #8 meets all the necessary criteria outlined in the grant. Further, we are aware that staff on each of our school campuses have been informed of all the requirements and planned outcomes and are supportive of TIF participation.

Thank you for the opportunity to participate in this exciting venture.

Sincerely,

Judith Geil
President, Osborn Education Association

Jon Gorter
Vice President, Osborn Education Association

Clarendon School	Encanto School	Longview School	Montecito School	Osborn Middle School	Solano School
4th - 6th grade	Preschool - 3rd grade	Preschool - 6th grade	Preschool - 6th grade	7th - 8th grade	Preschool - 6th grade
1225 W. Clarendon	1420 W. Osborn	1209 E. Indian School	715 E. Montecito	1102 W. Highland	1526 W. Missouri
Phoenix, AZ 85013	Phoenix, AZ 85013	Phoenix, AZ 85014	Phoenix, AZ 85014	Phoenix, AZ 85013	Phoenix, AZ 85015
(602) 707-2200	(602) 707-2300	(602) 707-2700	(602) 707-2500	(602) 707-2400	(602) 707-2600

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

The Arizona Ready-for-Rigor Project will:

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a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 50 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
–	Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
–	Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio.
–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
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g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in 6 **TAP Schools.**

Partner District: OSBORN SCHOOL DISTRICT #8

Signature/Title: Wilma J. Bennett SUPERINTENDENT **Date:** 6/15/10

Pendergast
ELEMENTARY SCHOOL DISTRICT

Inspiring Excellence and Achievement

June 22, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton Teachers College
Arizona State University

Dear Dr. Ridley,

On behalf of the Pendergast School District, we are pleased to support our participation in the Teacher Incentive Fund grant. This letter supports our district's involvement in the Teacher Advancement Program Comprehensive Reform School model allowing us to explore and research strategies motivating teacher effectiveness and increasing student achievement by applying the TAP Evaluation Rubric and a performance-based compensation system.

We believe that the Pendergast School District meets all the necessary criteria outlined in the grant. Further, we are aware that staff on each of our school campuses have been informed of all the requirements and planned outcomes and are supportive of TIF participation.

Thank you for the opportunity to participate in this exciting endeavor.

Sincerely,

Ron Richards
Superintendent

3802 N. 91st Avenue • Phoenix, AZ • (623)772-2200 • www.pesd92.org

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

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c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

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–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
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i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Pendergast Elementary District # 92

Signature/Title: Ronald W. Richards **Date:** 6/28/10

PHOENIX UNION HIGH SCHOOL DISTRICT

Preparing Every Student for Success in College, Career and Life

CENTER FOR EDUCATIONAL SERVICES
4502 North Central Avenue
Phoenix, Arizona 85012
www.PhoenixUnion.org
(602) 764-1100

Kent P. Scribner, Ph.D.
Superintendent

Alhambra

Bioscience

Bostrom

Trevor G. Browne

Camelback

Central

Cesar Chavez

Cyber

Desiderata

Betty H. Fairfax

Franklin

Carl Hayden

Maryvale

Metro Tech

North

South Mountain

Suns-Diamondbacks

June 10, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton College of Education
Arizona State University

Dear Dr. Ridley:

Phoenix Union High School District is pleased to participate in the *Teacher Incentive Fund* (TIF) grant. As we work to meet the expectations of Race to the Top by improving student achievement through increased teacher and principal effectiveness; reforming teacher and principal compensation systems to reward increases in student achievement; and increasing the number of effective teachers teaching in urban high schools, we believe the TIF grant will support our efforts.

The Phoenix Union High School District is the largest high school district in Arizona, serving approximately 25,000 students. Our student demographics show approximately 78% of our students identify themselves as Hispanic, 10% African American, 3% Native American, 2% Asian and 7% white. Approximately 65% of our students participate in federal free and reduced lunch programs. The Phoenix Union High School District is committed to breaking the constraints and perceptions of typical urban school districts by transforming our organization from a high school graduation district into a college-going district. Accomplishing this is critical not only to our district, but to the sustainability of our community and the future of our students.

Through our long standing and successful partnership with ASU, the Phoenix Union High School District will be an active partner in assuring successful implementation of the grant. Our mission, to "Prepare every student for success in college, career, and life" requires this sort of effort to transform the classrooms for every student. We trust that the efforts of the TAP Comprehensive Reform School model will help us continue to help achievement efforts as well as our recruitment and retention efforts for teachers.

We look forward to another successful partnership through this grant and offer our full support to assure its successful implementation.

Sincerely,

Kent Paredes Scribner, Ph.D.
Superintendent

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

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   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a. PERSONNEL

- Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
- Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio.
- Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.

b. POLICY APPROVAL

- Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
- Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.

c. PAY FOR PERFORMANCE FUNDING

- With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
- With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
- Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).

d. SCHOOL SCHEDULE

- Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
- Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.

e. TRAINING

- Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).

f. PROGRAM EVALUATION

- Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
- Fully participate in all ongoing program evaluation data collection and reviews of progress.
- With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.

g. SUSTAINABILITY

- Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.

h. ENSURE PROMPT AND ACCURATE FISCAL REPORTING

- Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.

i. PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Phoenix Union High School District

Signature/Title: Superintendent **Date:** 6/28/10

6000 South 7th Street, Phoenix, Arizona 85042
(602) 243-4800; Fax (602) 243-2637
mary.beyda@rsd.k12.az.us

Mary Beyda
Interim Superintendent

Schools:

T. G. Barr School
Bernard Black School
G. B. Brooks Academy
M. O. Bush School
C. C. Campbell School
Cesar Chavez School
I.G. Conchos School
J. R. Davis School
C. O. Greenfield School
Amy Houston Academy
C. J. Jorgensen School
P. L. Julian School
J. F. Kennedy School
M. L. King School
V. H. Lassen School
Ed & Verma Pastor School
Rose Linda School
Sierra Vista School
Southwest School
Sunland School
Valley View School

Board Members:

Mr. Jimmie Muñoz
President-10

Mrs. Betty Thompson
Clerk-10

Mrs. Norma Muñoz
Member

Mrs. Betty Ware
Member

Mrs. Catherine Miranda
Member

June 30, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton College of Education
Arizona State University

Dear Dr. Ridley:

Roosevelt School District No. 66 is pleased to be included in the Teacher Incentive Fund (TIF) grant. We have selected three of our schools for consideration in this exciting opportunity to increase student achievement. The schools that we have identified for inclusion in the grant are Brooks Academy, M.O. Bush, and Cesar Chavez. Our District Strategic Plan focuses on providing outstanding educational opportunities for all students and exceptional professional development opportunities for our staff. The TIF grant will certainly assist with efforts by our District and site administrators to ensure the accomplishment of student achievement goals. We are currently working with the ASU Next initiative and look forward to the growth of the program in Roosevelt.

This letter is to acknowledge that the funds from the TIF grant will be directed toward performance-based teacher and principal compensation systems in the participating schools. The provision of monetary rewards for teachers who work with students living in high poverty urban settings is necessary to ensure that these deserving students receive the best educational opportunities from the most qualified educators. We are committed to sustaining a principal and teacher incentive program that results in accelerated student learning.

As you know, the Roosevelt School District serves approximately 11,000 students in the South Mountain community within the city of Phoenix. The District serves students living in high poverty neighborhoods with dwindling resources. Over 90% of our students qualify for free lunch as indicated by the Arizona Department of Education. The actual free and reduced count for Roosevelt as of the 100th day in January, 2010 was 95.61%. Our mission is to overcome the adverse effects for students living in high poverty situations through highly effective instruction. We are certain that the TIF grant will greatly assist with our vision of increased achievement for our students and assist the greater community with current revitalization efforts.

We are quite committed to full participation in the TAP Comprehensive Reform School initiative and continuing an exceptional partnership with Arizona State University.

Sincerely,

Mary Beyda
Superintendent

"Moving Forward One Child at a Time"

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

The Arizona Ready-for-Rigor Project will:

Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, work with a network of 50 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4", by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 50 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
–	Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
–	Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio.
–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
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e.	***TRAINING***
–	Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
–	Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Roosevelt School District

Signature/Title: Jacqueline Jackson Associate Supt. (for Mary Beyda Supt.) **Date:** 6/11/10

SAN CARLOS UNIFIED SCHOOL DISTRICT NO. 20

June 8, 2010

Dr. Scott Ridley, Associate Dean
Mary Lou Fulton College of Education
Arizona State University
411 North Central Avenue
Phoenix, Arizona 85069

Dear Dr. Riley:

This letter is written as formal request by the San Carlos Unified School District No. 20 to be a partner is Arizona State University's Teacher Incentive Fund grant application.

As you are aware, San Carlos Unified School District is a public school system located on the San Carlos Apache Reservation. Approximately 90 percent of our students are eligible for free meals through the National School Lunch Program, and our schools are considered by the state of Arizona to be at Tier I level in terms of achievement.

The district is considered to be in "2141" status for failing to staff all positions with highly qualified staff. Despite the low availability of teaching positions in Arizona this year, we continue to have an average of only one qualified applicant per job opening. This is compounded by our low salary scale that encourages skilled teachers to leave when the opportunity arises.

Thus, we strongly support your efforts to attain support funding that would link recruitment, student progress, and teacher performance into one comprehensive improvement plan.

If I may be of further assistance to you, please do not hesitate to call me at (928) 475-2315.

Respectfully submitted,

Richard W. Wilde

Richard W. Wilde, Ed. D.,
Superintendent

cc: File

P.O. Box 207, San Carlos Avenue, San Carlos, Arizona 85550; Phone (928) 475-2315 Fax (928) 475-2301

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

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b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 53 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
–	Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
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–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
–	Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e.	***TRAINING***
–	Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
–	Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: San Carlos Unified School District No. 20

Signature/Title: Richard W. Welda **Date:** 6/30/10

Sunnyside Unified School District
a proud learning community

June 3, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton College of Education
Arizona State University

Dear Dr. Ridley:

Sunnyside Unified School District #12 is proud to be included in the Teacher Incentive Fund (TIF) grant. The site leadership and faculty at Esperanza Elementary School have enthusiastically embraced the opportunity to be our district's first TAP Comprehensive Reform School focusing on teacher effectiveness, performance-based compensation, and increased student achievement. Our district administrative team has been deeply involved in the ASU NEXT initiative from the beginning and is looking forward to supporting the growth of the program across the district.

I acknowledge that funds from the TIF grant will be directed toward performance-based teacher and principal compensation systems in our CRS Esperanza Elementary. Establishing a process of providing monetary rewards for teachers based on student gain, school gain, and teacher effectiveness scores is instrumental in incentivizing teachers in our district who work with students from high poverty, low income and high minority environments. Even as economic resources in Arizona continue to decrease, we are committed to sustaining a principal and teacher incentive program that results in accelerated student learning.

As you are aware, the Sunnyside Unified School district is the third largest district in Pima County with approximately 18,000 students; 80 percent free and reduced lunch, 88 percent Hispanic and 32% are English Language Learners. In a spirit of equity and in partnership with all members of the community, the Sunnyside Unified School district provides a quality education for all students in a safe, disciplined, productive environment. Our mission is to ensure that all students achieve academic success and contribute positively to a diverse, changing, democratic society. As we continue to realize academic growth across the district, we are determined to accelerate that growth. Starting with Esperanza as our model TAP school we trust that this reform model will demonstrate the anticipated results and be implemented in additional schools in the years to come.

I wholly endorse our involvement in the TAP Comprehensive Reform School initiative and look forward to our continued partnership.

Sincerely,

Manuel L. Isquierdo, Ed.D.
Superintendent

2238 E. Ginter Road • Tucson, Arizona 85706 • 520.545.2024 • fax 520.545.2121
www.susd12.org

ESPERANZA ELEMENTARY SCHOOL
Sunnyside Unified School District No. 12

2353 East Bantam Road
Tucson, Arizona 85706

Telephone (520)545-2900
Fax (520)545-2916

June 3, 2010

Dr. Scott Ridley
Associate Dean
Mary Lou Fulton Teachers College
Arizona State University

Dear Dr. Ridley:

I, Christine Carrillo, am pleased to voice my support for Esperanza Elementary School in the Sunnyside School District #12 participation in the Teacher Incentive Fund grant. As a National Education Association, an Arizona Education Association, and a Sunnyside Education Association member for 25 years, I personally support my school's involvement in the Teacher Advancement Program Comprehensive Reform School model allowing me to delve deeper into strategies motivating teacher effectiveness and increasing student achievement by applying the TAP Evaluation Rubric and a performance-based compensation system.

Knowing Esperanza Elementary staff and as one of the selected Master Teachers, I believe my colleagues and I have the requirements and commitment to participate in the Teacher Advancement Program Comprehensive Reform School model. As well, I am supportive of TIF participation.

Thank you for the opportunity to participate in this exciting venture.

Sincerely,

Christine Carrillo
Esperanza Elementary Master Teacher
NEA, AEA, and SEA member

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
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The Arizona Department of Education
National Institute of Excellence in Teaching

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i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: **Sunnyside Unified School District No. 12**

Signature/Title: **Superintendent** **Date: 6-28-10**

UNIVERSITY
PUBLIC SCHOOLS

June 28, 2010

Dr. Scott Ridley, Associate Dean
Mary Lou Fulton College of Education
Arizona State University
411 North Central Avenue
Phoenix, AZ 85069

Dear Dr. Ridley:

This letter is a formal request for University Public Schools, Inc. to be a partner in Arizona State University's Teacher Incentive (TIF) Grant Application.

I acknowledge that funds from the TIF grant will be directed toward performance-based teacher and principal compensation and additional contract days for Master and Mentor Teachers in University Public Schools. This incentive to teachers tied to student gains, school gains and individual teacher effectiveness scores will assist us in reaching the student achievement goals we have set for our student population, which is primarily low income and high minority students.

We fully embrace the TAP model in our schools and believe it provides our teachers the tools to continue to improve individual teaching and learning for our students.

We strongly support the TIF goals of linking recruitment, student progress and teacher performance into one comprehensive improvement plan.

If you need further information, please contact me at (602) 496-3322.

Sincerely

Debra S. Gomez
Interim Executive Director

University Public Schools, Inc. - working in affiliation with Arizona State University
112 N. Central Avenue, Suite 700, Phoenix, AZ 85004
(602) 496-3322 | Fax: (602) 496-3323 | ups@asu.edu | http://universitypublicschools.asu.edu

ASU ARIZONA STATE UNIVERSITY

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
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Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

a. Increase school-wide student achievement to no less than a year and a half of academic growth per school year, a TAP index score of "4" by the third year of school participation;
b. Increase school-wide teaching effectiveness to no less than a TAP index score of "3.5" by the third year of school participation;
c. Increase principal effectiveness to a rating of "Exceeds" as measured by student achievement, observational and survey indicators by the third year of school participation;
d. Increase overall school functioning to no less than a grade of "B" by the third year of school participation.

Objective 2: Using targeted, higher-than-average, teacher pay-for-performance bonuses; targeted, technology-enabled, and district-based principal and/or teacher preparation programs (in collaboration with ASU); and the resources of the statewide Ready-for-Rigor Support Center, prepare, recruit and retain highly effective principals and teachers in the hard-to-staff schools and areas (thus eliminating key educator shortages) in the 50 participating high-need schools.

Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 59 TAP schools.

The TQP and TIF grants will provide:

1. Funding support for the cost of teachers' and principals' supplemental pay-for-performance bonuses as well as the the cost of additional contract days for Master and Mentor Teachers.
2. Funding support for a statewide Ready-for-Rigor Support Center that provides:
   a. Regional Executive Master Teacher Leaders and ongoing site-based support to ensure fidelity of TAP school implementation;
   b. Targeted, data-driven teacher and administrator professional development designed to improve student achievement, teaching effectiveness using data, and school functioning;
   c. A WEB 2.0 data portal system providing teachers and administrators in your district with formative and summative student achievement and other operational data (e.g., attendance) that is "relevant to the day and targeted down to a specific teacher";
   d. Assistance with using the Colorado Growth Percentile Model value-added data system and teaching or leadership performance scores to calculate teacher and administrator performance bonuses;
   e. Budgeting expertise to assist partner districts with using existing federal, state, and local funds to sustain the performance-based compensation system;
   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

a.	***PERSONNEL***
–	Fund TAP Master Teacher positions, on a full-time release basis, on a 1:15 career teacher ratio.
–	Fund TAP Mentor Teacher positions, classroom position with limited release time, on a 1:8 career teacher ratio.
–	Fund additional specialist positions, if needed, to allow for common collaboration (i.e., "cluster group") time.
b.	***POLICY APPROVAL***
–	Use the TAP instructional rubric as the observation/evaluation tool in the TAP Comprehensive Reform School.
–	Make policy changes allowing for additional teacher leadership responsibilities in the contract of TAP Mentor and TAP Master Teachers.
c.	***PAY FOR PERFORMANCE FUNDING***
–	With the help of the TIF grant, provide a performance bonus to master, mentor and career teachers based on a weighted formula of 50% for teachers' impact on student achievement and 50% on teachers' observed instructional performance and responsibilities.
–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
–	Unless contractually exempted, provide an increasing share of the cost of the performance-based compensation system at TAP schools (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%).
d.	***SCHOOL SCHEDULE***
–	Restructure the school schedule for common collaboration time for each cluster (if not already in place) for 60 to 90 minutes per week.
–	Ensure common time for Leadership Team members (principal, master and mentor teachers) to meet 60 minutes weekly during the contract day.
e.	***TRAINING***
–	Ensure up to 4 total days of training for teachers on the TAP Instructional rubric (during the first fall semester of implementation).
f.	***PROGRAM EVALUATION***
–	Fully cooperate on the "Data Sharing" terms defined in the intergovernmental agreement including collaboration with ASU and the ADE to enable the use of a longitudinal teacher-tracking data system to measure teacher effectiveness.
–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in 2 **TAP Schools.**

Partner District: University Public Schools Inc

Signature/Title: Debra S. Gomez, Interim Exec. Director **Date:** 6/28/10

Window Rock Unified School District No. 8

"Embracing Change for Student Learning"

P.O. Box 550
Fort Defiance, AZ 86504

Superintendent's Office

Ph: (928) 729-6006
Fax: (928) 729-5080

June 28, 2010

Dr. Scott Ridley, Associate Dean
Mary Lou Fulton College of Education
Arizona State University
411 North Central Avenue
Phoenix, Arizona 85069

Dear Dr. Ridley:

Window Rock Unified School District #8 is proud to be included in the Teacher Incentive Fund (TIF) Grant. The TIF schools (Tsehootsooi Elementary and Tsehootsooi Dine Bi'olta) along with the TAP school (Tsehootsooi Middle School) have enthusiastically embraced the opportunity to be a partner with Arizona State University's Teacher Incentive Fund grant application.

As you are aware, Window Rock Unified School District is a public school system located on the Navajo Indian Reservation with approximately 2600 students of which 64 percent are eligible for free meals; and 96 percent Native American. In a spirit of equity and in partnership with all members of the community, Window Rock Unified School District provides a quality education for all students in a safe, disciplined, productive environment. Our mission is to ensure relevant learning for all students to be successful in a multicultural society.

I acknowledge that funds from the TIF grant will be directed toward performance-based teacher and principal comprehensive improvement plan focusing on teacher effectiveness, and increased student achievement. Our district administrative team is involved in the ASU NEXT initiative and look forward to supporting the growth of the program across the district.

Thus, I endorse the involvement of Window Rock in the TIF Comprehensive Reform School initiative and look forward to our continued partnership.

Sincerely,

Deborah Jackson-Dennison, Ed. D.,
Superintendent

Emily Arviso	Lorraine Nelson	Theresa Galvan	Lena Wilson	Errol Valteau
Board President	Board Clerk	Board Member	Board Member	Board Member

Arizona Ready-for-Rigor: A Grant Proposal to the U.S. Department of Education Teacher Incentive Fund (TIF) Grant Program

Arizona Partner Districts
Mary Lou Fulton Teachers College at Arizona State University
The Arizona Department of Education
National Institute of Excellence in Teaching

The Arizona Ready-for-Rigor Project will:

Objective 1: Using a statewide Ready-for-Rigor Support Center anchored by the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, work with a network of 59 historically struggling, high-need schools in partner districts across Arizona to achieve four key outcomes at each site:

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Objective 3: Contribute to the research knowledge base on performance-based compensation systems by participating in the national evaluation study with eight partner schools (four paired experimental and control schools) and through its own comprehensive program evaluation plan across all 59 TAP schools.

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   f. Structured fiscal management support to ensure prompt drawn down of federal grant funds and processing of appropriate expenses related to implementing the performance-based compensation system.

The TQP and TIF grants will require:

Full fidelity implementation of a TAP System for Teacher and Student Advancement Comprehensive Reform School(s), including:

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–	With the help of the TIF grant, provide a performance bonus to the TAP Comprehensive Reform School administrator(s) based on a weighted formula of 50% of student achievement and 50% for observed leadership effectiveness and a comprehensive survey of school leadership impact (i.e., VAL-ED).
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–	Fully participate in all ongoing program evaluation data collection and reviews of progress.
–	With the help of the TIF grant, purchase a subscription of the TAP CODE Database to enter teacher evaluations and TAP implementation documents (i.e., $2500 per school). This system is needed to calculate teacher performance pay.
g.	***SUSTAINABILITY***
–	Assuming that strong student achievement results are achieved at TAP Comprehensive Reform School site(s) in the partner district, from the beginning, aggressively work with the Ready-for-Rigor district budgeting expert, the district's business manager, and governing board toward district internalization of TAP implementation costs during and post-grant.
h.	***ENSURE PROMPT AND ACCURATE FISCAL REPORTING***
–	Ensure that district business manager(s) work with business managers at the Ready-for-Rigor Support Center to understand procedures for drawing down funds and sending appropriate documentation on a **quarterly basis**.
i.	***PARTICIPATE IN MONTHLY GOVERNANCE/OVERSIGHT MEETINGS***

Over the life of the TIF grant, the intention of the School District is to participate in ___ TAP Schools.

Partner District: Window ROck Unified School #8

Signature/Title: D. DeHoni, Superintendent **Date:** 6/28/10

Part B:
Partner Letters of Support

Governor of Arizona
Janice K. Brewer

Arizona State University President
Michael M. Crow

Arizona Superintendent of Public Instruction
Tom Horne

President, National Institute for Excellence in Teaching
Gary Stark

Dean, Mary Lou Fulton Teachers College
Dr. Mari Koerner

STATE OF ARIZONA

JANICE K. BREWER
GOVERNOR

EXECUTIVE OFFICE

June 22, 2010

Dr. Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, Room 7W311
Washington, D.C. 20202-6200

Re: Teacher Incentive Fund (CDFA # 84.385) *Arizona Ready-for-Rigor Project*

Dear Dr. Duncan:

As Governor of the Great State of Arizona, I have fought hard to improve the quality of education in Arizona. Part of this effort has been to identify, support or establish statewide collaboratives and initiatives that will help accelerate and implement the goals outlined in our Race to the Top application. Therefore I would like to express my support for the Mary Lou Fulton's Teachers College at Arizona State University's statewide TIF proposal, entitled the "Arizona Ready-for-Rigor Project". This TIF proposal provides for performance incentives to the teachers that contribute most to students' learning and achievement. Incentivizing teaching that makes a measurable difference is one of the paths that Arizona will take to improve student achievement and this grant application takes a step in that direction.

A prime feature of this statewide TIF proposal is the collaboration of three important organizations, the Arizona Department of Education, the National Institute of Excellence in Teaching, and Arizona State University, working to turnaround 59 historically struggling schools in 17 school districts across the state. These schools are located in some of Arizona's most challenged urban and rural communities. The proposed performance-based compensation system will foster greater equity in the distribution of teachers who make a difference and will directly benefit over 37,130 high-need children.

I fully expect that these organizations will work hard and persist until these schools and the students within meet and surpass expectations. The statewide Ready-for-Rigor Support Center that is being proposed will be of great value to these 59 schools and to the future Arizona schools seeking to follow their example of school reform and increased student achievement.

I support the Arizona Ready-for-Rigor TIF proposal being submitted by the Mary Lou Fulton Teachers College at Arizona State University and ask for your serious consideration of its merits.

Sincerely,

Janice K. Brewer

Janice K. Brewer
Governor

1700 WEST WASHINGTON STREET, PHOENIX, ARIZONA 85007
602-542-4331 • FAX 602-542-7602

ARIZONA STATE UNIVERSITY

June 29, 2010

Ms. April Lee
Director
Teacher Incentive Fund Grant Program
U.S. Department of Education, OESE
Academic Improvement and Teacher Quality Programs
400 Maryland Ave., S.W., Rm. 3E120
LBJ Federal Office Building
Washington, DC 2022-6200

Dear Ms. Lee:

Arizona State University is committed to being a national leader in P-20 education. We began by reforming the Mary Lou Fulton Teachers College into a new generation college of education. Not only will we produce the strongest new teachers for Arizona, ASU will be an active contributor to the improvement of K-12 education in the state. The philosophy is simple: the Mary Lou Fulton Teachers College will measure its own success by the success of the K-12 partner districts that it serves. Rigorously prepared K-12 students are ASU's future college-ready students. We solve our challenges in education by working in tandem.

For these reasons, I strongly support the Mary Lou Fulton Teachers College leadership in the Arizona Ready-for-Rigor Project. This Teacher Incentive Fund grant proposal serves fifty-nine (59) of Arizona's most challenged school districts. The 37,130 students in these high-need communities deserve the best teachers, and this proposal helps to make this a reality.

ASU's Mary Lou Fulton Teachers College has an excellent history of accomplishment in school-university partnerships, and the Arizona Ready-for-Rigor Project will continue that tradition. Thank you for this opportunity. I can assure you that this TIF investment will result in improved student learning and higher functioning partner district schools.

Sincerely,

Michael Crow

Michael M. Crow
President

Office of the President
Fulton Center 410, 300 E. University Drive
PO Box 877705 Tempe, AZ 85287-7705
(480) 965-8972 Fax: (480) 965-0865
www.asu.edu/president

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

June 25, 2010

To Whom It May Concern:

The Arizona Department of Education is committed to a partnership with ASU and the National Institute for Excellence in Teaching to impact the success of 53 historically struggling schools across the state of Arizona. The Arizona Ready-for-Rigor Project is an excellent example of the type of cross-organizational collaboration that is needed to ensure that high-need students are served by highly effective teachers and strong schools.

Valid and reliable student achievement data and a teacher tracking data system are central to this effort, and we at the Arizona Department of Education are fully committed to working with ASU to ensure that the Arizona Ready-for-Rigor Project is able to objectively measure the value-added impact of teachers. We will also work with our colleagues to ensure that the 53 targeted schools receive the assistance that they need to provide an excellent education to their students.

The Arizona Department of Education has worked diligently and with modest resources to support quality education for all Arizona students. The TIF grant and the Arizona Ready-for-Rigor Project are excellent opportunities to make a positive impact for on students and schools in the most challenging districts.

Sincerely,

Tom Horne

Tom Horne,
Superintendent of Public Instruction

1535 West Jefferson, Phoenix, Arizona 85007 • 602-542-4361 • www.ade.az.gov

The System for Teacher
and Student Advancement

July 1, 2010

Dr. Thelma Meléndez de Santa Ana
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Assistant Secretary,

I write to express my support of the partnership between Arizona State University and the National Institute for Excellence in Teaching (NIET) in the submission of a Teacher Incentive Fund (TIF) proposal. The cornerstone of ASU's TIF proposal is the implementation of TAP™: The System for Teacher and Student Advancement (TAP). As developer and ongoing provider of support for TAP in schools across the country, we endorse ASU's inclusion of this comprehensive reform in their TIF project.

NIET began working with ASU over a year ago when they included the TAP rubric as part of their federal Teacher Quality Enhancement grant proposal. Upon receipt of that grant, they have incorporated aspects of the rubric in the training of new teachers. The underlying premise of the ASU TIF proposal is the development and sustainability of the TAP system across the State of Arizona. We are confident that this approach meets the requirements of TIF and will help to develop a more effective educator workforce. With more effective teachers and principals in the schools, we can begin to close the achievement gaps and ensure that all children have the opportunity to achieve. We believe that the performance-based compensation, instructionally focused accountability, multiple career paths and ongoing professional development that are integral to TAP are necessary elements in the building of an effective teaching profession over time. We look forward to a continued partnership through the TIF project.

We appreciate the opportunities afforded by TIF and look forward to the partnership with ASU.

Sincerely,

Gary Stark

Gary Stark
President, National Institute for Excellence in Teaching

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING
1250 Fourth Street · Santa Monica · CA 90401-1366
office (310) 570-4860 · fax (310) 570-4863

www.tapsystem.org

Mary Lou Fulton Teachers College
ARIZONA STATE UNIVERSITY

June 25th, 2010

Teacher Incentive Fund Grant Program
Director April Lee
U.S. Department of Education, OESE
Academic Improvement and Teacher Quality Programs
400 Maryland Ave., S.W., Rm. 3E120
LBJ Federal Office Building
Washington, DC 2022-6200

Dear Ms. Lee,

The Mary Lou Fulton Teachers College at Arizona State University is committed to the academic success of Arizona's PreK-12 students. Our college backs this commitment with action. The Teachers College is home to nationally award-winning school-university partnerships that make a measurable impact on student achievement and teaching effectiveness. These partnerships not only serve our partner districts and surrounding communities, but they help our college to learn, grow, and contribute to the real work of education in our state and nation. As the largest college of education in the nation, we strive to lead educational reform by setting the standard for teacher excellence and community engagement.

The Arizona Ready-for-Rigor Project epitomizes our college's commitment to contributing to the success of our partner districts. The TIF proposal will serve over 37,130 high-need students by providing them with highly effective teachers and high functioning schools. I commit to you that the Teachers College will work tirelessly with our partner districts to turn these 59 historically-struggling schools into shining examples of success.

We appreciate this opportunity to serve and ask for your deep consideration of our proposal.

Sincerely,

Mari Koerner

Dr. Mari Koerner
Dean, Mary Lou Fulton Teachers College

Office of the Dean
PO Box 37100, Phoenix, AZ 85069-7100
(602) 543-6352 Fax: (602) 543-6900
education.asu.edu

Project Narrative

Other Attachments

Attachment 1:
Title: **Key Personnel Vita** Pages: **58** Uploaded File: **Ready-for-Rigor Staff Vita.pdf**

Dale Scott Ridley

Mary Lou Fulton Teachers College
Office of Innovation and Partnerships
Arizona State University at the Downtown Phoenix Campus
[redacted]

PROFILE

Dr. Scott Ridley is the Associate Dean and a professor of Educational Psychology in the Mary Lou Fulton Teachers College at Arizona State University. He has been with ASU for 20 years. Dr. Ridley is the author and principal investigator for a number of grants supporting district-based teacher and principal preparation programs in high-poverty urban and rural partner districts across the state of Arizona, including a $ 33.8 million Teacher Quality Partnership grant awarded in 2009. In addition to teaching classes in learning & motivation theory, action research, and classroom assessment, Dr. Ridley led the establishment of Professional Development School programs across the state. He considers himself as a pragmatic scholar/activist who balances intellectualism with grass-root action in the school community. He continues to seek collaborative school-university-business ventures that more effectively prepare new teachers and principals, support existing teachers and principals, and challenge P-20 education to higher levels of excellence.

EMPLOYMENT

Sept. 2009-present	Associate Dean	Mary Lou Fulton Teachers College Arizona State University
Aug. 2007-2009	Assistant Dean for School-University Partnerships	College of Teacher Education & Leadership Arizona State University
Jan. 2005-2009	Associate Professor & Director of PDS Programs	College of Teacher Education & Leadership Arizona State University
Jan. 1998-2005	Associate Professor & Coordinator of the Osborn District PDS Program	College of Teacher Education & Leadership Arizona State University
Jan. 1995-Aug. 1998	Assistant Professor & Chair of the Professional Core	College of Education Arizona State University West
Aug. 1991-Jan. 1995	Assistant Professor	College of Education Arizona State University West

Aug. 1990-May 1991	Instructor	College of Education Arizona State University West
Jan. 1990-May 1990	Instructor	Dept. of Psychology The University of Texas at San Antonio
Sept. 1987-May 1990	Program Evaluation Consultant	School of Nursing The University of Texas at Austin
Sept. 1985-May 1989	Assistant Coordinator & Instructor	Dept. of Educational Psychology The University of Texas at Austin

EDUCATION

1990	The University of Texas at Austin	Ph.D. Educational Psychology Emphasis: Learning, Cognition, Motivation, & Instruction
1988	The University of Texas at Austin	Masters Educational Psychology Emphasis: Program Evaluation
1978	New Mexico State University	Bachelors Economics

SCHOLARSHIP

Externally Funded Research Grants

2009

PDS NEXT: Reformed Teacher Education Program with the Teacher Advancement Program (r TEP w/ TAP)
U.S. Department of Education – Teacher Quality Partnership
(2009-2014)
Writer & PI $ 33.8 million

PDS WINS: PDS With Indian Nations
U.S. Department of Education – Indian Education Program
(2009-2013)
Co-writer (Kathy Puckett) & PI $ 1.3 million

2008	EXCEL: Excellence & Collaboration in Educational Leadership U.S. Department of Education – School Leadership Grant (2008-2013) Writer & PI	$ 3.5 million
2007	ASPIRE: Arizona Special Initiative to Recruit and Retain Educators U.S. Department of Education – Transition to Teaching Grant (2007-2012) Co-writer (Kathy Puckett) & Co-PI	$ 3.2 million
2004	PDS TENET: Professional Development School Teacher Education Network of Excellence through Technology Title II: U.S. Department of Education -- Teacher Quality Enhancement Grant (2004-2009) Writer & PI	$ 10 million
2000	21st Century Learning Centers: Osborn District (PDS Partner District) After-School Programming to Increase Student Achievement Co-writer and Project Evaluator	$ 1.3 million
1999	AZTEC: Arizona Teacher Excellence Coalition Title II: U.S. Department of Education Teacher Quality Enhancement Grant (2000-2005) Co-writer (Jim Middleton) and Co-PI	$ 13.8 million
	CaseNET: Using Internet-based Case Study Technology to Prepare Preservice Teachers. (2000-2003) Co-PI (with the University of Virginia)	$ 135,000

Refereed Publications

Chapters in Book(s)

Ridley, D.S., Hackett, M.R., Landeira, K., & Tate, P. (2005). Are new teachers prepared in a PDS-based certification program really better? In I.N. Guadarrama, J. Ramsey, & J. Nath (Eds.), *Forging alliances in community and thought: Research in professional developments schools Volume II* (p.p. 85-100). Houston, TX: Information Age Publishing.

Books

Ridley, D.S. & Walther, B. (1995). Creating responsible learners: The role of a positive classroom environment. *Psychology in the classroom: A mini-series on applied educational psychology*. (B.L. McCombs & S. McNelly, Series Eds.), Washington, DC: American Psychological Association.

Refereed Journal Articles

Ridley, D.S., Hurwitz, S., Davis Hackett, M.R., & Knutson Miller, K. (2005). Comparing PDS and campus-based preservice teacher preparation: Is PDS-based preparation really better? *Journal of Teacher Education, 56*(1), 57-72.

Ridley, D.S., McCombs, B.L., & Taylor, K.D. (1994). Walking the talk: Fostering self-regulated learning in the classroom. *The Middle School Journal, 26*(2), 50-55.

Ridley, D.S., Schutz, P.A., Glanz, R.S., & Weinstein, C.E. (1992). Self-regulated learning: The interactive influence of metacognitive awareness and goal-setting. *Journal of Experimental Education, 60*(4), 293-306.

Ridley, D.S. (1991). Reflective self awareness: A basic motivational process. *Journal of Experimental Education, 60*(1), 31-48.

Weinstein, C.E., Ridley, D.S., Dahl, T., & Weber, E.S. (1989). Helping students develop strategies for effective learning. *Educational Leadership, 46*(4), 17-19.

Schutz, P.A., Ridley, D.S., Glanz, R.S., & Weinstein, C.E. (1989). Goal-setting and goal-using: Developing personal meaning to enhance the use of learning strategies. *Innovation Abstracts, 11*(11).

Weinstein, C.E., Johnson, K., Malloch, B., Ridley, D.S., & Schutz, P.A. (1988). The high school to college transition. *Innovation Abstracts, 10*(21).

Refereed Conference Presentations

Ridley, D.S & Rojas, M. (2010). Connecting Theory and Practice: Reforming a Teacher Education Program using TAP. Paper presented at the annual meeting of the National Conference of Professional Development Schools

Ridley, D.S. & Koerner, M. (2009). The Pragmatics of School-University Partnerships. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ridley, D.S. (2009). PDS Professional Development: Urban but NOT rural impact. What are we doing about it? Paper presented at the annual meeting of the National Conference of Professional Development Schools, Fort Lauderdale, Florida

Ridley, D.S. (2009). Leveraging the Collaborative Strengths of a School-University PDS Teacher Education Partnership: Piloting an Intensive Clinical Performance-based Assessment Process. Paper presented at the annual meeting of the National Conference of Professional Development Schools, Fort Lauderdale, Florida

Ridley, D.S. & Koerner, M. (2009). The "Fundamentals" of School-University Partnerships. Paper presented at The What Works in Educational Partnerships Conference Phoenix, AZ February 20-21

Ridley, D.S., George, P., Elliott, F., Berheim, B., Rojas, M., Linder, A., Saenz, S., & Grivalja, R. (2007). From Schoolhouse Program to State Network: Evolving the PDS Model with "Old World" Presence and "New World" Technology. Paper presented at the annual meeting of the National Conference of Professional Development Schools, Las Vegas, NV.

Ridley, D.S. & Misner, H. (2006). The Changing Face of Teacher Professional Development – PDS Style. Paper presented at the annual meeting of the National Conference of Professional Development Schools, Orlando, Florida.

Ridley, D.S. & George, P. (2005). Are New Teachers Prepared in a PDS-based Certification Program Really Better? Paper presented at the annual meeting of the National Conference of Professional Development Schools, Orlando, Florida.

Ridley, D.S., Hackett, M.R., Hurwitz, S., & Tate, P. (2004, April). Are new teachers prepared in a PDS-based certification program really better? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ridley, D.S., Meko, S., Cleland, J., Rodriguez, A., Goldie, M., & Long. K. (March, 2004). The Challenges and Returns of doing a Reading Intervention Action Research Project at an Urban Middle School PDS. Paper presented at the annual meeting of the National PDS Conference, Orlando, FL..

Ridley, D.S., Hurwitz, S., Davis-Hackett, M.R. (April, 2003). A Long-Term Analysis of PDS and Campus-based Preservice Teacher Preparation. Is Preparation at a PDS Really Better? Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill.

Ridley, D.S., Carlile, B.J., Hurwitz, S. & Knutson-Miller, K. (April, 2002). An analysis of PDS and campus-based preservice teacher preparation. Is preparation at a PDS really better? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Ridley, D.S., Knutson-Miller, K., & Carlile, B.J. (April, 1999). Examining the effectiveness of reflective inquiry oriented educational psychology courses delivered in urban professional development schools: Are they really better than a campus-based course? Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Ridley, D.S. (July, 1997). Exchange for effective learning (ExCEL): A collaborative change facilitation venture for urban teachers, service providers, and parents. Paper presented at the China-U.S. Conference on Education, Beijing, Peoples' Republic of China.

Cardelle-Elawar, M., & Ridley, D.S., (July, 1997). Parents as partners with teachers to improve students' motivation to learn. Paper presented at the China-U.S. Conference on Education, Beijing, Peoples' Republic of China.

Ridley, D.S., Cardelle-Elawar, M., & Buss, R., & Robbins, S. (March, 1997). A motivationally-based explanation for parent involvement in their children's education. Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, Ill.

Ridley, D.S., Cardelle-Elawar, M., & Buss, R., & Robbins, S. (October, 1996). Parents as partners in their children's' motivation to learn. Paper presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

Ridley, D.S. (1995, April). Teachers' beliefs about learners and learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Ridley, D.S. (1994, August). Teachers' self-reported beliefs about learners and learning: walking their talk? Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.

Ridley, D.S. (1994, February). Learner-centered principles as standards for the design of teacher education. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, Ill.

Ridley, D.S., & Taylor, K.D. (1993, April). The reciprocal nature of teacher and student self-regulation and motivational orientation in the classroom. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Ridley, D.S. (1992, November). The development of the Teacher's Psychological Assumptions Scale (TPAS) Paper presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

Ridley, D.S. (1992, April). What do theories of self-regulated learning have to offer teachers? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Ridley, D.S. (1991, October). Self-regulated learning: toward an integration of theory and practice. Paper presented at the annual meeting of the Arizona Educational Research Association, Flagstaff, AZ.

Ridley, D.S. (1991, April). Reflective self awareness: a basic motivational process. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Ridley, D.S. (1990, January). The development of a model of purposeful self-regulation. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, Texas.

Ridley, D.S., Schutz, P.A., Glanz, R.S., Weinstein, C.E. (1989, June). Self-regulated learning: The interactive influence of metacognitive awareness and goal-setting. Paper presented at the annual meeting of the American Psychological Society, Washington, D.C.

Schutz, P.A., Ridley, D.S., Glanz, R.S., Weinstein, C.E. (1989, March). The development of a self-regulation scale: The conceptualization and measurement of a process model of academic self-regulation. Paper presented at the annual meeting of the American Psychological Society, Washington, D.C.

Ridley, D.S., Glanz, R.S., & Schutz, P.A. (1989, January). The interactive influence of metacognitive awareness and goal-setting. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, Texas.

Schutz, P.A., Ridley, D.S., Glanz, R.S., & Weinstein, C.E. (1989, January). The construction of a self-regulation scale for learning. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, Texas.

Schutz, P.A., Ridley, D.S., & Weinstein, C.E. (1988, October). Components of autonomous learning: A conceptual framework for learning skills courses. Paper presented at the annual meeting of the Texas Association of Developmental Education, El Paso, Texas.

Ridley, D.S., Mason, E., Boverie, P., & Grubb, P. (1988, March). An examination of the relationship between cognitive development and ego identity development. Paper presented at the annual meeting of the Southwest Psychological Association, Tulsa, Oklahoma.

Ridley, D.S. & Schutz, P.A. (1988, January). Does metacognitive awareness imply the existence of explicit goals for learning? Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, Texas.

Invited Presentations

Ridley, D.S. (2010, June). AACTE "Day on the Hill" Congressional Briefing. Panel presentation at the U.S. Senate Building, Washington, D.C.

Ridley DS (2010, March). Collaboration to Impact Teacher Quality and Student Achievement in Arizona. Presentation at the Arizona Department of Education, Phoenix, AZ.

Ridley, D.S. (2010, March). Leading Change: District and State Perspectives. Panel presentation at the National TAP Conference, Washington, D.C.

Ridley D.S. (2010, March). AACTE Policy Brief on Clinical Preparation. Panel presentation at the National Press Club , Washington, D.C.

Ridley, D.S. (2004, November). Urban School and University Teacher Education Reform through the PDS Model and Responsibility for Student Learning. Paper presented at the Whose Children: Ethics, Education, and Collective Responsibility Conference, Tempe, AZ.

Ridley, D.S. (January, 2002). Full Service PDS in underserved communities? Paper presented at the PI Meeting for Title II, San Diego

Ridley, D.S. (1995, October). How can parents and teachers help make students more responsible learners? Presented at Arrowhead Elementary School, Phoenix, AZ.

Ridley, D.S. (1995, August). Motivating college students. Presented at the Paradise Valley Community College Fall Faculty Retreat, Phoenix, AZ.

Ridley, D.S. (1994, September). Fostering self-regulation in the homeless: theory and practice from the field of education Paper presented at the "Homelessness: Current Issues, Practices, and Research" Conference, Phoenix, AZ.

Ridley, D.S. (1992, June). The role of teacher self-regulation and motivational orientation in effective teaching and student learning. Paper presented at the annual meeting of the Impact Conference on Assessment and the Teaching of Thinking, Tucson, AZ.

Unpublished Manuscripts

Ridley, D.S. (1990). Reflective intentionality: The development of a model of purposeful self-regulation. Unpublished doctoral dissertation, The University of Texas at Austin.

TEACHING, CURRICULUM, & PROGRAM DEVELOPMENT (current projects)

Teaching Foundations Project

In collaboration with faculty members from ASU's colleges of liberal arts and sciences and numerous Arizona community colleges, I am leading the reform of subject-area coursework for education majors. Following the work of the Council of Chief State School Officers (i.e., Common Core Standards) and related work on international approaches to higher-order instruction and assessment (e.g., Linda Darling-Hammond), we are committed to increase academic rigor and use of digital technology applications in 40 lower and upper division subject-area courses in English/Language Arts, History/Social Studies, Mathematics, Science, and The Arts.

Reformed Teacher Education Program using TAP

In collaboration with the National Institute of Excellence in Teaching, I am leading the reform of our district-based teacher education programs using the TAP instructional rubric. For two years, ASU has been piloting the design of a "clinically-driven" teacher education program. Initially using the PACT rubric designed by Linda Darling-Hammond, our project has moved to the TAP rubric for several reasons: 1) greater reliability and validity-research shows a positive relationship between teachers' TAP rubric scores and student achievement, and 2) the TAP rubric is a formative tool promoting preservice teachers' learning and clinical development.

TAP Comprehensive Reform Schools

In collaboration with the National Institute of Excellence in Teaching, I am leading a comprehensive school reform initiative in 25 historically failing schools across Arizona. Overseeing a staff of 18 "Regional Master Teacher Leaders" and program directors, we are working to implement the TAP model of school reform. This work is part of a larger strategy of positioning the Mary Lou Fulton Teachers College as an institution of P-20 reform; blending research with practical and measurably effective change initiatives.

Teacher Tracking and PORTAL (Partnership Office for Research on Teaching, Assessment, and Learning)

In collaboration with the Arizona Department of Education, my colleagues and I are leading the development of Arizona's first statewide longitudinal teacher tracking data system. Approximately 20 members from ASU, Department of Education, education associations, and districts are building a "warehouse" where data are collected, analyzed, synthesized, and returned to the districts and teacher preparation programs with customized information on how to make programmatic and policy decisions. This warehouse will also be used to facilitate achievement analyses at the classroom level. We are currently designing teacher/administrator data usage professional development modules similar to the "Data Wise" work from Harvard University.

As part of my responsibility at ASU, I oversee a staff of 20 faculty members and graduate students conducting program evaluation and research support services. We are moving toward developing a comprehensive data system (attitudinal, performance-based, and student achievement outcome-based) that will allow ASU to design and offer data-driven programming and services that are customized to the needs of specific partner districts, schools, and teachers.

PDS District-based Teacher Education Programs

Since 1998, I led the growth of ASU's PDS district-based teacher education programs from 1 to 20 partner districts across the state of Arizona. The partner districts include 12 urban and 8 rural districts. Rural districts include tribal communities (Navajo, Apache, and Tohono O'odham) and communities on the border with Mexico. Research, some published, has indicated that urban PDS-prepared teachers consistently out-perform teachers prepared in other teacher education programs. I oversee 35 faculty members and support staff in the implementation of the district- based teacher education programs.

COURSES TAUGHT

-Learning and Motivation in Education
-Teacher as Researcher
-Classroom Assessment
-Essentials of Classroom Learning
-School Organization & Governance
-Individual Learning Strategies
-Student Teaching Seminar
-Child Development Applied to Elementary Education Classrooms
-Psychology of Thought
-ASU Freshman Orientation

AWARDS

1994	ASU West Award of Achievement in Research, Scholarship, and Creative Activity
1999	Osborn School District: Making a Difference Award
2007	AACTE Best Practices Award for Effective School-University Partnerships
2007	ASU Social-Embeddedness Award for PDS Teacher Education Programs
2009	AACTE Best Practice Award for Innovative Use of Technology
2010	Alumni Founder's Day Award for Meaningful Contributions to ASU

SERVICE

Schools/Educational Community

Director of PDS District-based Teacher Education Programs (2005-2009)

Coordinator of the Osborn Professional Development School Programs (1998-2005)

Chair of the ExCEL Urban Collaborative Staff Development Initiative (1995-1998)

Member of the Phoenix Think Tank (1994 -1998)

Resource Specialist for the Agua Fria Union High School District (1991-1996)

School Evaluator for the Arizona North Central Association (1992-1995)

Resource Specialist for Amphitheater District Career Ladder Program (1991-1993)

College

Chair of the Governance & Policy Committee (2004-2005)

Member of the Dean's Strategic Planning Committee (2003-2004)

Chair Social Studies Search Committee (2003-2004)

Chair Governance & Policy Committee (2002-2003)

Member of Governance & Policy Committee (2001-2002)

Member of the Promotion and Tenure Committee (1999-2002)

Member of the Dean Search Committee (1999-2000)

Coordinator for the "Block Buddy" Student Mentoring Program (1993-1999)

Chair of Foundations (1995-1998)

Chair of the Search Committee for the Classroom Organization & Management Position (1996-1997)

Chair of the Search Committee for the Schools in Society Position (1995-1996)

Member of the Dean Search Committee (1993-1994)

Member of the Core Course Writing Team (1993-1994)

Member of Student Affairs Committee (1991-1993)

Member of the Common Ground Curriculum Development Committee Fall 1993

Chair of the Professional Studies Curriculum Development Committee (1992-1993)

Member of the Curriculum Planning Committee (1991-1992)

Campus

Member of the Task Force on Student Advising: Fall 1996

Faculty Senator for College of Education (1993-1995)

Member of the Teaching Excellence Committee (1991-1993)

Professional

Reviewer for Urban Education

Member of the American Psychological Association (Division 15) Learner-Centered Principles Committee

April Edwards

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april@aprilart.org

Areas of Expertise

- Public Relations
- Project management
- Partnership Development
- Community outreach, specializing in reaching diverse groups

Selected Work History

Consultant - Arizona State University, Mary Lou Fulton Teacher's College (Sept. 2006 – Present)
Faith Opportunity Zone Project – Gather community stakeholders and elected officials to develop a project that targets diverse communities in downtown and South Phoenix to provide K-12 teacher preparation, education, parent advocacy training, and social services. Apply for federal grants to support project.

Consultant – Arts Council of the North Valley (May 2007 – Present), Anthem, AZ
Grant-write for operating and project expenses, coordinate educational outreach programs, develop and manage community partnerships as part of a long term strategic effort to build an north valley arts center.

Consultant – Arizona African Festival (August 2000 – Present), Phoenix, AZ
Grant-write for project expenses and coordinate festival programming and implementation.

Consultant – Arizona State University College of Human Services (January 2005 – May 2006)
Stories of El Mirage Project – Gather and coordinate community stakeholders to develop inter-generational programs to build connections between bilingual seniors and high school students including an oral history video, community mural, and art workshops. Funded by the Arizona Community Foundation, Community For All Ages grant.

Consultant – Arizona State University, New College of Interdisciplinary Arts and Sciences (March 2005 – May 2006)
Redefining Displacement Project – Coordinated a year-long series of performances, workshops, exhibits, and discussions to examine the topic of *Displacement* in time, place, location, language, culture etc.

Director, Public Events – Arizona State University West Campus, Phoenix (November 2000 – May 2006) Produced over 100 events annually including, convocation, homecoming, fundraising galas, and conferences, reaching 43,000 people. Won Arizona's "Best of the West Award" in 2005.

Native American Event programs – coordinate the annual Veteran's Day Pow Wow, Native American marketplace, and annual exhibition of Native American artists.

Black History Month Event Programs - coordinate performances, exhibits, conferences and lectures throughout Black History Month.

Latino Event Programs - coordinate performances, exhibits, lectures, and festivals for Hispanic Heritage Month, Day of the Dead, Cesar Chavez, and Cinco De Mayo.

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[redacted]

Outreach and Education Coordinator, Arizona State University, Public Events, Tempe, (October 1994 - November 2000) Managed a series of outreach and education art programs for three performing art centers reaching over 35,000 people of all ages throughout the Phoenix area.

Bridging Traditions: Asia, Arizona and the Arts project – Gather and coordinate community groups in Phoenix's Vietnamese, Chinese, Japanese, Hawaiian, and Korean communities to advise, promote, and participate in art residencies, exhibitions, and performances.

Drawing the Lines project - Gathered and coordinated community groups in Native American communities on the Salt River Pima Maricopa Indian Reservation, San Carlos Apache Indian Reservation, Ak-Chin Indian Reservation, Gila River Indian Reservation, and Arizona State University to advise, promote, and participate in art residencies, exhibitions, and performances. Project preserved language and music.

Dancers of the Dreaming project – Responsible for meeting with Native American leaders on the Salt River Pima Maricopa Indian Reservation to plan a day long festival hosting over 12 members of tribal members from the indigenous population in Australia. Activities included lectures, films, and performances.

Representative for John F. Kennedy Center's Performing Arts Center's and Schools, Partners in Education (1996 – 2000), the Arizona Arts and Sciences Network (1996 – 1998), the Americans for the Arts (2005 - 2000), and the Arizona Alliance for Arts Education (2000-2002)

Marketing and Development Coordinator, Settlement Music School, (January – September 1994) Philadelphia, PA. Designed publicity materials, prepared marketing and donor tracking reports, managed donor databases, prepared solicitation materials, and coordinated meetings and events for five branches located throughout Philadelphia.

Marketing and Events Coordinator - University of Kansas Student Union, Lawrence (May 1991 – April 1993) Directed 15 graphic designers and managed the production of promotional materials for approximately 200 events per year. Presented an annual series of over fine arts and entertainment events reaching 5,000 people per year.

Teaching

- Arizona State University, Public Affairs: *Event Management Workshops*, and OSHER Program: Art and *Art and Stories for Seniors* (2005 – 2008)
- University of Kansas, OSHER Program: *Art and Stories* for Seniors (2008)
- City of Phoenix, Community Centers: *Visual Arts* Workshops for children and parents (2006 – 2008)
- Young Rembrandts: Visual Art Classes for schools (2006 – 2007)

Education

- Master of Science, Arts Administration, Drexel University, Philadelphia, PA, June 1996
- Bachelor of Fine Arts, Visual Arts, University of Kansas, Lawrence, KS, May 1993
- High School Diploma, Larned High School, Larned, KS May 1988

April Edwards
[redacted]

Grants Written and Awarded

- [redacted] Innovation and Implementation, U.S. Department of Education project grant, writing team [redacted] (2010) Pending
- Promise Neighborhood, U.S. Department of Education planning grant, writing team $500,000 (2010) Pending
- ASU, received a MGIA research grant of $[redacted] (2005)
- Arizona Commission on the Arts, received up to [redacted] in grants (annually, 2001 – 2010)
- Phoenix Commission on the Arts, received up to $[redacted] in grants (annually 2001 – 2010)
- Association of Performing Arts Presenters: Doris Duke Charitable Foundation and the Lila Wallace Reader's Digest Foundation Grant, received two $[redacted] grants (1999,1997)
- Association of Performing Arts Presenters: Doris Duke Charitable Foundation and the Lila Wallace Reader's Digest Foundation Grant, received ([redacted] planning grant (1998)
- Various Awards: Arizona Lottery, $[redacted] Deer Valley Credit Union, $[redacted] Peoria Arts Commission , $[redacted] Scottsdale League for the Arts, [redacted] (2007 – present).

Service

- Board Member (2006 – Present)
  - TERROS, mental and substance abuse recovery organization. Provided advocacy for behavioral health, locally, statewide, and nationally.

- Grant Review Panelist (1996 – Present)
  - National Endowment for the Arts, Arizona Commission on the Arts, Phoenix Arts Commission, Association of Performing Arts Presenters, Arts Partner's Program in partnership with the Doris Duke Charitable Foundation and the Lila Wallace Reader's Digest Foundation.

- Public Presentations (1997 – Present)
  - TERROS, 30th Anniversary Celebration, *Behavioral Health: A Family's Story*, Phoenix, AZ
  - Association of Arts Presenters National Conference, NY, *Audience Engagement* and *Community Outreach strategies*
  - Arizona Commission on the Arts, Scottsdale, AZ, *Art Education and Teacher Training*
  - Southwest Arts Conference, Phoenix, AZ, *Art Education and Teacher Training*
  - Hispanic Women's Corporation, Phoenix, AZ, *Creativity and the Arts*
  - Colorado Arts Council Arts conference, Denver, CO, *Audience Engagement Strategies*

- Member
  - Phoenix Fridas, Artist coalition (2009 – Present), Arizona Hispanic Chamber of Commerce (since 2000), Lau Kanaka No Hawai'i, Arizona Hawaiian Club (since 2001), African Association of Arizona (since 2000)

April Edwards

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Selected Training

- ASU Native American Cultural Immersion Program, Hopi, Zuni, Navajo, AZ (2006)
    - This cultural training took you to key cultural sites and provided an overview of the differences and similarities of native American cultures in the Southwest.
- Valle Del Sol Hispanic Leadership Institute, Phoenix, AZ (2004)
    - This 16 week institute provided new leaders in the Hispanic community with training on how to be a board member of a nonprofit institution.
- ASU Leadership Academy, Phoenix, AZ, (2002)'
    - This academy trained managers on how to manage staff and minimize personnel issues.
- Ka 'Aha Hula 'O Halaouaola, World Conference on Hula, Hawaii, (2000 and 2004)
    - This conference took participants to key cultural sites and provided a history and knowledge of native Hawaiian culture and issues affecting them today.
- Mexican American Legal Defense and Educational Fund Leadership Institute, Phoenix, AZ, (2000)
    - This 18 week institute provided young Hispanic leaders with an understanding of key issues in the Hispanic community and advocate training.

Published

- Valle Del Sol Profiles of Success Gala, 2004, Illustration.
- National Conference on Ethnic Studies, brochure, 2003, Illustration
- ASU Conference on College Composition and Communication, 1997 Illustrations
- *Feministas Unidas*, magazine, 1996, Illustrations
- *Ibo Folktales My Mother Told Me,* book by Victoria Onwuchekwa, 1995, Illustration

Biography

Throughout her career, April Edwards has specialized in community outreach, public relations, and working with diverse populations using her management skills and creative talents to implement successful programs. She has been employed by universities and non-profit organizations over a span of 22 years and is an advocate for accessibility in education, behavioral health services, and the arts. Her experience growing up in Lagos, Nigeria, Aberdeen Scotland, and Larned, Kansas has shaped her global outlook and are reflected in the diversity of activities she has participated in. As a seasoned project manager she has served in a variety of functions including: facilitating, advocating, fundraising, grant writing, project documentation/evaluation, event producing, marketing, and creating video, web pages, and brochures. April currently works as an independent consultant under the name Global Nomad Consulting. She is also a painter and has exhibited her work in Arizona and Kansas.

Vita

Heidi C. Blair

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Education

B.A., Early Childhood Education, 1989, University of North Carolina at Chapel Hill, Chapel Hill, NC
M.A., Learning and Instructional Technology, 1994, Arizona State University, Tempe, AZ
Ph.D., Educational Technology, 2006, Arizona State University, Tempe, AZ

Honors and Awards

- Apple Distinguished Educator, Apple Computer, Inc., 2000
- Served as Executive in Residence at Arizona State University at the West Campus, 2003
- Selected Participant for the AECT-RTD/NSF Research Symposium, Association for Educational Communications and Technology and the National Science Foundation, 2007
- Excellence in Distance Learning Teaching award, North Carolina Distance Learning Association, Member of the East Carolina University LSIT Podcast Research Group, 2008

Professional Experience:

2008 - Present	Arizona State University Applied Learning Technologies Institute Assistant Director of Research and Outreach
2008 – Present	Arizona State University Mary Lou Fulton Institute and Graduate School of Education Faculty Associate Coordinator of MEd in Educational Technology Cohort Program
2009 – Present	Arizona State University College of Teacher Education and Leadership Instructor
2006 – 2008	East Carolina University College of Education Department of Library Science and Instructional Technology Assistant Professor
2003 – 2006	Northern Arizona University College of Education Teacher Induction Program at Northern Arizona University Project Director
1998 – 2003	Deer Valley Unified School District District Office Digital Media Coordinator and Technology Integration Specialist
1995 – 1998	Technology Integration Group and Computer Plus Solution Development Executive
1991 – 1994	Tempe Elementary School District Holdeman Elementary School Classroom Teacher

Professional Experience continued

1989 – 1990 Norfolk Public Schools
Mary Calcott Elementary School
Classroom Teacher

Teaching Experience

Graduate Level Courses

- Technology Applications in Education
- Multimedia Presentation Technologies
- Foundations and Issues in Educational Technology
- Design and Development of Instruction
- Integrating Technology into the English/Language Arts, Social Studies, and Information Skills Curriculum
- Electronic Portfolio Development
- Principals of Instructional Design
- Integrating Multimedia into K-12 Curriculum
- Planning for Technology
- Multimedia Presentation Technologies
- Administration of School Technology Programs
- Beginning Teacher Induction
- Problems at the Elementary School Level

Undergraduate Level Course

- Technology in Early Childhood Education

Workshops and Seminars

- Facilitating Online Professional Development and Designing Online Professional Development Experiences
- Using Web 2.0 Tools in Professional Development
- Developing and Supporting Technology Cadres
- Differentiating Professional Development and Developing a Sense of Community Online
- Mentoring for Excellence, Workshop at American Association of Colleges of Teacher Education Annual Conference, District Administrators and University Faculty
- Mentor Forums, Series of Professional Development Workshops for Working with Beginning Teachers, Mentors
- Supporting Beginning Teachers and Their Mentors, Series of Workshops for Supporting Beginning Teachers and Their Mentors, School Principals and District Administrators
- Induction and mentoring for excellence, Workshop at American Association of Colleges of Teacher Education Annual Conference, District Administrators and University Faculty
- Arizona Classrooms of Tomorrow Today, Technology Integration Professional Development Series, Teachers
- 21st Century Leadership Project, Seminar Series, K-12 Principals
- iBooks for Innovation, Mobile Computing and Technology Integration Professional Development Series, Teachers
- Leading by Example, Technology Professional Development, K-12 Administrators
- School Data Teams, Using Technology Tools to Analyze Student Data, K-12 Teachers and Principals
- Multimedia Camp, Week-long Multimedia Creation and Integration Camp, K-12 Teachers

- Integration of Applications, Series of Technology Professional Development Workshops, K-12 Teachers

Selected Professional Presentations

Sandercock, I. & Blair, H. C. (2010, December). *Implementing cloud technologies to extend professional learning and collaboration*. Accepted to present at the National Staff Development Council, Atlanta, Georgia.

Blair, H. C. (2010, March). *Identifying quality online instructional resources for science education.* Presented at the Microcomputers in Education Conference, Tempe, Arizona.

Blair, H. C. & Sandercock, I. (2010, March). *Building online learning communities in support of formal and informal professional development.* Presented at the Microcomputers in Education Conference, Tempe, Arizona.

Blair, H. C. & Sandercock, I. (2009, December). *Creating and sustaining effective professional development opportunities with disappearing dollars.* Presented at the National Staff Development Council, St. Louis, Missouri.

Blair, H. C. (2008, October). *Differentiated online professional development for K-12 teachers and school media specialists: Implications for instructional designers.* Presented at the Association for Educational Communications and Technology Annual Meeting, Orlando, Florida.

Horn, P. J., Blair, H. C., & Metler-Armijo, K. (2008, March). *A quality teacher induction program to improve teaching and learning.* Presented at the American Educational Research Association annual meeting, New York, New York.

Horn, P. J., Blair, H. C., & Metler-Armijo, K. (2008, February). *Accountability through quality teacher induction programs.* Paper presented at the American Association of Colleges for Teacher Education Annual Meeting, New Orleans, LA.

Blair, H. C. (2008, February). *Identifying the needs of K-6 classroom teachers for science-related professional development.* Presented at the Staff Development Council of Arizona's Annual Conference, Phoenix, Arizona.

Brown, C. & Blair, H. C. (2007, October). *Anchored instruction modules using authentic case studies.* Presented at the Association for Educational Communications and Technology annual meeting, Anaheim, California.

Brown, A., Blair, H. C., & Luterbach, K. (2007, June). *Reading in the 21 century: The challenges of modern media*. Presented at the National Educational Computing Conference, Atlanta, Georgia.

Brown, A., Blair, H. C., & Luterbach, K. (2007, February). *Reading in the 21st Century Literacy in the Information Age.* 25th Mary Lois Staton Reading/Language Arts Conference, Greenville, North Carolina.

Horn, P. J., Blair, H. C., & Metler-Armijo, K. (2007, February) *Strengthen Programs through Induction Strategies*. Presented at the American Association of Colleges of Teacher Education National, Convention, New York, New York.

Blair, H. C., Horn, P. J., & Metler-Armijo, K. (2006, December). *The Role of Technology in Induction to Improve Student Learning*. Presented at the National Staff Development Council, Nashville, Tennesee.

Selected Professional Presentations continued

Horn, P. J., Blair, H. C., & Metler-Armijo, K. (2006, January). *Induction Strategies for future teachers*. Presented at the American Association of Colleges of Teacher Education annual meeting, San Diego, California.

Horn, P. J., Blair, H. C., & Metler-Armijo, K. (2005, December). *Leadership through mentoring and induction.* Paper presented at the annual meeting of the National Staff Development Council (NSDC), Philadelphia, Pennsylvania.

Blair, H. C., & Sullivan, H. (2004, October). *Effects of long-term professional development training in technology integration on teacher and student performance.* Presented as the 2004 Annual Convention of the Association for Educational Communications and Technology. Chicago, Illinois.

Blair, H. C. (2004, March). *Arizona K-12 Center's Best Practice Clearinghouse: Virtual classroom visit: Focus groups*. Presented at the Microcomputers in Education Conference, Tempe, Arizona.

Horn, P. J., & Blair, H. C. (2004, March). *Providing virtual classroom visits for teachers through video case studies and online communication tools: An evolution*. Presented at the Society for Information Technology and Teacher Education's International Conference. Atlanta, Georgia.

Nichols, M. & Blair, H. C. (2003, June). *Leading with technology: In the trenches with the NETS-A*. Presented at the National Education Computing Conference (NECC), Seattle, Washington.

Blair, H. C. (2003, March). *Online Professional Development*. Presented at the Microcomputers in Education Conference, Tempe, Arizona.

Blair, H. C. (2001- 2003). *Technology standards for school administrators: Changing the conversation, engaging digital learners, meeting high standards*. Presented at the Arizona K-12 Center and Gates Foundation's Leadership Institutes for Technology, Phoenix, Arizona.

Clevenger (Blair), H. B., & Padgett, H. (1999). *Collaborative Planning/Internet-Based Lesson Design*. World Technology Conference, Phoenix, Arizona

Clevenger (Blair), H. B. (1997, June). *Using a computer to enhance instruction*. [Invited Speaker] Presented at the China - US Conference on Education, Beijing, China.

Publications and Papers

Blair, H.C. (2007, April). *Teacher performance under varying levels of support in online professional development.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.

Blair, H.C. (2006). *Teacher performance under varying levels of support in online professional development*. Doctoral dissertation, Arizona State University, Tempe, Arizona.

Blair, H. C., & Sullivan, H. (2004). Effects of long-term professional development training in technology integration on teacher and student performance. In M. Simonson & M. Crawford (Eds), *27th Annual Proceedings: Vol. 1 Selected Papers Presented as the 2004 Annual Convention of the Association for Educational Communications and Technology* (pp. 110-118). North Miami Beach, FL: Nova Southwestern University.

Publications and Papers continued

Horn, P. J., & Blair, H. C. (2004). Providing virtual classroom visits for teachers through video case studies and online communication tools: An evolution. In *Proceedings of the Society fro Information Technology and Teacher Education's International Conference 2004* (pp.3374-3378). Norfolk, VA: Association for the Advancement of Computing Education.

Clevenger (Blair), H. B. (1997). Using a computer to enhance instruction [Abstract]. In *China-US Conference on Education: Abstracts* (p. 10). Global Interactions: Phoenix, Arizona.

Professional and Service Activities

- President of the School Media and Technology Division of the Association for Educational Communications and Technology (2007 - 2008)
- Chair of the Membership Committee for the RIT SIG of the American Educational Research Association (2007 – 2009)
- President of Fuller Elementary PTA (2008-2010)
- Technology Consultant to the Teacher Induction Program at Northern Arizona University (2006 - present)
- Member of the Fuller Elementary Site Council (2006 – 2009)
- Proposal reviewer for AECT national conference (2006 & 2008)
- Secretary of the School Media and Technology Division of the Association for Educational Communications and Technology (2006 - 2007)
- Member of professional organizations (AECT, AERA, ISTE, NSDC, & SDAz) (2000 - present)
- Invited Member of the State Superintendent's Blue Ribbon Task Force to Examine the Issue of Educational Technology in Arizona (2004-2005)
- Chair of the Arizona Classrooms of Tomorrow Today Advisory Board (2001, 2003)
- Member of the Arizona Teacher Excellence Coalition (AzTEC) Induction Subcommittee (2003-2005)
- Member of Multimedia Ministry of St. Matthews United Methodist Church (2008 – present)
- Youth Team Chair of the Tempe Relay for Life of the American Cancer Society (2009 – present)

Alexandra Jones, Ph.D.

Professional Profile

Over twenty years experience mastering emerging database and software technologies and applying them to the needs of government, business and industry. Skilled in relational and dimensional data modeling and database design. Extensive experience in business analysis, rapid prototyping and developing client friendly software. Analytical, pragmatic and creative. Committed to completing projects on time and within budget. Can work independently or as part of a team.

Skill Sets

- Conceptual and logical data modeling, relational and dimensional database design and implementation, data transformation, SQL Server 2000/2005/2008
- Descriptive and regression based statistical analysis.
- Development languages: Transact-SQL, SAS, R, C#.NET, some VB.NET, Visual Basic 6.0, VBScript
- Development tools: SQL Server Reporting Services (SSRS) 2000/2005, SQL Server Integration Services (SSIS) 2008,, Visual Studio .NET, MS Office, Visio, Visual UML, Enterprise Architect.
- Development technologies: .NET Framework, ADO.NET. Full life-cycle n-tier application development
- Object-oriented requirements analysis and design using UML, particularly Rosenberg's use-case driven ICONIX process.

Professional Experience

ARIZONA DEPARTMENT OF EDUCATION, PHOENIX, AZ — Dec 2008 – present

Primary analyst for data warehouse proposed source data for structure, content and quality. Lead architect of new, flexible data model of the state educational system – all public, private and tribal entities and the ownership, oversight, funding and reporting relationships between them. Developed fact tables and ETL processing to load new, norm-referenced test data (Stanford 10) into the data warehouse. Produced feasibility study for Arizona's adoption of the Colorado Growth Model. Migrated and reengineered federal (AYP) and state (AZ Learns) accountability system statistical calculations from desktop SAS to server-side Transact-SQL, improving repeatability and transparency.

CONTINENTAL PROMOTION GROUP, INC. TEMPE, AZ — Nov 2006 – Nov 2008

As sole developer, designed and implemented a dimensional accounting data mart for reporting on and analyzing the final disposition of rebate checks. Converted T-SQL scripts for ETL to SSIS packages. As Content Manager and primary troubleshooter, participated in introduction of SQL Server Reporting Services as corporate reporting platform. Sole developer of system extending and integrating SSRS subscription delivery capabilities with existing client-facing reporting systems. Reengineered or replaced T-SQL stored procedures as required to improve performance of transaction processing systems.
Utilizing: SSRS, SSIS for business intelligence, ICONIX process for analysis and design, C# for application development.

TRIVITA, INC., SCOTTSDALE, AZ — Sep 2002 – Sep 2006

As sole developer, delivered a system which scores machine-readable health assessments and generates customized health reports based on those scores. System runs both unattended and with a user interface for managing the process. Delivered automated process transforming external call center order data into company order-entry system format. New system reduced processing time from hours to seconds. Delivered administrative UI for managing call center and product data in support of automated transformation process. As part of SQL team, provided stored procedures and report designs to reengineer MS Access reports for SQL Server Reporting Services. Utilized: UML for analysis and design, C#, Transact-SQL for development, MS Word for report creation, FTP, DTS for call center data transformations.

BANK OF AMERICA, PHOENIX, AZ — Apr 2002 – Jul 2002

As sole developer, delivered automated transformation process for ATM/Debit Card fraud analysis and reporting. Began design of data mart for next phase. Utilized SQL Server 7.0/2000 DTS, Transact-SQL for data warehouse transformation, loading and analysis services. Planned Crystal Reports 8.0 for report creation, ASP for report requests.

EVERETT CHARLES TECHNOLOGIES INC., TEMPE, AZ — Jan 2000 – Mar 2002

Developed performance metrics reporting for the design, manufacture and delivery of semiconductor test boards. Delivered applications for employee time tracking and scrapped materials tracking and reporting. Created ad hoc reporting system that allowed users to select from more than 60 specialized reports in Excel spreadsheet format. Utilized: UML for analysis and design, Visual Basic 6.0, Transact-SQL for client/server development.

SALT RIVER PROJECT, TEMPE, AZ — Sep 1999 – Jan 2000
Company maintains water contracts with Indian tribes and municipalities around the state. Created programs to calculate water usage rates, availability and costs based on the rules outlined in each contract.
Utilized: MS SQL Server 7.0 stored procedures and views.

TOSCO MARKETING, TEMPE, AZ — Apr 1999 – Jul 1999
As sole developer, delivered application for automating the transfer and transformation of retail data from a distributed point of sale system to a centralized database.
Data conversion: SQL Server 6.5 to AS/400 using RDO; MS Access 2.0 to Oracle 7.3 using ADO.

EXCELL AGENT SERVICES, PHOENIX, AZ — Apr 1998 – Mar 1999
As Senior Analyst and Developer, reengineered daily data processing, reducing processing time for several hundred thousand daily records from nearly 24 hours to 2 hours.
Utilized: MS SQL Server 6.5 stored procedures.

ICG CONSULTING, INC. PHOENIX, AZ — Jan 1997 – Mar 1998
As Senior Programmer/Analyst, delivered accounts payable applications to Fortune 500 company, integrating client-server workflow and document processing with mainframe database maintenance.
Utilized: Visual Basic 4.0, Oracle 7.x servers, FileNet image processing, Attachmate for mainframe access.

ARIZONA PUBLIC SERVICE COMPANY, PHOENIX, AZ — Nov 1990 – Dec 1996
As Senior Programmer/Analyst, delivered specialized interface applications between existing work management systems and material ordering system. Provided tracking and analytical applications in support of Palo Verde Nuclear Generating Station (PVNGS) Lubrication Laboratory and Lubrication Program.
Utilized: Visual Basic 3.0 and 4.0 clients, Sybase System 10 server.

ARIZONA PUBLIC SERVICE COMPANY, PHOENIX, AZ — Nov 1980 - Apr 1984, Aug 1985 - Nov 1990
Capacity Planning Consultant. Forecast mainframe computer utilization, predicted computer performance and recommended hardware upgrades to satisfy availability and response time requirements.

LEGENT CORPORATION, VIENNA, VA — Apr 1984 – Aug 1985
Designed and developed SAS commercial mainframe capacity planning software. Designed and conducted software training classes. Provided technical and analytical support to customers.

PORTLAND GENERAL ELECTRIC COMPANY, PORTLAND, OR — June 1978 – Nov 1980
Consulted in design and analysis of computational models of technical and corporate processes. Developed comprehensive mathematical and statistical software base. Provided training in mathematical and statistical methods.

Educational, Professional Certifications and Training

Education

- Ph. D. in Computer Sciences, University of Wisconsin, Madison, WI
- M.S. in Computer Sciences, University of Wisconsin, Madison, WI
- B.S. in Computer Sciences, University of Wisconsin, Madison, WI

Certifications

- Microsoft Certified Professional, SQL Server Database Design and Implementation
- Regular A.1.a Teaching Certification with endorsements in Mathematics and Computer Sciences, Community Colleges of the State of Arizona, Maricopa County, AZ

Training

- SQL Server 2005 Business Intelligence Application Development, Hands On Technology Transfer, Inc., 2007

Betsy Fera

[redacted]

Education University of Wisconsin Madison

- Masters of Science; Reading, August 1992
- Bachelor of Science; Elementary Education, December 1989

Certifications

- National Board Certified – Middle Childhood Generalist
- TAP Certified Evaluator
- Elementary Education (K-8) certified

Endorsements

- Reading Specialist Endorsement (K-12)
- Media Specialist Endorsement (K-12)
- ELL Endorsement

Professional Summary

Arizona State University/University Public Schools, Phoenix, AZ **2009 to Present**
State TAP Director
Responsible for implementing the TAP System for Teacher and Student Advancement across the state of Arizona. Responsibilities include: working with new schools/districts on planning and implementing TAP, district budget to support TAP implementation and HR policy on hiring Mentor and Master Teachers. Manage and facilitate training for Arizona Regional Master Teacher Leaders that directly support TAP schools. Facilitate training/panel presentations at the TAP National Conference.

Horizon Community Learning Center, Phoenix, AZ **2008 to Present**
School Board Member

University Public Schools, Phoenix, AZ **2008 to 2009**
TAP Director
Responsible for the implementation of the Teacher Advancement Program (TAP) in all University Public Schools. Facilitate training of administration, Master Teachers, and Mentor Teachers on TAP implementation and teacher evaluations. Provide ongoing coaching of professional development and leadership team meetings. Manage teacher performance pay across the network.

Horizon Community Learning Center, Phoenix AZ **1999 to 2008**
TAP Coordinator
Responsible for implementing and monitoring the Teacher Advancement Program for the elementary and secondary schools. Facilitated training for principals, Master Teachers, and Mentor teachers on TAP implementation and becoming certified evaluators. Monitored professional growth (clusters) K-12 to coach facilitators on areas of growth and reinforce strengths. Participated in director level training through the National Institute for Excellence in Teaching.

Media Specialist/Curriculum
Responsible for supervising and planning activities for a K-12 Media Center. Planned and taught library curriculum for K-4 students. Assisted Middle School and High School teachers with planning research projects. Organized and coordinated a school-wide writing club. Coordinated curriculum ordering yearly for K-12 teachers. Aligned resources with grade level standards. Completed special curriculum projects as assigned by the Executive Director of Horizon.

Master Teacher
Responsible for K-4 elementary school teachers' professional growth. Planned and coordinated weekly professional growth lessons and worked with individual teachers on professional growth goals. Responsible for the supervision and evaluations of K-4 teachers. Assisted the elementary principal with student discipline following Horizon's Problem Solving model. Part of the school's K-12 Leadership Team. Piloted Milken Teacher Advancement Program, which included developing the role of Master Teacher, developing the teacher evaluation rubrics, and being part of a training developed by Milken that spanned three additional schools.

Fourth/Fifth Grade Teacher
Responsible for the general academic areas of forty-nine students. Worked in a team teaching environment with a certified teacher and full time teaching assistant. Developed Individual Learning Plans for students and structured curriculum around hands-on learning. Participated in planning a two-day leadership retreat for classroom. Co-facilitated an after-school problem-solving club researching real life problems.

Kyrene de los Ninos, Tempe AZ **1998 to 1999**
Fourth Grade Teacher
Responsible for the education in general academic areas of twenty- eight students. Worked collaboratively with the fourth grade team to incorporate six trait writing into daily curriculum. Member of site-based decision-making team for the school. Attended the International Reading Conference.

EDP Contract Services, Phoenix AZ **1997 to 1998**
Technical Recruiter
Responsible for recruiting and qualifying Information Technology professionals for contract positions. Duties include reviewing resumes, interviewing candidates by phone and in person, verifying references, and recommending candidates to fill job requisitions. Recruiting experience includes internet recruiting and utilizing a proprietary database to run searches for qualified candidates. Became skilled in using the Internet, MS Office, and general knowledge of computer programming and networking. Consistently appointed to supervise office personnel in the absence of Branch Manager.

Connolly Middle School, Tempe AZ **1995 to 1997**
Eighth and Sixth Grade Math and Language Arts Teacher
Member of site-based decision making team responsible for budgeting school funds, strategic planning of student orientation and activities, and ongoing administrative problem solving. Member of committee to redefine and author the humanities curriculum for honors students. Responsible for education of 150+ students per year. Supervised ASU School of Education student in third block of teacher training.

Seventh Grade Girls Softball Coach. **1996 to 1997**

DeForest Middle School, DeForest WI **1993 to 1995**
Eighth Grade Reading Teacher
Developed and taught eighth grade reading program. Specified and acquired all related materials. Tested and evaluated students with potential reading difficulties. Counselor in National Student Assistant Program (SAP).

Student Council Advisor
Planned and coordinated projects for staff and students. Responsible for budgeting, fund raising, and allocation of capital and material expenditures. Provided training on effective communication techniques for group meetings.

Forensics Coach
Planned and organized a twelve-school forensics competition including, definition of materials, participant registration, assignment of judges.

Jefferson Elementary School, Beaver Dam WI **1990 to 1993**
Fourth Grade Teacher
Responsible for planning and presenting advanced teaching methods to District personnel. Member of site-based decision making team responsible for ongoing administrative problem solving. Also functioned as Student Council Advisor.

Gunthorpe Primary School, Peterborough England **1989**
Overseas Student Teacher for Ten and Eleven Year Olds
Responsible for developing and integrating curriculum across subject areas. Learned and developed diverse teaching techniques through cultural interaction.

VITA
(Abbreviated)

Sharon Adele Kortman
Director, BEST (Beginning Educator Support Team)
ARIZONA STATE UNIVERSITY

College of Teacher Education and Leadership
Arizona State University
P.O. Box 870211
Tempe, AZ 85287

Academic Preparation

Ed.D. Curriculum and Instruction. Dissertation: Student and Teacher Assessments of Student Personal Objectives and Interaction Styles;
Arizona State University; 1996.

M.Ed. Counselor Education.
Arizona State University; 1989.

B.A. Elementary Education. Minors – English/Fine Arts;
Arizona State University; 1986.

Positions in Education

Arizona State University
- BEST (Beginning Educator Support Team) Director, Academic Professional; College of Education (2005 - Present).
- BEST Director, Lecturer, College of Education. (2000 - 2004).
- BEST Director, Faculty Associate, College of Education. (1998 - 1999).
- Faculty Associate, College of Education. (1996 - 1998).
- Graduate Assistant, College of Education. (1994 - 1996).

Grace Community School
- Volleyball Coach, Tempe, AZ. (1987 - 1993).
- Fourth Grade Teacher, Tempe, AZ. (1986 - 1991).

Consultant
- Educational Consultant and Professional Development Facilitator. (1991 - Present).

Tempe Union High School District
- High School Counselor, Tempe, AZ. (1989).

Tempe Parks and Recreation Summer Programs
- Supervisor, Tempe, AZ. (1987; 1988).

Administration through BEST

I co-created and administer the BEST Program at ASU. BEST is a comprehensive university-district partnership model which supports teacher induction, mentoring and professional development. The program includes six components: BEST for Beginning Educators, BEST Standards in Teaching, BEST for Mentor Teachers, BEST Visitation Coaching, BEST Teacher Leadership, and BEST Administrator Support. The comprehensive program differentiates professional development for teachers throughout their lifecycle of teaching. In every program component an emphasis is placed on the assessment of aligning teaching practice to the outcomes of student standards.

I have trained over 200 Teacher Leaders to implement the BEST Program in over 90 districts nationally through district, school, and education agency partnerships. BEST has serviced over 8,000 beginning teachers, 3,500 Standards in Teaching Participants and 4,000 mentors. In Arizona alone, BEST Visitation Coaches have recorded over 35,000 coaching and conferencing visits in elementary and secondary classrooms.

BEST is a nationally-recognized program, receiving a Distinguished Program in Teacher Education award from the Association of Teacher Educators in February 2006. All BEST program components have been field-tested in diverse settings, researched for ongoing program development, analyzed for effectiveness and aligned with developmentally appropriate teacher needs. BEST curriculum with embedded assessments provides district specific feedback for continuous program effectiveness.

Current Teaching and Research (from 2005-current)

Teaching

The following represent courses developed and taught:

- Establishing Effective Teaching Practice DCI 511
- Developing Strategies for Teaching Practice DCI 512
- Teaching Standards Applied to Professional Practice DCI 520
- Reflective Practice in Teaching Standards DCI 521
- Establishing a Mentoring Partnership DCI 530
- Analyzing and Planning for Professional Growth through Mentoring DCI 531
- Improving Teacher Quality DCI 598
- Teacher Leader Development DCI 598
- Managing the Classroom Culture and Field Experience EED 496
- Organizing the Classroom Culture EED 444

Research

- Ongoing professional development for teacher leaders through role as Director of BEST.
- Development of assessment instruments to identify student and teacher Personal Objectives and Interaction Styles in general and in relation to various disciplines.
- Teacher and student perceptions of interaction styles.
- Effects of personality and interaction styles to classroom management.

- Effects of teacher training programs to success in the field.
- Needs assessments for beginning teachers.
- Understanding and responding to needs of beginning educators.
- Effects of mentoring and mentor training on success of beginning teachers and effective teaching practice.
- Alignment of teacher effectiveness to teaching standards.
- Components of effective teacher leadership.
- Systemic models for educational reform.

Representative Scholarship through Publications (from 2005-current)

Books and CD ROMS

Enz, B. J., Kortman, S. A., & Honaker, C. J. (2008). *Managing the classroom: Creating a culture for primary and elementary teaching and learning (3 ed.).* Dubuque, IA: Kendall/Hunt Publishing Company.

Enz, B. J., Kortman, S. A., & Honaker, C. J. (2008). *Managing the classroom: Creating a culture for middle and secondary teaching and learning (3 ed.).* Dubuque, IA: Kendall/Hunt Publishing Company.

Kortman, S. A. & Honaker, C. J. (2005). *The BEST beginning teacher experience with CD-ROM (2 ed.).* Dubuque, IA: Kendall/Hunt Publishing Company.

Kortman, S. A. & Honaker, C. J. (2005). *The BEST beginning teacher experience facilitator guide with CD-ROM (2 ed.).* Dubuque, IA: Kendall/Hunt Publishing Company.

Kortman, S. A. & Honaker, C. J. (2005). *The BEST mentoring experience with CD-ROM* (2 ed.). Dubuque, IA: Kendall/Hunt Publishing Company.

Kortman, S. A. & Honaker, C. J. (2005). *The BEST mentoring experience facilitator guide with CD-ROM* (2 ed.). Dubuque, IA: Kendall/Hunt Publishing Company.

Kortman, S. A. & Honaker, C. J. (2005). *The BEST standards in teaching: Reflection to quality practice program facilitator guide.* Dubuque, IA: Kendall/Hunt Publishing Company.

Kortman, S. A. & Honaker, C. J. (2005). *The BEST standards in teaching: Reflection to quality practice.* Dubuque, IA: Kendall/Hunt Publishing Company.

Books, Sections/Chapters

Kortman, S. A. (2009). Challenges and resolutions for mentoring teachers of mathematics. In, *Empowering the Mentor of the Beginning Mathematics Teacher.* Reston, VA: National Council of Teachers of Mathematics.

Kortman, S. A. (2009). Content-based mentoring. In, *Empowering the Mentor of the Beginning Mathematics Teacher.* Reston, VA: National Council of Teachers of Mathematics.

Kortman, S. A. (2009). Criteria for teacher induction, mentoring and professional development programs. In, *Empowering the Mentor of the Beginning Mathematics Teacher.* Reston, VA: National Council of Teachers of Mathematics.

Kortman, S. A. (2009). Challenges and resolutions for mentoring teachers of mathematics. In, *Empowering the Mentor of the Experienced Mathematics Teacher.* Reston, VA: National Council of Teachers of Mathematics.

Kortman, S. A. (2009). Content-based mentoring. In, *Empowering the Mentor of the Experienced Mathematics Teacher.* Reston, VA: National Council of Teachers of Mathematics.

Kortman, S. A. (2009). Criteria for teacher induction, mentoring and professional development programs. In, *Empowering the Mentor of the Experienced Mathematics Teacher.* Reston, VA: National Council of Teachers of Mathematics.

Kortman, S., & Eckstein, D. (2007). Winnie-the-Pooh: A "honey-jar" for me and for you. In D. Eckstein, *Relationship Repair: "Fix-it" Activities for Couples and Families.* Chandler, AZ: Five Star.

Kortman, S. A., Surbeck, E., Middleton, J. A. (2007). Caught in the middle: High quality teaching and professional development for the middle school teacher. In, *Arizona education in the middle years.* Educational Policy Studies Laboratory.

Kortman, S. A. (2007). Offering the BEST. In, *Learning to Teach*. Kendall/Hunt Publishing.

Journal/Magazine Articles

Kortman, S.A. (2006). BEST program supports and retains quality educators. *One Planet, 1*(2), 80-81.

Honea, J. & Kortman, S. (2006, Spring). BEST: Induction, mentoring and professional development. *Curriculum Matters,* 19-21.

Kortman, S. (2005, Summer). Closing the year with 'class'. *New Teacher Advocate*, *12*(4), 9.

Kortman, S. A. (n.d.). What's your style? *Novice Notes*. Kappa Delta Pi.

Kortman, S. (2005, Spring). Capitalizing on the classroom dynamic. *New Teacher Advocate.*

Conference Proceedings

Enz, B. J., Kortman, S. A. (2006). Creating visions of professional development and collegial support: A look at new teacher retention and standards for excellence. In (Ed.), *American Association of Colleges of Teacher Education Conference Proceedings.* American Association of Colleges of Teacher Education Conference Proceedings.(Refereed)

Kortman, S. A. (2005). Building competence in teaching through a systemic induction, mentoring and professional development model: From support to accountability. In Middleton, J. A., VALLEJO, C. J., Kim, J. (Eds.), *Teacher Quality Enhancement Grant Programs Conference.* Arizona State University.

Kortman, S. A., Enz, B. J. (2005). Induction as a context for development: Support to competence and accountability. In (Ed.), *American Educational Research Association Conference Proceedings.* American Educational Research Association.(Refereed).

Representative Scholarship through Presentations (from 2005-current)

Kortman, S., Duggan, M.A., Dix, Y., & Samuels, E. *Assessing and supporting teacher effectiveness through professional teaching standards.* Paper accepted and to be presented at the 2009 Annual Conference of the National Staff Development Council, St. Louis, MO. (December, 2009).

Duggan, M.A., Kortman, S., & Kim, W. *Am I a good teacher? Efficacy assessments of beginning teachers.* Poster accepted and to be presented at the 2009 Annual Convention of the American Psychological Association, Toronto, Canada. (August 2009).

Kortman, S., & Duggan, M.A. *Teaching Standards Assessment: Scale Development Process and Analysis.* Poster accepted and to be presented at the 2009 Annual Convention of the American Psychological Association, Toronto, Canada. (August 2009).

Kortman, S. A., Duggan, M.A., & Kim, W. (2009). Annual Meeting of the American Educational Research Association, "The Decision to Become a Teacher: An Examination through a Motivation Lens," San Diego, CA. (April, 2009).

Kortman, S. A. & Duggan, M.A., Annual Meeting of the American Educational Research Association, "Top Ten Needs of Beginning Teachers: Analysis Across Diverse Educational Settings," San Diego, CA. (April, 2009).

Kortman, S.A., Duggan, M.A., McCall, M., Meier, J., National Staff Development Council Annual Conference, "Shared leadership: strengthening teacher leaders and administrators," Washington, DC. (December 2008).

Kortman, S.A., Duggan, M.A., Phi Delta Kappan International Summit on High-Performing Educators, "Strength through shared leadership: how administrators and teacher leaders work together to support professional growth," San Antonio, TX. (November 2008).

Kortman, S.A., American Association of Colleges of Teacher Education Conference, "Teacher leader and administrator shared leadership: impacts to induction, mentoring and professional development," Seattle, WA. (October 2008).

Kortman, S. A., Microcomputers in Education Conference, "Distance learning in professional development," Tempe, AZ. (March 2008).

Golemon, H., Kortman, S. A., Duggan, M. A., Arizona School Boards Association and Arizona School Administrators, "Beginning educator support: Creating and sustaining leadership," Phoenix, AZ. (December 2007).

Kortman, S. A., Olson-Stewart, K., National Staff Development Council Conference, "System perspective of improving instruction: Teacher leaders supporting teacher development," Dallas, TX. (December 2007).

Enz, B. J., Kortman, S. A., Kappa Delta Pi International Honor Society Biennial Convocation, "Surviving your first year of teaching," Louisville, KT. (November 2007).

Kortman, S. A., Fourlis, A., Induction and Mentoring Symposium, "BEST induction, mentoring and professional development: Quality impact," Arizona K-12 Center, Phoenix, AZ. (March 2007).

Kortman, S. A., American Association of Colleges of Teacher Education, "Strengthening induction, mentoring and professional development support throuhg teacher leadership: Direct impact to student success," New York, NY. (February 2007).

Kortman, S. A., Association of Teacher Educators, "High-quality online support in teacher induction and mentoring: Addressing the needs of mobility, time and equity," San Diego, CA. (February 2007).

Kortman, S. A., Fourlis, A., Olsen, C., National Staff Development Council Conference, "The learning cycle of leadership: Quality professional development impact," Nashville, TN. (December 2006).

Kortman, S. A., International Reading Association, "Developing quality teachers early: A successful induction model to promote teaching expertise," Chicago, IL. (May 2006).

Kortman, S. A., International Mentoring Association Conference, "Developing teacher leaders through mentoring," Chicago, IL. (March 2006).

Kortman, S. A., American Association of Colleges for Teacher Education, "Creating new visions of professional development and collegial support: A new look and new teacher retention," San Diego, CA. (February 2006).

Kortman, S. A., Association of Teacher Educators, "Promoting excellence in teaching for the benefit of all students: A collaborative teacher induction, mentoring, and professional development model," Atlanta, GA. (February 2006).

Kortman, S. A., Enz, B. J., Honea, J. M., Kappa Delta Pi International Honor Society in Education Biennial Convocation, "Surviving your first year of teaching," Orlando, FL. (November 2005).

Kortman, S. A., Golden Key International Honor Society Induction Ceremony, "Key note address," Tempe, AZ. (October 2005).

Kortman, S. A., Linking Mentoring and Coaching: Building Capacity for Special Educators, "BEST: Beginning educator support team," Arizona Department of Education, Phoenix, AZ. (August 2005).

Kortman, S. A., Classroom Behavior Management Institute, "Strategies for capitalizing on student personalities," Arizona State University, Tempe, AZ. (June 2005).

Kortman, S. A., Classroom Behavior Management Institute, "Teaching student self-management," Arizona State University, Tempe, AZ. (June 2005).

Kortman, S. A., Enz, B. J., American Educational Research Association, "Induction as a context for development: Support to competence and accountability," Montreal, Canada. (April 2005).

Kortman, S. A., The Arizona Teaching, Learning and Assessment Consortium in collaboration with ASU Division of Curriculum and Instruction and the Arizona Department of Education, "Capitalizing on personalities and teacher-student interactions," Tempe, AZ. (April 2005).

Kortman, S. A., The BEST Forum: A Partnership Opportunity to Develop High Quality Teachers, "BEST's induction, mentoring, and professional development model: From support to accountability," Scottsdale, AZ. (March 2005).

Kortman, S. A., The BEST Forum: A Partnership Opportunity to Develop High Quality Teachers, "Successful, systemic and sustainable: BEST implementation made simple," Scottsdale, AZ. (March 2005).

Kortman, S. A., Enz, B. J., Humphreys, S., Association of Teacher Educators Conference, "Building quality teaching and student learning through induction and mentoring: University and district partnerships," Chicago, IL. (February 2005).

Kortman, S. A., Northwest Academy Teacher In-Service Seminar, "Standards in teaching: Reflection to quality practice," Phoenix, AZ. (February 2005).

Funded Proposals (from 2005-current)

2008 – 2009 Project Title: Teacher Quality and Student Achievement through ASU University-District Partnerships; Arizona Board of Regents ITQ (Improving Teacher Quality) Grant, Year 2 of 2. Year Two Project/Grant Total: $191,287. Lead PI: Sharon Kortman; Co-PI: Nick Appleton.

2007-2008 Project Title: Teacher Quality and Student Achievement through ASU University-District Partnerships; in collaboration with ELPS, CLAS and seven Arizona districts; Arizona Board of Regents ITQ (Improving Teacher Quality) Grant, Year 1 of 2. Year One Project Total: $161,850; Year One Grant Total: $100,000. Lead PI: Sharon Kortman; Co-PI: Nick Appleton.

2006-2007 Project Title: BEST for Arizona Governor's Master Teachers; in collaboration with multiple districts around the state; Arizona Governor's Office and Arizona K-12 Center Governor's Master Teacher Initiative. Project Total: $250,000; Grant Total: $52,000. PI: Sharon Kortman.

Awards and Honors

- Who's Who Among Executive and Professional Women in Education (2008-2009).
- Dean's Excellence Faculty Service Award Nominee, Arizona State University (2007-2008).
- Who's Who Among Executive and Professional Women in Education (2007-2008).
- Dean's Excellence Faculty Service Award Nominee, Arizona State University (2006-2007).
- Presidential Award for Contribution to Education through Publication of *Ready, Set, Teach! A Winning Design for Your First Year*, Kappa Delta Pi International Education Honor Society (November 2005).
- Scholarship and Leadership Award, Kappa Delta Pi International Education Honor Society (March 2005).
- Who's Who Among America's Teachers, Who's Who (2005).
- Hall of Fame Award, College of Education, Arizona State University (November 2004).

- Who's Who Among America's Teachers (1996).
- Exemplar Teacher of Mathematics, NSF Project (1989).
- Kappa Delta Pi Educational Honor Society, President (1985-1987).
- Runner-Up, Student Teacher of the Year Award, Arizona State University (May 1986).
- Insuring Tomorrow Student Leadership Enrichment Program Outstanding Student Leader Award (1985).

Professional/Community Service Memberships (from 2005-current)

Committee Memberships

- Member, National Science Foundation Advisory Panel.
- Member, Performance Assessment Committee, Arizona Department of Education.
- Member, Certification Task Force, Arizona Department of Education.
- Member, NCLB Taskforce, Arizona Department of Education.
- Member, AZTEC Partnership.
- Member, Strategic Planning Committee, College of Education.
- Member, Teacher Development Taskforce, College of Education.
- Member/Academic Professional Representative, College Council, College of Education.
- Member, Division Administrative Council, College of Education.
- Member, Infrastructure Taskforce, College of Education.
- Member, Programs Committee, College of Education.
- Member, Ed.D. Executive Committee, College of Education.
- Member, Master's Executive Committee, College of Education.
- Member, Special Education Committee, College of Education.
- Member, Teacher Intern Certification Committee, College of Education.
- Member, Summer Institute Committee, Teacher Leadership Institute, Tri-university.
- Member, Pinal Post-bac Committee, College of Education and Pinal County.
- Member, University School Partnerships, Alpha Project.
- Chair, BEST Training Plan for Governor's Master Teacher Initiative.
- Chair, BEST Design Teams.

Professional Memberships

- Member, American Educational Research Association.
- Member, Association of Teacher Educators.
- Member, Kappa Delta Pi.
- Member, Phi Delta Kappa.
- Member, Association for Supervision and Curriculum Development.
- Member, National Staff Development Council.
- Member, American Association of Colleges for Teacher Education.

Audrey Amrein-Beardsley, Ph.D.

Arizona State University
Mary Lou Fulton Teachers College
PO Box 37100
Phoenix, Arizona 85069-7100

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Biography

Dr. Audrey Amrein-Beardsley received her PhD from ASU in 2002 and is currently an Associate Professor at ASU in the Mary Lou Fulton Teachers College. She is also Co-Principal Investigator (Co-PI) of the Teacher Preparation Research and Evaluation Project (T-PREP) and Co-PI of the Partnership Office for Research on Teaching, Assessment, and Learning (PORTAL). Her research interests include educational policy, research methods, and high-stakes tests, assessments, and measurements. She also researches aspects of teacher quality and teacher education. She has been nationally recognized for her research in these areas. Her teaching interests include research methodology, assessment, and educational policy.

Professional Experience

Associate Professor
2010-present
Arizona State University – Phoenix, AZ

Assistant Professor
2004-May 2010
Arizona State University – Phoenix, AZ

Research Associate
2002-2004
The Virginia G. Piper Charitable Trust – Scottsdale, AZ

Research Professional
2000-2003
Arizona State University – Tempe, AZ

Research Assistant
1997-2000
Arizona State University – Tempe, AZ

Mathematics Teacher
1997-1998
Cortez High School – Phoenix, AZ

Mathematics Teacher
1994-1997
Maxwell Middle School – Tucson, AZ

Professional Degrees Earned

Ph.D., Educational Leadership and Policy Studies with an emphasis in Research and Evaluation Methods
1998-2002
Arizona State University – Tempe, AZ
**Dissertation: A time-series analysis of the intended and unintended consequences of high-stakes tests*
Chair: David Berliner; Committee Members: Gene Glass and Mary Lee Smith
Scholar, University of Michigan's Institute for Social Research - Survey Research Program
2000-Summer
University of Michigan – Ann Arbor, MI

M.Ed., Educational Leadership and Policy Studies with an emphasis in Educational Administration and Supervision
1997-1998
Arizona State University – Tempe, AZ

B.A., Education with an emphasis in mathematics and Spanish
1989-1993
University of Arizona – Tucson, AZ

Peer Reviewed Articles

Amrein-Beardsley, A. (under review; submitted 6/09). Recruiting expert teachers into high-needs schools. *Urban Education.*

Barnett, J. H. & Amrein-Beardsley, A. (under review; submitted 1/10). Experiencing Atlantis: The potentially perilous problems of large-scale, multi-site, college of education evaluations. *Educational Researcher.*

Amrein-Beardsley, A. & Barnett, J. H. (under review; submitted 1/10). The sinking state of public colleges of education: Lessons learned without lifeboats. *Issues in Teacher Education.*

Amrein-Beardsley, A., Buss, R., R., Carlson, D. L., Foulger, T. S., Moore, D. W., Olson, K., Painter, S. R., Perry, N. J., Puckett, K. S., & Zambo, D. (under review; submitted 1/10). Graduates respond to an innovative educational doctorate program. *Journal of Research on Leadership in Education*

Toth, M., Amrein-Beardsley, A., & Foulger, T. S. (under review; submitted 2/10). Changing delivery methods, changing practices: Exploring instructional practices in face-to-face and hybrid courses. *Journal of Online Teaching and Learning.*

Suzuki, A., Amrein-Beardsley, A., & Perry, N. J. (under review, submitted 12/09). A summer bridge program for under-prepared freshmen: Confidence, community, and re-enrollment. *Journal of the First Year Experience and Students in Transition.*

Amrein-Beardsley, A. & Haladyna, T. M. (under review; submitted 4/10). Validating a theory-based instrument for summative and formative functionality. *American Journal of Evaluation.*

Amrein-Beardsley, A., Barnett, J. H., Ganesh, T., & Koerner, M. (revise and resubmit).

Legitimate apprehensions about evaluating teacher education programs. *Journal of Teacher Education.*

Amrein-Beardsley, A., Barnett, J. H., Ganesh, T., & Koerner, M. (revise and resubmit). Seven "beyond excuses" imperatives. *Journal of Teacher Education.*

Foulger, T. S., Amrein-Beardsley, A., Toth, M. (in press). Students' roles in exposing growing pains: Using the "Dean's Concerns" to refine hybrid instruction. *International Journal of Teaching and Learning in Higher Education.*
*21-30% acceptance rate; x readers; I lead data collection and analysis

Amrein-Beardsley, A., Berliner, D. C., & Rideau, S. (2010, June 27). Breaking professional law: Various degrees of cheating on high stakes tests. *Education Policy Analysis Archives.* Retrieved [date] from http://epaa.asu.edu/ojs/article/view/714
*21-30% acceptance rate; x readers; I analyzed all data and wrote the majority of the article

Carter, H., Amrein-Beardsley, A., & Hansen, C. (2009, November). So NOT amazing! Teach For America corps members' evaluation of their teacher preparation program. *Teachers College Record, 113* (5). Retrieved [date] from http://www.tcrecord.org/Content.asp?ContentId=15832
*0-10% acceptance rate; 2,500 readers; I developed the instrument and lead data collection and analyses

Amrein-Beardsley, A. (2009, October 13). Controlling schools using high-stakes tests: Moral imperatives inspired by Rachel Carson. *Teachers College Record* (Commentaries Section). Retrieved [date] from http://www.tcrecord.org/Content.asp?ContentId=15804
*0-10% acceptance rate; 2,500 readers

Amrein-Beardsley, A. A., & Haladyna, T. (2009). Tinkering with the traditional to assess and promote quality instruction: Leaning from a new and unimproved instructional evaluation instrument. *Journal of College Teaching and Learning, 6*(4), 51-64.
*11-20% acceptance rate; readers n/a; I lead and wrote the majority of the study

Haladyna, T. & Amrein-Beardsley, A. (2009, August). Validation of a research-based student survey of instruction. *Educational Assessment, Evaluation and Accountability, 21(*3), 255-276.
*acceptance rate n/a; readers n/a; I did most everything but the actual analyses of the instrument's validity

Amrein-Beardsley, A. (2009). The unintended, pernicious consequences of staying the course. *International Journal of Education Policy and Leadership,4*(6). Retrieved [date] from http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/199/69.
*11-20% acceptance rate; readers n/a

Amrein-Beardsley, A. (2009, Spring). Twilight in the valley of the sun: Evaluating the educational impact of arts and culture programs in Arizona's public schools post-NCLB. *Arts Education Policy Review, 110*(3), 9-17.
*21-30% acceptance rate; 1,000 readers

Toth, M., Foulger, T. S., & Amrein-Beardsley, A. (2008). Post-implementation insights about a hybrid degree program. *TechTrends, 52*(3), 76-80.

*11-20% acceptance rate; 5,000 readers; I wrote the least but researched the most as noted in its first iteration

Amrein-Beardsley, A. (2008, March). Methodological concerns about the Education Value-Added Assessment System (EVAAS). *Educational Researcher, 37*(2), 65-75.
*0-10% acceptance rate; 20,000 readers

Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007, Summer). Examining the development of a hybrid degree program: Using student and instructor data to inform decision-making. *Journal of Research on Technology in Education, 3*(4), 331-357. Retrieved [date] from http://www.iste.org
*11-20% acceptance rate; 4,000 readers; I developed the instrument and lead data collection and analyses

Amrein-Beardsley, A. (2006). Teacher research informing policy: An analysis of research on highly qualified teaching and NCLB. *Essays in Education, 17.* Retrieved [date] from http://www.usca.edu/essays/vol172006/Beardsley%20rev.pdf
*21-30% acceptance rate; readers n/a

Vandevoort, L. G., Amrein-Beardsley, A. & Berliner, D. C. (2004, September 8). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives, 12*(46). Retrieved [date] from http://epaa.asu.edu/epaa/v12n46/
*21-30% acceptance rate; 8,000 readers; L. Vandervoort was a doctoral student I helped with her dissertation methods, data collection processes, data analyses, and the write-up of findings and conclusions

Amrein-Beardsley, A. & Berliner, D.C. (2003, August 4). Re-analysis of NAEP math and reading scores in states with and without high-stakes tests: Response to Rosenshine. *Education Policy Analysis Archives, 11*(25). Retrieved [date] from http://epaa.asu.edu/epaa/v11n25/
*21-30% acceptance rate; 3,600 readers; This was the second publication that came from my dissertation

Amrein, A. L. & Berliner, D. C. (2002, March 28). High-stakes testing, uncertainty, and student learning. *Education Policy Analysis Archives, 10*(18). Retrieved [date] from http://epaa.asu.edu/epaa/v10n18/
*21-30% acceptance rate; 87,000 readers; This was the first publication that came from my dissertation - David Berliner was my chair

Amrein, A. L. & Peña, R. A. (2000, January 13). Asymmetry in dual language practice: Assessing imbalance in a program promoting equality. *Educational Policy Analysis Archives, 8*(8). Retrieved [date] from: http://epaa.asu.edu/epaa/v8n8.html
*21-30% acceptance rate; 14,000 readers; I conducted the study and R. Peña helped me write this piece

Peña, R. A. & Amrein, A. L. (1999, December 29). Effective classroom management starts with an ethic of caring: A primer for school leaders. *The International Electronic Journal for Leadership in Learning, 3*(24). Retrieved [date] from: http://www.acs.ucalgary.ca/~iejll/volume3/pena.html
*21-30% acceptance rate; 10,000 readers; This was the second publication that came from the study below

Peña, R. A. & Amrein, A. L. (1999). Classroom management and caring. *Teaching Education, 10*(2), 169-179.
*21-30% acceptance rate; readers n/a; This was a collaborative project and R. Peña was the topic expert

Editorially Reviewed Articles

Amrein-Beardsley, A. (2009, November). Buyers be-aware: What you don't know can hurt you. *Educational Leadership, 67*(3), 38-42.*
*0-10% acceptance rate 15%; 175,000 readers; This was the fifth publication that came from my dissertation

Amrein-Beardsley, Audrey. (2009). "This is Jeopardy." The Education Digest, 74(5), 14-18.*
*0-10% acceptance rate; 10,000 readers

Amrein-Beardsley, A. (2008, June). "This is Jeopardy:" A veritable potpourri of answers to the assaults on America's public schools. *The School Administrator 6*(65), 24-26.
*21-30% acceptance rate; 22,000 readers

Amrein-Beardsley, A. (2007, December). Recruiting expert teachers into hard-to-staff schools. *The Education Digest (73)*4, 40-44.*
*0-10% acceptance rate; 10,000 readers

Amrein-Beardsley, A. (2007, September). Recruiting expert teachers into hard-to-staff schools: Recovering student achievement one-step at a time. *Phi Delta Kappan, 89*(1). Retrieved [date] from http://www.pdkintl.org/kappan/k_v89/k0709amr.htm#author
*0-5% acceptance rate; 90,000 readers

Amrein, A. L. & Berliner, D. C. (2003, September 16). The effects of high-stakes testing on student motivation and learning. *Educational Leadership, 60*(5), 32-38*
*0-10% acceptance rate 15%; 175,000 readers; This was the fifth publication that came from my dissertation

Amrein-Beardsley, A. & Berliner, D.C. (2003, Summer). Does accountability work? *Education Next.*
*acceptance rate n/a; readers n/a; This was the fourth publication that came from my dissertation

Amrein, A. L. & Berliner, D. C. (2003). The testing divide: New research on the intended and unintended impact of high-stakes testing. *Peer Review, 5*(2), 31-32.*
*acceptance rate n/a; 8,000 readers; This was the third publication that came from my dissertation

Refereed Encyclopedia Entry

Amrein-Beardsley, A. (2006). High-stakes tests. *Encyclopedia of Measurement and Statistics.* Salkind, Neil J. (Ed.). Thousand Oaks, CA: SAGE Publications.*

**Invited Publications*

Book Reviews

Amrein-Beardsley, A. (2008, May 27). [Review of the book *Stop high-stakes testing: An appeal to America's conscience*]. *Teachers College Record.* Retrieved [date] from http://www.tcrecord.org/content.asp?contentid=15246*

Amrein, A. L. (2000). [Review of the book *School choice in the real world: Lessons from Arizona charter schools*]. *Education Review.* Retrieved [date] from: http://coe.asu.edu/edrev/reviews/rev97.htm*

Amrein, A. L. (2000). Dissecting the family-school connection. [Review of the book *Family-school links: How do they affect educational outcomes?*]. *Current Issues in Middle Level Education, 7*(2), 113-115.*

**Invited Book Reviews*

Co-Edited Journal

Peña, R. A. & Amrein, A. L. (Eds.). (2000). Special issue on parent involvement in the middle schools. *Current Issues in Middle Level Education, 7*(2).

Research Reports

Amrein-Beardsley, A. (2008). Sunshine in a bleak landscape: Evaluating the educational impact of Maricopa County's arts and culture organizations post NCLB. Research funded by the Maricopa Partnership for Arts and Culture (MPAC).

Amrein-Beardsley, A. (2006). *The effects National Board Certified Teachers have on student learning and achievement.* Research funded by the National Board for Professional Teaching Standards (NBPTS).

Amrein-Beardsley, A. (2006). *Highly-accomplished teachers' preferences: The retention and recruitment of highly-accomplished teachers in high-needs schools.* Research funded by the National Education Association's Keep Expanding Effective Practices (KEEP) grant.

Amrein, A. L. & Berliner, D. C. (2002). *The impact of high-stakes tests on student academic performance.* Research funded by the Great Lakes Center and published by the Educational Policy Research Unit.

Amrein, A. L. & Berliner, D. C. (2002). *An analysis of some unintended and negative consequences of high-stakes testing.* Research funded by the Great Lakes Center and published by the Educational Policy Research Unit.

Related Publications

Des Georges, S. (2009, March 27).Professor serves up food for thought with academic warning label. *ASU Insight.* Retrieved [date] from http://asunews.asu.edu/files/20090327.pdf

Des Georges, S. (2009, March 6). Food for thought: A warning label on value-added testing? *ASU News.* Retrieved [date] from http://asunews.asu.edu/20090304_valueaddedtesting

Viadero, D. (2008, May 6). Scrutiny heightens for 'Value Added' research methods. *Education Week.* Retrieved [date] from http://lnk.edweek.org/edweek/index.html?url=/ew/articles/2008/05/07/36value.h27.html&tkn=I2I8OfEee3qxm9JGQrWRd91qh1nyZqWM

Viadero, D. (2008, May 6). 'Value Added' pioneer says stinging critique of method is off-base. *Education Week.* Retrieved [date] from http://www.edweek.org/ew/articles/2008/05/07/36value-s1.h27.html?tmp=2045663290

Shulman, L.S. (2005, June 8). Seek simplicity...and distrust it. *Education Week.* Retrieved [date] from http://www.edweek.org/ew/articles/2005/06/08/39shulman.h24.html?querystring=amrein

Bland, K. (2004, September 19). Better-trained educators are key. *Arizona Republic.* Retrieved [date] from

http://www.azcentral.com/families/education/articles/0919teacherstudy19.html

Manzo, K. K. (2004, September 15). Arizona study sees benefits in National Board Certification. *Education Week*. Retrieved [date] from http://www.edweek.org/ew/articles/2004/09/15/03nbpts.h24.html?querystring=amrein

Viadero, D. (2004, January 28). Study offers mixed results on impact of high-stakes tests. *Education Week*. Retrieved [date] from http://www.edweek.org/ew/articles/2004/01/28/20ets.h23.html?querystring=amrein

Viadero, D. (2003, February 19). High-stakes tests called accurate gauge of performance. *Education Week*. Retrieved [date] from http://www.edweek.org/ew/ewstory.cfm?slug=23testing.h22

Viadero, D. (2003, February 5). Researchers debate impact of tests. *Education Week*. Retrieved [date] from http://edweek.org/ew/ewstory.cfm?slug=21carnoy.h22

Educational studies document risks of high-stakes testing for students. (2003, January 29). *The Wisconsin Reporter*. Retrieved [date] from http://www.wisinfo.com/thereporter/news/archive/local_7941302.shtml

Kurtz, M. (2003, January 9). Study questions benefit of high-stakes testing. *The Boston Globe*. Retrieved [date] from http://www.boston.com/education/news/09/010903_study_testing.html

Pea, D. (2003, January 9). High-stakes testing study stirs debate. *The Shreveport Times*. Retrieved [date] from http://www.shreveporttimes.com/html/FB98B174-0A2F-40B3-9741-9BAEBBFEAE69.shtml

Viadero, D. (2003, January 8). Reports find fault with high-stakes testing. *Education Week*. Retrieved [date] from: http://www.edweek.org/ew/ewstory.cfm?slug=16stakes.h22

Levine, A. (2003, January 7). Tests find USA, not students, lacking. *USA Today*. Retrieved [date] from: http:// www.usatoday.com/news/opinion/editorials/2003-01-07-levine_x.htm

State SOLs pass another test. (2003, January 2). *The Virginian Pilot*. Retrieved [date] from http://www.pilotonline.com/opinion/op0102eda.html

Harden, C. (2003, January 1). Value of school testing questioned. *The Kentucky Post*. Retrieved [date] from http://www.kypost.com/2003/01/01/kytests010103.html

Winter, G. (2002, December 28). More schools rely on tests, but study raises doubts. *The New York Times*. Retrieved [date] from: http://www.ccebos.org/timestestingdoubts.html

Olson, L. (2002, April 24). Study argues test policies don't work. *Education Week*. Retrieved [date] from http://www.edweek.org/ew/newstory.cfm?slug=32berliner.h21

Awards

2010
Awarded Tenure as "ASU President's Exemplar"

2008
Nominated for a 2008 ASU Faculty Achievement Award
Nominated for research about the Educational Value-Added Assessment System, high-stakes testing, and the effects of National Board Certified Teachers (NBCTs)

2003
Best Article in an Electronic Journal for 2002
American Educational Research Association
Article: High-stakes testing, uncertainty, and student learning.

Grants

2009
Research Grant ($225,000)
Co-Principal Investigator
Arizona State University – Office of the President
Study: Teacher Preparation Research and Evaluation Project (T-PREP) Tri-Regents University Initiative

2009
Teacher Quality Partnership Grant ($33,800,000)
Co-Principal Investigator
U.S. Department of Education – Institute of Education Sciences (IES)
Study: PDS Next – To immerse future teachers in school settings to maximize their readiness for successful careers as educators and to evaluate the impact of teacher graduates on student learning.

2008
Excellence in Research Grant ($3,500)
Co-Principal Investigator
Arizona State University – College of Teacher Education and Leadership
Study: The use of the Reformed Teaching Observation Protocol (RTOP) for professional development in a college of education; A multi-faceted Rasch analysis of classroom observation data.

2007
Research Grant ($300,000)
Co-Principal Investigator
Arizona State University – Office of the President
Study: Teacher Preparation Research and Evaluation Project (T-PREP) Tri-Regents University Initiative

2007
Research Grant ($75,000)
Co-Principal Investigator
Arizona Communities Foundation
Study: Teacher Preparation Research and Evaluation Project (T-PREP) Tri-Regents

University Initiative

2007
Research Grant ($12,000)
Co-Principal Investigator
Arizona State University – College of Teacher Education and Leadership
Study: Hybrid courses, student achievement, and indicators of instructional impact.

2006
Research Grant ($12,000)
Co-Principal Investigator
Arizona State University – College of Teacher Education and Leadership
Study: The validation of a new instructor/course evaluation instrument.

2006
Research Grant ($1,000)
Principal Investigator
National Board for Professional Teaching Standards (NBPTS)
Study: The effects National Board Certified Teachers have on student learning and achievement.
2006
Research Grant ($3,000)
Principal Investigator
Arizona Education Association
Study: Recruiting expert teachers into high-needs schools

2006
Research Grant ($15,600)
Co- Principal Investigator
Arizona State University – College of Teacher Education and Leadership
Study: Evaluating hybrid course design.

2005
Research Grant ($3,600)
Principal Investigator
Arizona State University – College of Teacher Education and Leadership
Study: The residual effects of National Board Certified Teachers.

2004
Research Grant ($5,000)
Co- Principal Investigator
National Board for Professional Teaching Standards (NBPTS)
Study: The effects of National Board Certified Teachers on student achievement.

2002-2003
Research Grant ($5,000)
Principal Investigator
The Great Lakes Center

Study: A national analysis of the intended and unintended consequences of high-stakes tests.

2000-2002
Research Grant ($60,000)
Doctoral Student
Dissertation research funded by The Rockefeller Foundation
Study: The intended and unintended consequences of high-stakes tests.

National Conference Presentations

Painter, S., Amrein-Beardsley, A., Buss, R., Carlson, D., Perry, N., & Puckett, K. (2010). *Making a difference locally: Graduates evaluate the action research dissertation in an innovative Ed.D. program.* Paper presented at the annual convention of the American Educational Research Association, Denver, CO.

Perry, N., Amrein-Beardsley, A., Carlson, D., Foulger, T., Olson, K., & Zambo, D. (2010). *Examining the complexities of curricular reform in the educational doctorate.* Paper presented at the annual convention of the American Educational Research Association, Denver, CO.

Osborn Popp, S. E., Amrein-Beardsley, A., Toth, M. (2010). *Investigating the effectiveness of the Reformed Teaching Observation Protocol in a college of education: A many-faceted Rasch analysis.* Paper presented at the 15th International Objective Measurement Workshop.

Barnett, J. H. & Amrein-Beardsley, A. (2009). *Preparing educators for the new world: Making data informed decisions to create sustainable change.* Paper presented at the annual convention of the American Association of Colleges of Teacher Education, Atlanta, GA.

Amrein-Beardsley, A. (2009). *Evaluating the impact of NCLB on arts and culture organizations partnering with public schools.* Paper presented at the annual convention of the American Educational Research Association, San Diego, CA.

Hansen, C., Carter, H., & Amrein-Beardsley, A. (2009). *Beyond rhetoric: Examining teacher preparation programs for Teach for America via disciplined inquiry.* Paper presented at the annual convention of the American Educational Research Association, San Diego, CA.

Toth, M. & Amrein-Beardsley, A. (2009). *The right to evaluate: Increasing student access through online course evaluations.* Paper presented at the annual convention of the American Educational Research Association, San Diego, CA.

Amrein-Beardsley, A., Barnett, J., & Koerner, M. (2009). *A process to help conceptualize and measure teacher preparation program impact.* Paper presented at the annual convention of the American Association of Colleges of Teacher Education, Chicago, IL.

Carter, H., Hansen, C., & Amrein-Beardsley, A. (2009). Working together: Teach For America and teacher preparation - the Ying/Yang partnership. Paper presented at the First National Conference on What Works in Education Partnerships, Phoenix, AZ.

Foulger, T. S., Toth, M. & Amrein-Beardsley, A. (2008). *Tapping the potential of anomalies: Using student concerns to refine hybrid course delivery.* Paper presented at the annual convention of

the American Educational Research Association, New York, NY.

Toth, M., Foulger, T. S., & Amrein-Beardsley, A. (2008). *Examining the changes in student and instructor learning experiences initiated through hybrid instruction.* Paper presented at the annual convention of the American Educational Research Association, New York, NY.

Amrein-Beardsley, A. (2007). *The recruitment of expert teachers in high-needs schools.* Paper presented at the annual convention of the American Educational Research Association, Chicago, IL.

Toth, M., Amrein-Beardsley, A., & Foulger, T. S. (2007). *Developing a hybrid degree program: Using data to inform quality decisions.* Paper presented at the annual convention of the American Educational Research Association, Chicago, IL.

Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007). *Using student and instructor data to develop a hybrid degree program.* Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), New York, NY.

Amrein-Beardsley, A. (2006, April). *The residual effects of National Board Certified Teachers.* Paper presented at the annual convention of the American Educational Research Association, San Francisco, CA.

Amrein-Beardsley, A. (2005, May). *No Child Left Behind: Testing "Stronger Accountability for Results."* Invited speaker at the annual conference of the Southeast Civil Rights Association, Nashville, TN.

Amrein-Beardsley, A. (2005, April). *Highly qualified or highly effective?* Invited speaker at the annual conference of the New Jersey Chamber of Commerce, Woodbridge, NJ.

Amrein-Beardsley, A. (2003, November). *The intended and unintended consequences of high-stakes tests.* Featured Speaker at the annual convention of the California Educational Research Association, San Francisco, CA.

Amrein-Beardsley, A. (2003, July). *The impact of high-stakes tests on academic achievement and schools.* Featured speaker at the annual convention of the International Association for Cognitive Education and Psychology, Seattle, WA.

Amrein, A. L. & Berliner, D. C. (2003, April). *A state-by-state analysis of the impact of high-stakes accountability policies on academic performance.* Paper presented at the annual convention of the American Educational Research Association, Chicago, IL.

Amrein, A. L. & Berliner, D. C. (2003, April). *High school graduation exams: The dropout rate, the graduation rate, and the rate by which students take the General Education Diploma (GED).* Paper presented at the annual convention of the American Educational Research Association, Chicago, IL.

Amrein, A. L. & Berliner, D. C. (2002, April). *High stakes states burning at the high stakes stake: An archival time series analysis of the effects of high stakes testing.* Paper presented at the annual

convention of the American Educational Research Association, New Orleans, LA.

Amrein, A. L. & Berliner, D. C. (2002, February). *The positive and negative consequences of high school graduation exams: An archival time series analysis.* Paper presented at the annual convention of the Sociology of Education Association Annual Meeting, Monterey, CA.

Amrein, A. L. (2000, November). *School support programs: Implications for school leadership and the empowerment of economically disadvantaged students.* Paper presented at the annual convention of the University Council for Educational Administration, Albuquerque, NM.

Amrein, A. L. (2000, July). *Asymmetry in dual language practice: Assessing imbalance in a program promoting equality.* Featured speaker at the National Two-Way Bilingual Immersion Conference, Long Beach, CA.

Amrein, A. L. (2000, March). *Dual language asymmetry: Symbolic inequalities.* Paper presented at the annual convention of the American Educational Research Association, New Orleans, LA.

Local Conference Presentations

Amrein-Beardsley, A. (2009). *Value added assessment.* Featured speaker at the annual conference of the Arizona Educational Research Organization, Phoenix, AZ.

Amrein-Beardsley, A. (2005, February). *Putting "Stronger Accountability for Results" to the test.* Featured speaker at the annual seminar series of the College of Teacher Education and Leadership – Arizona State University West campus, Glendale, AZ.

Amrein-Beardsley, A. (2005, January). *What research says about the impact of NBCTs on student achievement and leadership.* Featured Speaker at the annual convention of the Arizona Education Association, Mesa, AZ.

Amrein-Beardsley, A. (2004, October). *Nationally Board Certified Teachers: Improving student achievement.* Paper presented at the annual convention of the Arizona Educational Research Organization, Tempe, AZ.

Amrein-Beardsley, A. (2004, October). *High-stakes test effects.* Poster presented at the annual Faculty Research Poster Session at Arizona State University – West campus, Glendale, AZ.

Amrein-Beardsley, A. (2004, October). *National Board Certified Teachers: Improving student achievement.* Poster presented at the annual Faculty Research Poster Session at Arizona State University – West campus, Glendale, AZ.

Amrein, A. L. (2001, October). *High stakes tests putting the nation at risk: An archival time series analysis.* Paper presented at the annual convention of the Arizona Educational Research Organization, Phoenix, AZ.

Amrein, A. L. (2001, October). *The side-effects of high stakes tests: Retentions, dropouts, and General Education Diplomas (GEDs).* Paper presented at the annual convention of the Arizona Educational Research Organization, Phoenix, AZ.

Teaching

Spring 2008-present
Assessment Policies, Issues, and Practices and Applied Mixed Methods of Inquiry - Doctoral Level
Course evaluation average (3 sections) = 3.8 (out of 4)

Fall 2007-present
Research/Dissertation - Doctoral Level
Course evaluation average (6 semesters) = 3.9 (out of 4)

Fall 2004-present
Classroom Assessment - Undergraduate Level
Course evaluation average (19 sections) = 3.8 (out of 4)

Mentoring

2009-Present - EdD Dissertation Chair

- Robert Benson, Expected graduation spring 2011, Dissertation: Creating knowledge about arts integration practices within collaborative learning spaces
- Daniel McCloy, Expected graduation spring 2011, Dissertation: Learning teaching
- Jennifer Robinson, Expected graduation spring 2011, Dissertation: Supporting National Board Candidates via cognitive coaching conversations
- Brent Sebold, Expected graduation spring 2011, Dissertation: Leveraging faculty and peer leaders to promote commuter student co-curricular engagement: A collegiate retention intervention study
- Kerri Wright, Expected graduation spring 2011, Dissertation: Facilitating collaboration at the high school level while focusing on data

2007-2009 - EdD Dissertation Chair

- Michael Cagle, Graduated spring 2009, Dissertation: Read Well as an intensive intervention for at-risk 2nd graders
- José Cisneros, Graduated spring 2009, Dissertation: A community intervention strategy to increase resilience
- Deborah Holgate, Graduated spring 2009, Dissertation: Instructional strategies for Native American English Language Learners (NA-ELLS) in a reading context
- Michele Mosco, Graduated spring 2009, Dissertation: Influencing young women to pursue a career in the creative information technologies
- Anne Suzuki, Graduated spring 2009, Dissertation: No Freshmen Left Behind: An evaluation of the Pathways Summer Bridge Program

2007-2009 - EdD Dissertation Committee Member, Mary Lou Fulton Institute and Graduate School of Education

- Sharon Rideau, Graduated Spring 2009, Dissertation: Teachers' cheating on standardized achievement tests: The causes and the perceived effects

2002-2004 - EdD Dissertation Committee Member, Mary Lou Fulton Institute and Graduate School of Education

- Leslie Vandervoort, Graduate spring 2004, Dissertation: National Board Certified Teachers and their students' achievement

Examples of Leadership in Service [1]

Fall 2008-present
Chair of three search committees in Educational Foundations, Leadership and Innovation, and Content Area

Spring 2007-present
Member of the Arizona Department of Education's Data Warehouse and Management Committee

Spring 2007-present
Chair of the Data: Access, Excellence and Impact Committee

Fall 2007-present
Chair of the Social Committee

Fall 2007-present
Co-Principal Investigator of the Teacher Preparation Research and Evaluation Project (T-PREP) Tri-Regents University Initiative

Fall 2007-present
Chair of Leader Scholar Community (LSC) supervising 5 doctoral students through their dissertations

Fall 2007-present
Co-Chair of the student course evaluation online delivery committee

Fall 2006
Helped to review and revise the AERA, APA, and NCME standards for Educational and Psychological Testing

Fall 2005-Spring 2008
Chair of Governance Subcommittee on Teacher Evaluation

Fall 2005-Spring 2008
Junior Member on the Governance Committee

Fall 2004-present
Member on the Arizona Department of Education's No Child Left Behind Committee

Fall 2004-present
Manuscript Reviewer for the American Educational Research Journal-Social and Institutional Analysis, Educational Evaluation and Policy Analysis (EEPA), Educational Researcher (ER), and Teachers College Record (TCR)

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[1] *Presented are only the most significant examples of leadership in service. There are other examples of service, but they are not included here for the sake of brevity. Most everyone would testify that Audrey excels in terms of her service at the local, university, and larger community levels.*

Fall 2000-2006
Proposal Reviewer for the Annual Conference of the American Educational Research Association (AERA)

References

Dr. David Berliner
Regents Professor and Dissertation Committee Chair
Mary Lou Fulton College of Education – Arizona State University
(480) 965-3921
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President
Bryn Anthen College
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Dr. Gene Glass
Regents Professor and Dissertation Committee Member
Mary Lou Fulton College of Education – Arizona State University
(480) 965-2692
E-mail: glass@asu.edu

Dr. Mari Koerner
Dean
College of Teacher Education and Leadership – Arizona State University
(602) 543-6300
E-mail: mari.koerner@asu.edu

Dr. Mary Lee Smith
Regents Professor and Dissertation Committee Member
Mary Lou Fulton College of Education – Arizona State University
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JOSHUA H. BARNETT, Ph.D.

ASSISTANT PROFESSOR, EDUCATION POLICY STUDIES
DIRECTOR, TEACHER PREPARATION RESEARCH AND EVALUATION PROJECT (T-PREP)
CO-PRINCIPAL INVESTIGATOR, US DEPT. OF ED., TEACHER QUALITY PARTNERSHIP (2009-2014)

Work:
College of Teacher Education and Leadership
Arizona State University
PO Box 37100
Phoenix, AZ 85069
[redacted]

[redacted]

EDUCATION

2007 **Doctor of Philosophy** **Public Policy**
University of Arkansas, Fayetteville, Arkansas
- Walton Distinguished Doctoral Fellow ($30,000 award/yr; 2003-2007)
- Dissertation – How Does Merit Pay Change Schools? A Review of the Research and Evaluation of the Impacts of the Achievement Challenge Pilot Project

2006 **Graduate Certificate** **Educational Program Evaluation**
University of Arkansas, Fayetteville, Arkansas

2006 **Graduate Certificate** **Education Policy Studies**
University of Arkansas, Fayetteville, Arkansas

2003 **Master of Arts** **Communication Studies**
New Mexico State University, Las Cruces, New Mexico
- Teaching Fellowship ($13,500 award/yr; 2001-2003)
- Thesis—Teacher Talk: Examining the Frequency of Gossip in the Everyday Conversations of K-2 Elementary School Teachers

2001 **Bachelor of Arts** **Communication; Psychology**
Henderson State University, Arkadelphia, Arkansas

RESEARCH EXPERIENCE

9/2009-present **Co-Principal Investigator, US Department of Education, Teacher Quality Partnership Grant** Design, organize, and lead the program evaluation and data services components of this grant involving 15 high need partner districts, including approximately 250,000 students.

3/2009-present **Evaluation Director, Excellence and Collaboration in Educational Leadership (EXCEL)** Design, organize, and lead the data collection and analysis of information

related to the pre- and in-service instruction of principals across 10 high needs districts, serving approximately 100,000 students, across the state of Arizona.

8/2008-present **Director, Teacher Preparation Research and Evaluation Project (T-PREP)**
Design, organize, and lead the data collection and analysis of information related to pre-service teachers enrolled in the colleges of education at Arizona State University, Northern Arizona University, and the University of Arizona. Collaboration with Arizona Department of Education; Arizona Community Foundation; and Governor's P-20 Council.

1/2008-present **Consultant, U.S. Institute of Education Sciences, What Works Clearinghouse**
Provide research expertise in writing intervention and topic area reports.

1/2008-8/2008 **Post-doctoral Fellow, Department of Education Reform, University of Arkansas**
Assisted with the management of research associates and conducted projects pertaining to education policy across the state of Arkansas.

2007 **Visiting Associate, School of Educational Studies, Massey University**
Awarded a Rotary Ambassadorial Research Scholarship and a Visiting Research Associate position to study education reform issues in New Zealand. Worked with faculty members to develop programs and evaluations to assist the Ministry of Education in determining appropriate policies.

2003-2006 **Research Associate, Office for Education Policy, University of Arkansas**
Developed, researched, and produced periodic policy briefs, newsletters, and policy papers. Provided information primarily to state legislators and education officials.

2005-2006 **Consultant, Arkansas Adequacy Re-calibration Study**
Worked with Dr. Larry Picus and Dr. Allan Odden to re-calibrate the Arkansas school foundation formula. Presented testimony to the Arkansas General Assembly.

2005-2006 **Consultant, Philadelphia School District**
Provided research and statistical support for legal counsel representing the City of Philadelphia in a school funding lawsuit against the Commonwealth of Pennsylvania.

RESEARCH GRANTS

2009-present **Co-Principal Investigator, Institute of Education Sciences – Teacher Quality**
Grant Amount: $34,333,145. Co-Director of the Evaluation Services Center charged with creating, managing, and conducting evaluations within Arizona's colleges of education and with districts across the state of Arizona.

3/2009-present **Evaluation Director, Excellence and Collaboration in Educational Leadership (EXCEL).** Grant Amount: $215,000. Lead the data collection and analysis to determine the impact of pre- and in-service instruction of principals across fifteen high needs districts, serving approximately 100,000 students, in Arizona.

2008-present **Director, Co-Principal Investigator, Arizona State University**
Grant Amount: $500,000. Direct the Teacher Preparation Research and Evaluation

(T-PREP) project, a collaboration of the public colleges of education in Arizona; Arizona Department of Education; Arizona Community Foundation; Arizona State University Presidential Initiatives; and Arizona Governor's P-20 Council. Track pre-service teachers' education and performance to determine the impact students.

2006-2008 **Project Coordinator, Little Rock Public School District**
Grant Amount: $119,512. Led first year evaluation of merit pay program operating in five elementary schools in Little Rock, Arkansas. Evaluation consisted of analyzing student level test scores and demographic data for approximately 2,000 students and 300 teachers from 2002-03 to 2005-06. Evaluation also included a survey of teachers working in the five treatment schools and twelve comparison schools.

2005-2006 **Co-Principal Investigator, Campbell Collaboration Meta-Analysis**
Grant Amount: $16,000. Conducted systematic review and meta-analysis on the effectiveness of volunteer tutoring programs for students in grades K-8 in United States public schools.

2003-2005 **Co-Principal Investigator, Rogers Public Schools**
Grant Amount: $12,000. Evaluated an after school and "at risk" student program in mid-sized school district. Collected, organized, and synthesized qualitative and quantitative data in order to provide recommendations to improve the effectiveness of the program on student achievement.

2000-2001 **Principal Investigator, Henderson State University**
Grant Amount: $1,250. Awarded a State Undergraduate Research Fellowship *(SURF)* to determine rhetorical construction of guilt and innocence in the televised drama *The Practice*

1999-2000 **Principal Investigator, Henderson State University**
Grant Amount: $1,250. Awarded a State Undergraduate Research Fellowship (SURF) to develop and test a new subscale of the Minnesota Multiphasic Personality Inventory (MMPI) to measure social delinquency in adolescents.

TEACHING EXPERIENCE

8/2009 - present **Assistant Professor, Education Policy Studies, Arizona State University**
Teach courses (i.e. research methods; education policy; education reform) to master's and doctoral students.

8/2008-8/2009 **Assistant Research Professor, Teacher Preparation, Arizona State University**
Taught one section of the TEL504-Learning and Instruction (Education Psychology) course to Master's degree-seeking students.

2/2007-11/2007 **Lecturer, Department of Social and Public Policy, Massey University**
Co-coordinator of extramural curriculum theory course. Provided guest lectures for research methods in education course.

2003-2006 **Teaching Assistant, Department of Education Reform, University of Arkansas**
Assisted with course design and served as lecturer for several Public Policy and Education Foundation graduate courses, including Education Statistics, Program

Evaluation, School Finance, School Law, and special topics courses.

Summer 2005 **Instructor, Political Science, University of Arkansas**
Taught one section of introductory public policy course.

2001-2003 **Teaching Assistant, Communication Studies, New Mexico State University**
Taught three classes of the introductory college communication course. Developed and implemented exercises, activities, and lectures based on a department syllabus.

Summer 2001 **Instructor, Communication Studies, New Mexico State University**
Taught one section of intensive English for new teaching assistants from India and China. Focused on developing students' speaking, writing, and presenting skills.

REVIEWED PUBLICATIONS

Barnett, J. H., & Archambault, L. (in press). The gaming effect: How massive multiplayer online games incorporate principles of economics. *Tech Trends*.

Ritter, G. W., Barnett, J. H, Denny, G. S., & Albin, G. R. (2009). The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis. *Review of Educational Research, 79*(1), 3-38.

Barnett, J. H., & Ritter, G. W. (2008). How might performance based pay move us in the direction of excellence? *Educational Leadership, 66*(2). [on-line] http://www.ascd.org/portal/site/ascd/menuitem.459dee008f99653fb85516f762108a0c/

Barnett, J. H. (2007). Measuring improvement, not benchmarks. *New Zealand Education Review, 12*(39), 7.

Barnett, J. H., & Openshaw, R. (2007). Why teach? *New Zealand Education Review, 12*(16), 8.

Barnett, J. H., & Blankenship, V. L. (2005). Superintendents speak out: A survey of superintendents' opinions regarding recent school reforms in Arkansas. *Journal of Educational Research & Policy Studies, 5*(1).

Barnett, J. H., Summers, J. A., Parry, J. A. (2003). What do Arkansans have to say about K-12 education reform? *Arkansas Educational Research & Policy Studies Journal, 3*(1), 26-44.

Barnett, J. H., Ritter, G. W., & Lucas, C. J. (2002). Educational Reform in Arkansas: Making Sense of the Debate over School Consolidation. *Arkansas Educational Research & Policy Studies Journal, 2*(2), 1-21.

MANUSCRIPTS SUBMITTED FOR PUBLICATION

Jimenez, O., Barnett, J. H., Ewbank, A. There and back again: From district to school to district school finance reporting decisions in Arizona. Submitted January 2010 to *Online Journal of Educational Policy*

Barnett, J. H., & Amrein-Beardsley, A. Avoiding Atlantis: The potentially perilous problems of large-scale, multi-site, college of education evaluations. Submitted January 2010 to *Educational Researcher*.

Archambault, L., & Barnett, J. H. Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. Submitted November 2009 to *Computers & Education.*

Barnett, J. H., & Carlson, D. L. The garage of the ivory tower: The importance of the 21st century education doctorate. Submitted November 2009 to *Educational Leadership.*

Amrein-Beardsley, A., & Barnett, J. H. The sinking state of public colleges of education: Lessons learned without lifeboats. Submitted October 2009 to *Practical Assessment, Research, and Evaluation.*

Amrein-Beardsley, A., Barnett, J. H., Ganesh, T., & Koerner, M. Global concerns and uncertainties about assessing teacher preparation program effectiveness: The seven wonders of the work. Submitted February 2008 to *Journal of Teacher Education.*

EDITORIALS, PROJECT REPORTS, and WORKING PAPERS

Barnett, J. H., Amrein-Beardsley, A., & Koerner, M. (2009). The state of teacher preparation programs in Arizona: Second year results from the teacher preparation research and evaluation project (T-PREP).

Barnett, J. H., Amrein-Beardsley, A., Ganesh, T., Rivers, M., & Koerner, M. (2008). The state of teacher preparation programs in Arizona: First year results from the teacher preparation research and evaluation project (T-PREP).

Barnett, J. H., Jensen, N. C., & Ritter, G. W. (2008). Dollars for sense? Assessing achievement gaps in Arkansas in the context of substantial funding increases. *Arkansas Education Report, 5*(3).

Barnett, J. H. & Riffel, B. E. (2008). Athletic spending: Marching down the field. *The Morning News* (Northwest Arkansas), April 11, 2008.

Barnett, J. H., Ritter, G. W., & Riffel, B. E. (2008). The state of education in Arkansas 2008: How much are Arkansas schools spending? *Office for Education Policy Working Paper Series, 08-2.*

Ritter, G. W., Holley, M., Jensen, N., Riffel, B., Winters, M., Barnett, J. H., & Greene, J. (2008). Year two evaluation of the Achievement Challenge Pilot Project in the Little Rock public school district. *Department of Education Reform Working Papers.*

Leach, J. M., & Barnett, J. H. (2008). Year of change in God zone. *The Tribune* (Palmerston North, New Zealand), January 18, 2008.

Barnett, J. H., & Leach, J. M. (2007). Rugby: Foreign concept for visiting Americans. *The Tribune* (Palmerston North, New Zealand), September 16, 2007.

Holley, M., Barnett, J. H., & Ritter, G. W. (2007). Merit pay: A discussion of the issues. *Office for Education Policy Working Paper Series, 5*(1).

Barnett, J. H. (2006). The agenda setting process: Exploring the reasons for and maintenance of zero tolerance policies. *University of Arkansas Public Policy Working Paper Series, 5*(1).

Blankenship, V. L., & Barnett, J. H. (2006). Average yearly progress in Arkansas: Who's on track? *Office for Education Policy Working Paper Series, 4*(2).

Ritter, G. W., & Barnett, J. H. (2006). Students benefit from reform debate. *Arkansas Democrat-Gazette*, May 9, 2006.

Greene, J. P., Barnett, J. H., Ritter, G. W., & Winters, M. A. (2006). The school performance index in Arkansas. Paper released to the State of Arkansas legislature, education officials, and school administrators and principals.

Ritter, G. W., Barnett, J. H., & Blankenship, G. (2005). Arkansas' school finance reform on the right path. *Arkansas Democrat-Gazette*, October 9, 2005.

Barnett, J. H., & Ritter, G. W. (2005). What does the NAEP tell us about student achievement in Arkansas? *Office for Education Policy Working Paper Series, 3*(1).

Hudson, V. H., Barnett, J. H., Summers, J. A., & Ritter, G. W. (2005). Arkansas school finance 2005: Finding funds for facilities. Report published by the School Finance Special Interest Group of the American Educational Research Association in the Annual Monograph from the Proceedings of the State of the States and Provinces Symposium.

Barnett, J. H. (2004) Excuse me teacher, what did you say: An evaluation design of international student language programs. *University of Arkansas Public Policy Working Paper Series, 3*(3).

Barnett, J. H., & Summers, J. A. (2004). Closing the gap for all kids: School effectiveness strategies that work. Report prepared for the *Research and Advocacy Network* at the University of Arkansas.

Ritter, G. W., & Barnett, J. H. (2004). Placing Arkansas school funding data in the national context. *Office for Education Policy Working Paper Series, 2*(2).

Summers, J. A., Barnett, J. H., Ritter, G. W., & Greer, J. (2004). Arkansas school finance 2004: Under the eyes of two special masters. Report published by the School Finance Special Interest Group of the American Educational Research Association in the Annual Monograph from the Proceedings of the State of the States and Provinces Symposium.

Ritter, G. W., McDonald, J., Barnett, J. H., & Summers, J. (2003). School finance in Arkansas in 2002-2003. Report published by the School Finance Special Interest Group of the American Educational Research Association in the Annual Monograph from the Proceedings of the State of the States and Provinces Symposium.

Carnine, L. A., & Barnett, J. H. (2003). A review of alternative education. Report prepared for the Research and Advocacy Network at the University of Arkansas.

PROFESSIONAL CONFERENCE PRESENTATIONS

Archambault, L., & Barnett, J. H. (2010, May). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. Paper presented at the annual meeting of the American Educational Research Association. Denver, CO.

Amrein-Beardsley, A., & Barnett, J. H. The sinking state of public colleges of education: Lessons learned without lifeboats. Paper presented at the annual meeting of the American Association of

Colleges for Teacher Education. Atlanta, GA.

Gray, N. L., Barnett, J. H., & Ritter, G. W. (2009, April). States found guilty of inequity, districts yet to be tried: An analysis of intra-district spending. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Barnett, J. H., & Amrein-Beardsley, A. (2009, March). Preferential treatment: An examination of the reported preferences of pre-service teachers with regard to compensation and school characteristics. Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Gray, N., Barnett, J. H., & Ritter, G. W. (2009, March). Are education dollars in kids' backpacks or lost in district coffers? An analysis of intra-district spending. Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Jensen, N., Barnett, J. H., & Ritter, G. W. (2009, March). Dollars for sense: Assessing achievement gaps in Arkansas in the context of substantial funding increases. Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Jimenez-Castellanos, O., Barnett, J. H., & Ewbank, A. (2009, March). Reversal of fortune: What factors influenced Arizona's legislature to no longer require educational spending to be tracked at the school level? Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Barnett, J. H., Amrein-Beardsley, A., & Koerner, M. (2009, February). A process to help conceptualize and measure teacher preparation program impact. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago, IL.

Barnett, J. H. (2008, April). State of the states report - Arkansas. Paper presented at the annual meeting of the American Education Finance Association. Denver, CO.

Jensen, N. C., Riffel, B. E., Holley, M. J., Ritter, G. W., & Barnett, J. H. (2008, April). Teacher views of merit pay: Lessons from the Achievement Challenge Pilot Project. Paper presented at the annual meeting of the American Education Finance Association. Denver, CO.

Openshaw, R., & Barnett, J. H. (2008, March). No excuses in New Zealand: A critical examination of the Te Kotahitanga professional development program. Paper presented at the annual meeting of the American Educational Research Association. New York City, NY.

Ritter, G. W., Barnett, J. H., Holley, M., Riffel, B. (2007, November). How does merit pay change schools? An evaluation of the impact of the Little Rock Achievement Challenge Pilot Project. Paper presented at the annual fall meeting of the Association for Public Policy Analysis and Management. Washington, DC.

Blankenship, V. L., & Barnett, J. H. (2007, April). How much money is enough? Arkansas superintendents' paradoxical views on recent school reforms. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Barnett, J. H., Winters, M. A., Ritter, G. W., & Greene, J. P. (2006, November). How much value is added? Designing a merit pay evaluation plan. Paper presented at the fall meeting of the Association for Public Policy Analysis and Management. Madison, WI.

Barnett, J. H., & Ritter, G. W. (2006, November). Objective or Subjective? Examining the relationship between professional evaluations and the value-added model of the Teacher Advancement Program. Paper presented at the fall meeting of the Association for Public Policy Analysis and Management. Madison, WI.

Barnett, J. H., & Ritter, G. W. (2006, April). Where's the money? An evaluation of the dramatic increases to school funding in Arkansas. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Barnett, J. H., & Ritter, G. W. (2006, March). What does money buy? Evaluating New Jersey's Abbott IV decision by comparing the Abbott districts to other poor districts. Paper presented at the annual meeting of the American Education Finance Association. Denver, CO.

Ritter, G. W., Denny, G., Albin, G. A., Barnett, J. H. (2006, February). The effectiveness of volunteer tutoring programs. Paper presented at the annual meeting of the Campbell Collaboration Colloquium. Los Angeles, CA.

Albin, G. A., Barnett, J. H., Featherston, L. W., Floyd, L. R., Ritter, G. W., Schneller, H. L., Turner, F. (2006, February). Effects of computer-assisted reading programs on elementary students. Paper presented at the annual meeting of the Campbell Collaboration Colloquium. Los Angeles, CA.

Hudson, V. L., Barnett, J. H., & Ritter, G. W. (2005, April). State of the states and provinces: School finance in Arkansas. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada.

Barnett, J. H., & Ritter, G. W. (2005, April). Punitive damages: Evaluating the policies governing the use of corporal punishment in schools. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada.

Hudson, V. L., Barnett, J. H., Summers, J. A., & Ritter, G. W. (2005, March). Arkansas school finance 2004-05: Finding funds for facilities. Paper presented at the annual meeting of the American Education Finance Association. Louisville, KY.

Barnett, J. H., & Ritter, G. W. (2005, March). What does money buy? An evaluation of the results of New Jersey's Abbott IV decision. Paper presented at the annual meeting of the American Education Finance Association. Louisville, KY

Barnett, J. H., & Ritter, G. W. (2004, October). Exploring the characteristics of high flyers in the primary grades. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management. Atlanta, GA.

Barnett, J. H. (2004, February). Teacher talk: Examining the frequency of gossip in the everyday conversations of K-2 school teachers. Paper presented at the annual meeting of the Western States Communication Association. Albuquerque, NM

Barnett, J. H. (2002, March). Jefferson Davis: Just another president? A content analysis of the confederate state of the union addresses. Paper presented at the annual meeting of the Eastern New Mexico University Graduate Conference. Portales, NM.

Barnett, J. H. (2002, February). Practicing on prime-time television audiences. Paper presented at the

annual meeting of the Western States Communication Association. Long Beach, CA.

Barnett, J. H. (2000, March). Millennial Milestone in Psychology: The Minnesota Multiphasic Personality Inventory. Paper presented at the annual meeting of the Southern Region Honors Conference. Tampa, FL.

Barnett, J. H. (2000, April). The educational environment: Does the organization of the classroom matter? Paper presented at the annual meeting of the Arkansas Undergraduate Research Conference. Arkadelphia, AR.

COMMUNITY and GOVERNMENT PRESENTATIONS

Barnett, J. H. (2010, April). Educational leadership reforms. Presentation at the annual meeting of the State of Education in Arkansas conference series. Little Rock, AR.

Barnett, J. H. (2008, April). The state of education in Arkansas 2008: How much are Arkansas schools spending? Paper presented at the first annual meeting of the State of Education in Arkansas conference series. Little Rock, AR.

Ritter, G. W., & Barnett, J. H. (2007, January). Arkansas Expenditure Analysis from Adequacy Study – Final Report. Presentation to the Arkansas Senate and House Joint Education Subcommittee. Little Rock, AR.

Ritter, G. W., & Barnett, J. H. (2007, January). How Much Value is Added? Findings from Year One Evaluation of the Achievement Challenge Pilot Project. Presentation to the Little Rock School Board and Executive Cabinet. Little Rock, AR.

Picus, L. O., Odden, A. R., Ritter, G. W., & Barnett, J. H. (2006, March). Expenditure Analysis for Arkansas Adequacy Study – Initial Findings. Presentation to the Arkansas Senate and House Adequacy Study Oversight Committee. Little Rock, AR.

Barnett, J. H., Summers, J. A., & Quaife, S. (2005, December). Closing Jefferson Elementary School: A public policy perspective. Presentation to the Fayetteville community, including the Jefferson Project Task Force, Fayetteville School Board, Fayetteville clergy, and local media at the University of Arkansas Public Policy Research in Progress Seminar. Fayetteville, AR.

Barnett, J. H., Blankenship, G., & Israel, L. (2005, September). Hot topics in Arkansas Education Reform from the Office for Education Policy. Presentation to the University of Arkansas Public Policy Research in Progress Seminar. Fayetteville, AR.

Ritter, G. W., Barnett, J. H., & Summers, J. A. (2005, July). Evaluation of Year Two of the 21st Century Learning Centers Program at Kirksey and Lingle Middle Schools in the Rogers Public School District. Presentation to the Superintendent of Rogers, the Principals of Kirksey and Lingle Middle Schools, and the Project Coordinator for the Rogers school district. Rogers, AR.

Barnett, J. H., & Ritter, G. W. (2005, March). Placing Arkansas school funding data in the national context. Presentation at the meeting of the University of Arkansas Public Policy Research in Progress Seminar. Fayetteville, AR.

Ritter, G. W., Barnett, J. H., & Summers, J. A. (2004, November). Evaluation of Year One of the 21st

Century Learning Centers Program at Kirksey and Lingle Middle Schools in the Rogers Public School District. Presentation to the Superintendent of Rogers, Principals of Kirksey and Lingle Middle Schools, and the Project Coordinator for the Rogers school district. Rogers, AR.

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)
American Education Finance Association (AEFA)
American Educational Research Association (AERA)
Association for Public Policy Analysis and Management (APPAM)
Campbell Collaboration

ACADEMIC HONORS and AWARDS

2006-2007	Rotary Ambassadorial Research Scholarship ($26,000 award)
2003-2007	Walton Distinguished Doctoral Fellowship ($30,000 award/yr)
2004	Working Paper Award—Public Policy PhD Program
2004	Top Four Paper, Western States Communication Association, Albuquerque, NM
2002	Best Research—2nd Place, Eastern New Mexico Conference, Portales, NM
2002	Best Research—2nd Place, Graduate Student Conference, Las Cruces, NM.

RESEARCH and TEACHING INTERESTS

Research – Education policy reform; teacher quality; social justice and equity issues; international education; systematic reviews of evidence in education

Teaching – Education policy; program evaluation; school finance and law; qualitative and quantitative research methods; and international/comparative education policy.

ACADEMIC ACTIVITIES

2008-present	American Education Finance Association	Reviewer
2008-present	American Educational Research Association	Reviewer
2006-present	U.S. Dept of Education's What Works Clearinghouse	Reviewer
2006-2007	Journal of Education Policy Studies	Reviewer
2006-2007	Education Working Paper Archives	Reviewer
2003-2007	Public Policy Working Paper Series	Reviewer

REFERENCES

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Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: **0** Uploaded File: **10128364 Ridley USDOED BJ.pdf**

YEAR ONE

1. **PERSONNEL –** [redacted]
A 3% escalation has been factored in for annual salary increases.

(ASU) Executive Project Director 100%FTE [redacted]
• **Duties:** Leadership, planning, oversight of statewide Ready-for-Rigor Project: PBCS; value-added and other data analysis; data-driven and measurably-effective school-university interventions, comprehensive program evaluation
• **Basis for Salary:** comparable to salaries in educational leadership at this level
• **Importance of Position:** responsible for ensuring the two strategic imperatives: full-fidelity implementation and use of data to determine needs, guide and evaluate interventions.

(ASU) Communications/Outreach/PR Director 100%FTE [redacted]
• **Duties:** Provide information on performance-based compensation systems to Arizona educators, stakeholders and policymakers. Write stories on implementation successes and struggles to inspire and inform Ready-for-Rigor implementers on the WEB 2.0 site. Brief policymakers in the Ready-for-Rigor Project and assist in the recruitment of both inservice and preservice teachers for hard-to-staff subject-areas and communities.
• **Basis for Salary:** comparable for PR positions at ASU
• **Importance of Position:** P-20 educators have been notoriously bad at communicating their initiatives and outcomes. The Commo/Outreach/PR Director will help implementers understand the big picture importance of their work, help policymakers understand the role of a PBCS in school reform, and help the high-need communities represented in the Ready-for-Rigor partnership to recruit high-potential preservice candidates and proven inservice teachers and principals.

(ASU) Business Managers (2) 100%FTE [redacted]
• **Duties:** Work with the 59 partner district schools on appropriate PBCS expenditures, quarterly draw downs, and documentation of expenses
• **Basis for Salary:** comparable to experienced, mid-level business managers at ASU
• **Importance of Position:** the "paperwork" must flow on a timely and effective basis or everything stops. These two business managers will proactively work to ensure that the "paperwork" element does not take much project leadership time.

(ADE) District Budget Specialist 100%FTE [redacted]
• **Duties:** From the very beginning of the Ready-for-Rigor Project, work with partner district business managers, leaders, and school boards on moving existing federal, state, and local funds to sustain the PBCS. Help partner districts to easily meet their cost internalization schedule: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.
• **Basis for Salary:** comparable for a seasoned, senior-level business accountant
• **Importance of Position:** Will help partner districts to do what they want and need to do in regard to repurposing funds (e.g., Title funds), but have historically struggled to do alone.

(ADE) Value-added Data System Specialist 100%FTE [redacted]

• **Duties:** Work with ASU PORTAL and other value-added researchers to refine and improve the reliability and validity of value-added modeling (e.g., what balance of data provides the most objective representation of teacher value-added effectiveness), work with partner district leadership and teachers to ensure understanding of the value-added data system and calculations.

• **Basis for Salary:** comparable to similar data positions at the ADE

• **Importance of Position:** Measurement of student learning and achievement impact is at the heart of determining teacher effectiveness and a key basis of performance compensation. During this time of evolution in educators' understanding and buy-in to this principle, the value-added methodologist must also be an excellent educator and advocate.

(ASU) Common Core Standards Specialist 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Provide partner district teachers and administrators with practical but in-depth assistance in transitioning from the Arizona academic standard to the substantially more rigorous national standards. Create modules, materials, teaching resources, and higher-order performance assessments by grade-level. Provide ongoing professional development seminars.

• **Basis for Salary:** The [redacted] is comparable for professional developers at ASU. The 15% represents time allocation in the partner districts that are no also members in ASU's TQP grant.

• **Importance of Position:** The more rigorous national standards will impact student achievement and teachers'/principals' performance awards. This specialist will help partner district educators to successfully raise the bar to internationally benchmarked standards.

(ASU) Regional Executive Master Teacher Leaders (12) 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Site-based leadership in TAP school implementation; guidance and feedback to school master and mentor teachers and to site principals; lead training on numerous aspects of TAP implementation (e.g., cluster groups, TAP rubric scoring, TAP leadership meetings, use of the CODE data system); guidance and support for other Regional Executive Master Teacher Leaders in struggling TAP schools; training of partner district mentor teachers participating in beginning teacher induction and/or mentorship of teacher candidates in the district-based, "grow your own" teacher preparation programs.

• **Basis for Salary:** comparable to K-12 salaries for teacher leaders

• **Importance of Position:** These are the foot soldiers; the "on-the-ground" individuals who have the single greatest impact on the fidelity of day-to-day TAP implementation

(ASU) Data Wise Professional Development Specialist 100%FTE [redacted]

• **Duties:** Help partner district teachers and administrators to access the WEB 2.0 data portal and to know how and why they want to use formative and summative student achievement data to teach for student mastery. Provide training to the Regional Executive Master Teacher Leaders on Data Wise so that they, in turn, can ensure that TAP school master & mentor teachers and principals understand, use, and hold site teachers to use of data.

• **Basis for Salary:** comparable for professional developers at ASU.

• **Importance of Position:** Use of data to guide classroom teaching, school and district interventions is the second strategic imperative of the Ready-for-Rigor Project. This specialist must be able to create understanding and motivation to implementation data-driven teaching.

(UPSI) State Director of TAP 15%FTE [redacted] [redacted]

(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).

• **Duties:** Lead, train, and manage the twelve Regional Executive Master Teacher Leaders. Work with the Executive Director to ensure full-fidelity TAP implementation that the 59 TAP schools. BEST/TAP specialists working. Coordinate with NIET on school inspections and national training and events.

• **Basis for Salary:** Based on current salary at UPSI

• **Importance of Position:** If the Regional Executive Master Teacher Leaders are the foot soldiers, the State Director of TAP is the general. The standards of rigor and excellence begin with the State Director of TAP.

(ASU) PORTAL Director of Program Evaluation 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

• **Duties:** Design and lead the implementation of the comprehensive program evaluation on the 59 TAP plus the control schools described on pages 16-29 of the project narrative.

• **Basis for Salary:** comparable salary for research project leaders at ASU

• **Importance of Position:** Just as the U.S. DOE desires to know the impact of the PBCS on student achievement and teacher effectiveness, ASU is also interested. We also want to understand the impact of fidelity of implementation. The director position is key in ensuring that the research is completed as planned.

(ASU) PORTAL Post-Doc Coordinator of Program Evaluation 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

• **Duties:** Work with the director and the four program evaluation research specialists to collect and analyze the program evaluation data at the 59 TAP and additional control schools.

• **Basis for Salary:** comparable salary for Post-Doc students in higher education

• **Importance of Position:** Operational oversight of the work quality and timing for the four research specialists.

(ASU) PORTAL Program Evaluation Research Specialist (4) 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Collect and analyze program evaluation data in the 59 TAP and control schools as directed by the PORTAL director and coordinator. Travel to sites to conduct interview data.
- **Basis for Salary:** salary for research specialists in higher education
- **Importance of Position:** accurate and timely data collection

(ASU) WEB 2.0 Project Director 50%FTE [redacted]

- **Duties:** This is a one-year, half-time WEB 2.0 design and creation leadership position. This position oversees the entire project including: workflow management and tracking; the dissemination of program information and research; and main liaison to the anchor institutions.
- **Basis for Salary:** comparable salary for a WEB 2.0 design leader
- **Importance of Position:** The WEB 2.0 data portal is essential to the second strategic imperative for the Ready-for-Rigor Project: use of data to drive instruction, programming, and evaluation. This position is vital to insuring this rapid development project stays on time, while maintaining the highest level of quality and meeting the specific needs of the grant project.

(ASU) WEB 2.0 Application Technical Manager 50%FTE [redacted]

- **Duties:** This is a one-year, half-time WEB 2.0 design position. This position is responsible for the infrastructure design, technical development requirements and implementation procedures.
- **Basis for Salary:** comparable salary for WEB 2.0 position
- **Importance of Position:** Works in conjunction with the Project Director on developing project timelines for application development as well as providing technical expertise to the development team.

(ASU) WEB 2.0 Senior Developer 100%FTE [redacted]

- **Duties:** This is a one-year position. This position manages the initial development of the data ingestion system, analytic dashboard and visualization tool, and communication tools. The senior developer ensures the seamless integration of these tools within the WEB 2.0 environment.
- **Basis for Salary:** comparable salary for WEB 2.0 position
- **Importance of Position:** This position is responsible for the development of complex procedures and processes in relation to the overall application development; the senior developer makes sure that the data analysis tools work.

(ASU) WEB 2.0 Application Developer 100%FTE [redacted]

• **Duties:** This is a one-year position. This position works under the direction of the Senior Programmer in the creation of the data ingestion system, analytic dashboard, and communication tools.

• **Basis for Salary:** comparable salary for WEB 2.0 position

• **Importance of Position:** Responsible for the development of support procedures and processes in relation to the overall application development; this position creates the analytical tools.

(ASU) WEB 2.0 Maintenance Developer 100%FTE [redacted]

• **Duties:** This is a one-year 100% position then a 25% position in Years 2-5. This position works along with the Application Developer in the creation of the data ingestion system, analytic dashboard and visualization tool, and communication tools. This position identifies and implements revisions needed to accommodate new data sources and types brought to the project by district partners.

• **Basis for Salary:** comparable salary for WEB 2.0 position

• **Importance of Position:** This position implements upgrades and revisions of the tools as needed.

(ASU) WEB 2.0 Graphic Designer 50%FTE [redacted]

• **Duties:** This is a one-year, half-time WEB 2.0 design position. This position serves as lead in the design of the interface from the end-users perspective—making sure that the WEB 2.0 system and its data tools are user-friendly and attractive.

• **Basis for Salary:** comparable salary for WEB 2.0 position

• **Importance of Position:** This position is responsible for ensuring that the WEB 2.0 data portal is designed in a way that is easy to use, interesting, engaging.

(ASU) WEB 2.0 Ready-for-Rigor Partner District Liaison/Trainer 100%FTE [redacted]

• **Duties:** This is a five-year position: 100% FTE in Years 1-2 and 50% FTE in Years 3-5. This position provides end-user training and technical support in the use of the data ingestion system, analytic dashboard and visualization tool, and communication tools.

• **Basis for Salary:** comparable for a key liaison/professional development position at ASU

• **Importance of Position:** This position with work with partner district technology directors as well as teachers and administrators to ensure their understanding and use of the WEB 2.0 data portal.

(ASU) alt^I Director of Technology 10%FTE [redacted]
(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 10% of the cost of this position must be allocated to the TIF grant).

• **Duties:** Monitor WEB 2.0 development and liaison with alt^I, TIF, and TQP grant leadership to connect applications across projects and leadership teams

• **Basis for Salary:** current salary

• **Importance of Position:** Ensure the WEB 2.0 data portal is accessible, easy to use, and connected to the programming and services in both the TIF and TQP projects.

(Partner Districts) Extra Duties for TAP school Master Teachers 20 days Total Extra [redacted]

• **Duties:** Serve on the TAP school leadership team, lead cluster groups, observe and score teachers on the TAP instructional rubric, provide coaching and support to individual teachers

• **Basis for Salary:** partner district average for teacher leader duties

• **Importance of Position:** The day-to-day "in the classroom" standard bearer of rigor and excellence. The Master Teacher is also an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Extra Duties for TAP school Mentor Teachers 10 days Total Extra [redacted]

• **Duties:** Serve on the TAP school leadership team, assist the master teacher on the leadership of cluster groups, observe and score teachers on the TAP instructional rubric

• **Basis for Salary:** partner district average for teacher leader duties

• **Importance of Position:** The Mentor Teacher is an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Statewide Performance Awards

In Year One, performance awards will be implemented in 20 "first wave" TAP schools in the Ready-for-Rigor Project. The counts below are based on the first wave TAP schools and the numbers reported by partner districts. The performance award amounts are articulated on page 33 of the project narrative. In the Ready-for-Rigor Project, performance awards are only provided to teachers, hard-to-staff teachers (e.g., middle school math), principals, and assistant principals. Two other variables impacting the budget are the partner district PBCS schedule of cost internalization (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) and TAP school launch status (i.e., Wave One = 20 TAP schools in Year One, Wave Two = 39 TAP schools in Year Two).

Performance Award Recipients	YEAR ONE Numbers	Performance Award	TOTAL
Teachers	435	[redacted]	[redacted]
Hard-to-Staff Teachers	151	[redacted]	[redacted]
Principals	20	[redacted]	[redacted]
Asst. Principals	12	[redacted]	[redacted]
[redacted]			

2. FRINGE -- Total $816,682

Partner District Fringe Benefit Percentage – 20%
ASU Fringe Benefit Percentage – Faculty Members 28.5%, Staff 34.5%
ADE Fringe Benefit Percentage – 26%
UPSI Fringe Benefit Percentage – 18%

3. TRAVEL – [redacted]

In-state travel for the State Director of TAP, Asst Director, and the 12 Regional Executive Master Teacher Leaders

• **Purpose:** While travel to-and-from Regional Executive Master Teacher Leaders' home region and Phoenix was budgeted in the TQP grant, we did not think to fund region-to-region travel by TAP leaders and Regional Executive Master Teacher Leaders. We now know that this will be essential as we expect to cluster, on numerous occasions, TAP leadership and a number of Regional Executive Master Teacher Leaders in struggling TAP schools across the state. We anticipate that this "emergency" clustering will occur primarily in Years One and Two..

• **Relation to Project Success:** State TAP leadership and Regional Executive Master Teacher Leader site presence is imperative, particularly in struggling TAP schools.

• **Itemized Estimate:** Average of one trip per month during the K-12 school year for 14 people. Hotel [redacted] + Car Rental/Mileage ([redacted] + Per Diem (3 days @ [redacted]

In-state travel for "local evaluation" by ASU PORTAL Program Evaluation Research Specialists

• **Purpose:** The comprehensive program evaluation plan for the 59 TAP and additional control schools involves more than measures of student achievement. Specifically, Research Question One (fidelity of TAP implementation), Three (teacher and principal behaviors) and Four (school culture) involve surveys, interviews, and observations. PORTAL program evaluation staff will have to travel to TAP and control sites to collect such data.

• **Relation to Project Success:** data-driven begins with good data and timely collection

• **Itemized Estimate:** 32 trips during the K-12 school year. Hotel (3 nights x $ 100=$ 300) + Car Rental/Mileage (average [redacted]) + Per Diem ([redacted] = [redacted]

Out-of-state travel to the TIF Grantee Meeting in D.C.

• **Purpose:** Travel to TIF Grantee Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Grantee Meeting provides a venue for sharing and learning for the project author, executive director, and director of program evaluation

• **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip): airfare ([redacted] + lodging [redacted] + Per Diem [redacted] + ground transportation [redacted]

Out-of-state travel to the TIF Topical Meeting in D.C.

• **Purpose:** Travel to TIF Topical Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Topical Meeting provides a venue for sharing and learning for the project author and executive director

• **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip): airfare [redacted]) + lodging [redacted] + Per Diem [redacted] + ground transportation [redacted]

4. EQUIPMENT – Total $ 0

5. SUPPLIES – Total $ 0

6. CONTRACTUAL – Total $[redacted]

TAP School Inspections and Technical Training by the National Institute for Excellence in Teaching

• **Purpose:** Maintain a constant focus on rigor and full-fidelity implementation. Utilize NIET to help Regional Executive Master Teacher Leaders, the State Director of TAP, and TAP schools to full-fidelity implementation.

• **Deliverables:** CORE Training, Monthly On-site Technical Assistance for struggling TAP schools, annual TAP school inspection visit.

• **Relation to Project Success:** Rigor and fidelity, there can be no slippery slope

• **Itemized Estimate:** $[redacted] (see table below)

Year One NIET Projected Expenses with First 20 Schools			
Item	***Unit Cost***	***Quantity***	***Total Cost***
Follow-up Development Meetings	[redacted]	2	[redacted]
Travel for Follow-up Development Meetings	[redacted]	2	[redacted]
CORE Training Trainer Costs	[redacted]	8	[redacted]
Travel for CORE Training	[redacted]	3	[redacted]
Monthly On-site Technical Assistance	[redacted]	23 days	[redacted]
Travel for Monthly Follow-up	[redacted]	7 trips	[redacted]
School Reviews	[redacted]	25	[redacted]
Travel for School Reviews	[redacted]	5 weeks	[redacted]

Comprehensive Online Data Entry (CODE) System

• **Purpose:** CODE is an online performance management program that supports pay-for-performance calculations. CODE provides analytical reports at the individual teacher and whole school level

• **Deliverables:** Online data system for each TAP school (annual subscription)

• **Relation to Project Success:** data for monitoring progress essential as is objective calculation of performance bonuses

• **Itemized Estimate:**[redacted] per TAP school x 20 (Year One)[redacted]

7. CONSTRUCTION – Total $ 0

8. OTHER – Total [redacted]

WEB 2.0 "Cloud" Hosting Contract with UNICON Inc. [redacted]
- **Purpose:** WEB 2.0 Platform hosting, user account, and data-management
- **Provider:** ASU has an ongoing hosting and services association with UNICON Inc. Building on this existing agreement, a contract for specific Ready-for-Rigor Project "space" will be signed with UNICON.
- **Deliverables:** Ready-for-Rigor WEB 2.0 "space"
- **Itemized Estimate:** one-time contracted user account, space, and hosting [redacted]

WEB 2.0 UNICON Hosting and Maintenance Services [redacted]
- **Purpose:** WEB 2.0 monitoring, trouble-shooting, maintenance
- **Provider:** UNICON Inc.
- **Deliverables:** dependable service
- **Itemized Estimate:** annual fee = [redacted]

WEB 2.0 Software Licensing [redacted]
- **Purpose:** Give partner district, ASU, ADE, NIET personnel desktop/laptop access to the WEB 2.0 data portal
- **Deliverables:** access to portal
- **Itemized Estimate:** [redacted] for collective Year One user access, no limit

9. TOTAL DIRECT COSTS - [redacted]

10. INDIRECT COSTS – Total [redacted]
- **Indirect cost rate ASU**: 36 % of Modified Total Direct Cost
- **Indirect cost rate ADE**: 13.5%

11. TRAINING STIPENDS – Total $ 0

12. TOTAL COSTS [redacted]

YEAR TWO

1. **PERSONNEL –** [redacted]
A 3% escalation has been factored in for annual salary increases.

(ASU) Executive Project Director 100%FTE Salary: [redacted]
- **Duties:** Leadership, planning, oversight of statewide Ready-for-Rigor Project: PBCS; value-added and other data analysis; data-driven and measurably-effective school-university interventions, comprehensive program evaluation
- **Basis for Salary:** comparable to salaries in educational leadership at this level
- **Importance of Position:** responsible for ensuring the two strategic imperatives: full-fidelity implementation and use of data to determine needs, guide and evaluate interventions.

(ASU) Communications/Outreach/PR Director 100%FTE Salary: [redacted]

• **Duties:** Provide information on performance-based compensation systems to Arizona educators, stakeholders and policymakers. Write stories on implementation successes and struggles to inspire and inform Ready-for-Rigor implementers on the WEB 2.0 site. Brief policymakers in the Ready-for-Rigor Project and assist in the recruitment of both inservice and preservice teachers for hard-to-staff subject-areas and communities.

• **Basis for Salary:** comparable for PR positions at ASU

• **Importance of Position:** P-20 educators have been notoriously bad at communicating their initiatives and outcomes. The Commo/Outreach/PR Director will help implementers understand the big picture importance of their work, help policymakers understand the role of a PBCS in school reform, and help the high-need communities represented in the Ready-for-Rigor partnership to recruit high-potential preservice candidates and proven inservice teachers and principals.

(ASU) Business Managers (2) 100%FTE [redacted]

• **Duties:** Work with the 59 partner district schools on appropriate PBCS expenditures, quarterly draw downs, and documentation of expenses

• **Basis for Salary:** comparable to experienced, mid-level business managers at ASU

• **Importance of Position:** the "paperwork" must flow on a timely and effective basis or everything stops. These two business managers will proactively work to ensure that the "paperwork" element does not take much project leadership time.

(ADE) District Budget Specialist 100%FTE [redacted]

• **Duties:** From the very beginning of the Ready-for-Rigor Project, work with partner district business managers, leaders, and school boards on moving existing federal, state, and local funds to sustain the PBCS. Help partner districts to easily meet their cost internalization schedule: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.

• **Basis for Salary:** comparable for a seasoned, senior-level business accountant

• **Importance of Position:** Will help partner districts to do what they want and need to do in regard to repurposing funds (e.g., Title funds), but have historically struggled to do alone.

(ADE) Value-added Data System Specialist 100%FTE [redacted]

• **Duties:** Work with ASU PORTAL and other value-added researchers to refine and improve the reliability and validity of value-added modeling (e.g., what balance of data provides the most objective representation of teacher value-added effectiveness), work with partner district leadership and teachers to ensure understanding of the value-added data system and calculations.

• **Basis for Salary:** comparable to similar data positions at the ADE

• **Importance of Position:** Measurement of student learning and achievement impact is at the heart of determining teacher effectiveness and a key basis of performance compensation. During this time of evolution in educators' understanding and buy-in to this principle, the value-added methodologist must also be an excellent educator and advocate.

(ASU) Common Core Standards Specialist 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Provide partner district teachers and administrators with practical but in-depth assistance in transitioning from the Arizona academic standard to the substantially more rigorous national standards. Create modules, materials, teaching resources, and higher-order performance assessments by grade-level. Provide ongoing professional development seminars.
• **Basis for Salary:** The base salary of [redacted] is comparable for professional developers at ASU. The 15% represents time allocation in the partner districts that are no also members in ASU's TQP grant.
• **Importance of Position:** The more rigorous national standards will impact student achievement and teachers'/principals' performance awards. This specialist will help partner district educators to successfully raise the bar to internationally benchmarked standards.

(ASU) Regional Executive Master Teacher Leaders (12) 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***
• **Duties:** Site-based leadership in TAP school implementation; guidance and feedback to school master and mentor teachers and to site principals; lead training on numerous aspects of TAP implementation (e.g., cluster groups, TAP rubric scoring, TAP leadership meetings, use of the CODE data system); guidance and support for other Regional Executive Master Teacher Leaders in struggling TAP schools; training of partner district mentor teachers participating in beginning teacher induction and/or mentorship of teacher candidates in the district-based, "grow your own" teacher preparation programs.
• **Basis for Salary:** comparable to K-12 salaries for teacher leaders
• **Importance of Position:** These are the foot soldiers; the "on-the-ground" individuals who have the single greatest impact on the fidelity of day-to-day TAP implementation

(ASU) Data Wise Professional Development Specialist 100%FTE [redacted] Help partner district teachers and administrators to access the WEB 2.0 data portal and to know how and why they want to use formative and summative student achievement data to teach for student mastery. Provide training to the Regional Executive Master Teacher Leaders on Data Wise so that they, in turn, can ensure that TAP school master & mentor teachers and principals understand, use, and hold site teachers to use of data.
• **Basis for Salary:** comparable for professional developers at ASU.
• **Importance of Position:** Use of data to guide classroom teaching, school and district interventions is the second strategic imperative of the Ready-for-Rigor Project. This specialist must be able to create understanding and motivation to implementation data-driven teaching.

(UPSI) State Director of TAP 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***
• **Duties:** Lead, train, and manage the twelve Regional Executive Master Teacher Leaders. Work with the Executive Director to ensure full-fidelity TAP implementation that the 59 TAP schools. BEST/TAP specialists working. Coordinate with NIET on school inspections and national training and events.
• **Basis for Salary:** Based on current salary at UPSI

• **Importance of Position:** If the Regional Executive Master Teacher Leaders are the foot soldiers, the State Director of TAP is the general. The standards of rigor and excellence begin with the State Director of TAP.

(ASU) PORTAL Director of Program Evaluation 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

• **Duties:** Design and lead the implementation of the comprehensive program evaluation on the 59 TAP plus the control schools described on pages 16-29 of the project narrative.

• **Basis for Salary:** comparable salary for research project leaders at ASU

• **Importance of Position:** Just as the U.S. DOE desires to know the impact of the PBCS on student achievement and teacher effectiveness, ASU is also interested. We also want to understand the impact of fidelity of implementation. The director position is key in ensuring that the research is completed as planned.

(ASU) PORTAL Post-Doc Coordinator of Program Evaluation 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

• **Duties:** Work with the director and the four program evaluation research specialists to collect and analyze the program evaluation data at the 59 TAP and additional control schools.

• **Basis for Salary:** comparable salary for Post-Doc students in higher education

• **Importance of Position:** Operational oversight of the work quality and timing for the four research specialists.

(ASU) PORTAL Program Evaluation Research Specialist (4) [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

• **Duties:** Collect and analyze program evaluation data in the 59 TAP and control schools as directed by the PORTAL director and coordinator. Travel to sites to conduct interview data.

• **Basis for Salary:** salary for research specialists in higher education

• **Importance of Position:** accurate and timely data collection

(ASU) WEB 2.0 Maintenance Developer 25%FTE [redacted]

• **Duties:** This is a quarter-time position for identifying and implementing revisions needed to accommodate new data sources and types brought to the project by district partners.

• **Basis for Salary:** comparable salary for WEB 2.0 position

• **Importance of Position:** This position implements upgrades and revisions of the tools as needed.

(ASU) WEB 2.0 Ready-for-Rigor Partner District Liaison/Trainer 100%FTE Total [redacted]

- **Duties:** This is a five-year position: 100% FTE in Years 1-2 and 50% FTE in Years 3-5. This position provides end-user training and technical support in the use of the data ingestion system, analytic dashboard and visualization tool, and communication tools.
- **Basis for Salary:** comparable for a key liaison/professional development position at ASU
- **Importance of Position:** This position with work with partner district technology directors as well as teachers and administrators to ensure their understanding and use of the WEB 2.0 data portal.

(ASU) alt^I Director of Technology 10%FTE [redacted]
(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 10% of the cost of this position must be allocated to the TIF grant).

- **Duties:** Monitor WEB 2.0 development and liaison with alt^I, TIF, and TQP grant leadership to connect applications across projects and leadership teams
- **Basis for Salary:** current salary
- **Importance of Position:** Ensure the WEB 2.0 data portal is accessible, easy to use, and connected to the programming and services in both the TIF and TQP projects.

(Partner Districts) Extra Duties for TAP school Master Teachers 20 days Total Extra [redacted]

- **Duties:** Serve on the TAP school leadership team, lead cluster groups, observe and score teachers on the TAP instructional rubric, provide coaching and support to individual teachers
- **Basis for Salary:** partner district average for teacher leader duties
- **Importance of Position:** The day-to-day "in the classroom" standard bearer of rigor and excellence. The Master Teacher is also an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Extra Duties for TAP school Mentor Teachers 10 days Total Extra [redacted]

- **Duties:** Serve on the TAP school leadership team, assist the master teacher on the leadership of cluster groups, observe and score teachers on the TAP instructional rubric
- **Basis for Salary:** partner district average for teacher leader duties
- **Importance of Position:** The Mentor Teacher is an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Statewide Performance Awards

In Year Two, performance awards will be implemented in 55 TAP schools in the Ready-for-Rigor Project. (There are four 1% non-differentiated schools in the national evaluation.) The counts below are based on the Year Two TAP schools and the numbers reported by partner districts. The performance award amounts are articulated on page 33 of the project narrative. In the Ready-for-Rigor Project, performance awards are only provided to teachers, hard-to-staff teachers (e.g., middle school math), principals, and assistant principals. Two other variables impacting the budget are the partner district PBCS schedule of cost internalization (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) and

TAP school launch status (i.e., Wave One = 20 TAP schools in Year One, Wave Two = 39 TAP schools in Year Two).

Performance Award Recipients	YEAR ONE Numbers	Performance Award	TOTAL
Teachers	1137	[redacted]	[redacted]
Hard-to-Staff Teachers	317	[redacted]	[redacted]
Principals	47	[redacted]	[redacted]
Asst. Principals	27	[redacted]	[redacted]
[redacted]			

2. FRINGE -- [redacted]

Partner District Fringe Benefit Percentage – 20%
ASU Fringe Benefit Percentage – Faculty Members 28.5%, Staff 34.5%
ADE Fringe Benefit Percentage – 26%
UPSI Fringe Benefit Percentage – 18%

3. TRAVEL – [redacted]

In-state travel for the State Director of TAP, Asst Director, and the 12 Regional Executive Master Teacher Leaders

- **Purpose:** While travel to-and-from Regional Executive Master Teacher Leaders' home region and Phoenix was budgeted in the TQP grant, we did not think to fund region-to-region travel by TAP leaders and Regional Executive Master Teacher Leaders. We now know that this will be essential as we expect to cluster, on numerous occasions, TAP leadership and a number of Regional Executive Master Teacher Leaders in struggling TAP schools across the state. We anticipate that this "emergency" clustering will occur primarily in Years One and Two..
- **Relation to Project Success:** State TAP leadership and Regional Executive Master Teacher Leader site presence is imperative, particularly in struggling TAP schools.
- **Itemized Estimate:** Average of one trip per month during the K-12 school year for 14 people. Hotel [redacted]) + Car Rental/Mileage [redacted] + Per Diem [redacted]

In-state travel for "local evaluation" by ASU PORTAL Program Evaluation Research Specialists

- **Purpose:** The comprehensive program evaluation plan for the 59 TAP and additional control schools involves more than measures of student achievement. Specifically, Research Question One (fidelity of TAP implementation), Three (teacher and principal behaviors) and Four (school culture) involve surveys, interviews, and observations. PORTAL program evaluation staff will have to travel to TAP and control sites to collect such data.
- **Relation to Project Success:** data-driven begins with good data and timely collection
- **Itemized Estimate:** 32 trips during the K-12 school year. Hotel [redacted]

Out-of-state travel to the TIF Grantee Meeting in D.C.

• **Purpose:** Travel to TIF Grantee Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Grantee Meeting provides a venue for sharing and learning for the project author, executive director, and director of program evaluation

• **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip): [redacted]

Out-of-state travel to the TIF Topical Meeting in D.C.

• **Purpose:** Travel to TIF Topical Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Topical Meeting provides a venue for sharing and learning for the project author and executive director

• **Itemized Estimate:** [redacted]

4. EQUIPMENT – Total $ 0

5. SUPPLIES – Total $ 0

6. CONTRACTUAL – [redacted]

TAP School Inspections and Technical Training by the National Institute for Excellence in Teaching

• **Purpose:** Maintain a constant focus on rigor and full-fidelity implementation. Utilize NIET to help Regional Executive Master Teacher Leaders, the State Director of TAP, and TAP schools to full-fidelity implementation.

• **Deliverables:** CORE Training, Monthly On-site Technical Assistance for struggling TAP schools, annual TAP school inspection visit.

• **Relation to Project Success:** Rigor and fidelity, there can be no slippery slope

• **Itemized Estimate:** [redacted] (see table below)

Year Two NIET Projected Expenses with Second 34 Schools			
Item	***Unit Cost***	***Quantity***	***Total Cost***
Follow-up Development Meetings	[redacted]	[redacted]	[redacted]
Travel for Follow-up Development Meetings	[redacted]	[redacted]	[redacted]
CORE Training Trainer Costs	[redacted]	[redacted]	[redacted]
Travel for CORE Training	[redacted]	[redacted]	[redacted]
Monthly On-site Technical Assistance	[redacted]	[redacted]	[redacted]
Travel for Monthly Follow-up	[redacted]	[redacted]	[redacted]
School Reviews	[redacted]	[redacted]	[redacted]
Travel for School Reviews	[redacted]	[redacted]	[redacted]

Comprehensive Online Data Entry (CODE) System

• **Purpose:** CODE is an online performance management program that supports pay-for-performance calculations. CODE provides analytical reports at the individual teacher and whole school level

• **Deliverables:** Online data system for each TAP school (annual subscription)

• **Relation to Project Success:** data for monitoring progress essential as is objective calculation of performance bonuses

• **Itemized Estimate:** [redacted]

7. CONSTRUCTION – Total $ 0

8. OTHER – [redacted]

Evaluation Competition Incentive for Glendale Elementary District [redacted]

• **Purpose:** An incentive for participating in the national evaluation with randomized placement and1% non-differentiated control schools

• **Deliverables:** 8 high-need urban schools

• **Use of Evaluation Incentive Funds:** Support for the PBCS that would otherwise need to be paid with Non-TIF funds (in order to meet absolute priority 2)

• **Itemized Estimate:** The $ 1 million evaluation incentive will serve as GESD's match.

One-on-One Leadership Coach Support for TAP School Principals

- **Purpose:** Provide the support, coaching, mentoring of an exemplary principal to building administrators at Ready-for-Rigor TAP schools
- **Deliverables:** Weekly desktop conference contact, two site visits per month, ongoing phone communication, and structured guidance by a trained mentor principal that is also trained in TAP
- **Relation to Project Success:** Support for the building administrator during a time of significant reform is key to effective leadership, data-driven decision-making and state of mind
- **Itemized Estimate:** The normal rate for a year of in-depth coaching support in Arizona is [redacted] However, depending on the location of the TAP school (i.e., urban population center, semi-remote rural, or extremely remote, rural) the payment structure has been calculated at [redacted] respectively. With that structure, the cost was calculated for 34 Ready-for-Rigor TAP schools (as 25 TAP schools are already covered by the TQP grant). 28 TAP schools x [redacted] + 2 TAP schools x [redacted] 4 TAP schools x [redacted]

WEB 2.0 UNICON Hosting and Maintenance Services [redacted]

- **Purpose:** WEB 2.0 monitoring, trouble-shooting, maintenance
- **Provider:** UNICON Inc.
- **Deliverables:** dependable WEB 2.0 service
- **Itemized Estimate:** annual fee [redacted]

WEB 2.0 Software Licensing [redacted]

- **Purpose:** Give partner district, ASU, ADE, NIET personnel desktop/laptop access to the WEB 2.0 data portal
- **Deliverables:** access to portal
- **Itemized Estimate:** [redacted] for collective Year Two user access, no limit

9. TOTAL DIRECT COSTS [redacted]

10. INDIRECT COSTS – Total [redacted]

- **Indirect cost rate ASU**: 36 % of Modified Total Direct Cost
- **Indirect cost rate ADE**: 13.5%

11. TRAINING STIPENDS – Total $ 0

12. TOTAL COSTS -- [redacted]

YEAR THREE

1. **PERSONNEL –** [redacted]
A 3% escalation has been factored in for annual salary increases.

(ASU) Executive Project Director 100%FTE [redacted]
• **Duties:** Leadership, planning, oversight of statewide Ready-for-Rigor Project: PBCS; value-added and other data analysis; data-driven and measurably-effective school-university interventions, comprehensive program evaluation
• **Basis for Salary:** comparable to salaries in educational leadership at this level
• **Importance of Position:** responsible for ensuring the two strategic imperatives: full-fidelity implementation and use of data to determine needs, guide and evaluate interventions.

(ASU) Communications/Outreach/PR Director 100%FTE [redacted]
• **Duties:** Provide information on performance-based compensation systems to Arizona educators, stakeholders and policymakers. Write stories on implementation successes and struggles to inspire and inform Ready-for-Rigor implementers on the WEB 2.0 site. Brief policymakers in the Ready-for-Rigor Project and assist in the recruitment of both inservice and preservice teachers for hard-to-staff subject-areas and communities.
• **Basis for Salary:** comparable for PR positions at ASU
• **Importance of Position:** P-20 educators have been notoriously bad at communicating their initiatives and outcomes. The Commo/Outreach/PR Director will help implementers understand the big picture importance of their work, help policymakers understand the role of a PBCS in school reform, and help the high-need communities represented in the Ready-for-Rigor partnership to recruit high-potential preservice candidates and proven inservice teachers and principals.

(ASU) Business Managers (2) 100%FTE [redacted]
• **Duties:** Work with the 59 partner district schools on appropriate PBCS expenditures, quarterly draw downs, and documentation of expenses
• **Basis for Salary:** comparable to experienced, mid-level business managers at ASU
• **Importance of Position:** the "paperwork" must flow on a timely and effective basis or everything stops. These two business managers will proactively work to ensure that the "paperwork" element does not take much project leadership time.

(ADE) District Budget Specialist 100%FTE [redacted]
• **Duties:** From the very beginning of the Ready-for-Rigor Project, work with partner district business managers, leaders, and school boards on moving existing federal, state, and local funds to sustain the PBCS. Help partner districts to easily meet their cost internalization schedule: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.
• **Basis for Salary:** comparable for a seasoned, senior-level business accountant
• **Importance of Position:** Will help partner districts to do what they want and need to do in regard to repurposing funds (e.g., Title funds), but have historically struggled to do alone.

(ADE) Value-added Data System Specialist 100%FTE [redacted]

• **Duties:** Work with ASU PORTAL and other value-added researchers to refine and improve the reliability and validity of value-added modeling (e.g., what balance of data provides the most objective representation of teacher value-added effectiveness), work with partner district leadership and teachers to ensure understanding of the value-added data system and calculations.

• **Basis for Salary:** comparable to similar data positions at the ADE

• **Importance of Position:** Measurement of student learning and achievement impact is at the heart of determining teacher effectiveness and a key basis of performance compensation. During this time of evolution in educators' understanding and buy-in to this principle, the value-added methodologist must also be an excellent educator and advocate.

(ASU) Common Core Standards Specialist 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Provide partner district teachers and administrators with practical but in-depth assistance in transitioning from the Arizona academic standard to the substantially more rigorous national standards. Create modules, materials, teaching resources, and higher-order performance assessments by grade-level. Provide ongoing professional development seminars.

• **Basis for Salary:** The base salary of [redacted] is comparable for professional developers at ASU. The 15% represents time allocation in the partner districts that are no also members in ASU's TQP grant.

• **Importance of Position:** The more rigorous national standards will impact student achievement and teachers'/principals' performance awards. This specialist will help partner district educators to successfully raise the bar to internationally benchmarked standards.

(ASU) Regional Executive Master Teacher Leaders (12) 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Site-based leadership in TAP school implementation; guidance and feedback to school master and mentor teachers and to site principals; lead training on numerous aspects of TAP implementation (e.g., cluster groups, TAP rubric scoring, TAP leadership meetings, use of the CODE data system); guidance and support for other Regional Executive Master Teacher Leaders in struggling TAP schools; training of partner district mentor teachers participating in beginning teacher induction and/or mentorship of teacher candidates in the district-based, "grow your own" teacher preparation programs.

• **Basis for Salary:** comparable to K-12 salaries for teacher leaders

• **Importance of Position:** These are the foot soldiers; the "on-the-ground" individuals who have the single greatest impact on the fidelity of day-to-day TAP implementation

(ASU) Data Wise Professional Development Specialist 100%FTE [redacted]

- **Duties:** Help partner district teachers and administrators to access the WEB 2.0 data portal and to know how and why they want to use formative and summative student achievement data to teach for student mastery. Provide training to the Regional Executive Master Teacher Leaders on Data Wise so that they, in turn, can ensure that TAP school master & mentor teachers and principals understand, use, and hold site teachers to use of data.
- **Basis for Salary:** comparable for professional developers at ASU.
- **Importance of Position:** Use of data to guide classroom teaching, school and district interventions is the second strategic imperative of the Ready-for-Rigor Project. This specialist must be able to create understanding and motivation to implementation data-driven teaching.

(UPSI) State Director of TAP 15%FTE [redacted] [redacted]
(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).

- **Duties:** Lead, train, and manage the twelve Regional Executive Master Teacher Leaders. Work with the Executive Director to ensure full-fidelity TAP implementation that the 59 TAP schools. BEST/TAP specialists working. Coordinate with NIET on school inspections and national training and events.
- **Basis for Salary:** Based on current salary at UPSI
- **Importance of Position:** If the Regional Executive Master Teacher Leaders are the foot soldiers, the State Director of TAP is the general. The standards of rigor and excellence begin with the State Director of TAP.

(ASU) PORTAL Director of Program Evaluation 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Design and lead the implementation of the comprehensive program evaluation on the 59 TAP plus the control schools described on pages 16-29 of the project narrative.
- **Basis for Salary:** comparable salary for research project leaders at ASU
- **Importance of Position:** Just as the U.S. DOE desires to know the impact of the PBCS on student achievement and teacher effectiveness, ASU is also interested. We also want to understand the impact of fidelity of implementation. The director position is key in ensuring that the research is completed as planned.

(ASU) PORTAL Post-Doc Coordinator of Program Evaluation 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Work with the director and the four program evaluation research specialists to collect and analyze the program evaluation data at the 59 TAP and additional control schools.
- **Basis for Salary:** comparable salary for Post-Doc students in higher education
- **Importance of Position:** Operational oversight of the work quality and timing for the four research specialists.

(ASU) PORTAL Program Evaluation Research Specialist (4) 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Collect and analyze program evaluation data in the 59 TAP and control schools as directed by the PORTAL director and coordinator. Travel to sites to conduct interview data.
- **Basis for Salary:** salary for research specialists in higher education
- **Importance of Position:** accurate and timely data collection

(ASU) WEB 2.0 Maintenance Developer 25%FTE [redacted]

- **Duties:** This is a quarter-time position for identifying and implementing revisions needed to accommodate new data sources and types brought to the project by district partners.
- **Basis for Salary:** comparable salary for WEB 2.0 position
- **Importance of Position:** This position implements upgrades and revisions of the tools as needed.

(ASU) WEB 2.0 Ready-for-Rigor Partner District Liaison/Trainer 50%FTE Base [redacted]

- **Duties:** This is a five-year position: 100% FTE in Years 1-2 and 50% FTE in Years 3-5. This position provides end-user training and technical support in the use of the data ingestion system, analytic dashboard and visualization tool, and communication tools.
- **Basis for Salary:** comparable for a key liaison/professional development position at ASU
- **Importance of Position:** This position with work with partner district technology directors as well as teachers and administrators to ensure their understanding and use of the WEB 2.0 data portal.

(ASU) alt^I Director of Technology 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 10% of the cost of this position must be allocated to the TIF grant).***

- **Duties:** Monitor WEB 2.0 development and liaison with alt^I, TIF, and TQP grant leadership to connect applications across projects and leadership teams
- **Basis for Salary:** current salary
- **Importance of Position:** Ensure the WEB 2.0 data portal is accessible, easy to use, and connected to the programming and services in both the TIF and TQP projects.

(Partner Districts) Extra Duties for TAP school Master Teachers 20 days Total Extra [redacted]

- **Duties:** Serve on the TAP school leadership team, lead cluster groups, observe and score teachers on the TAP instructional rubric, provide coaching and support to individual teachers
- **Basis for Salary:** partner district average for teacher leader duties

• **Importance of Position:** The day-to-day "in the classroom" standard bearer of rigor and excellence. The Master Teacher is also an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Extra Duties for TAP school Mentor Teachers 10 days Total Extra [redacted]

• **Duties:** Serve on the TAP school leadership team, assist the master teacher on the leadership of cluster groups, observe and score teachers on the TAP instructional rubric
• **Basis for Salary:** partner district average for teacher leader duties
• **Importance of Position:** The Mentor Teacher is an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Statewide Performance Awards
In Year Three, performance awards will be implemented in 55 TAP schools in the Ready-for-Rigor Project. (There are four 1% non-differentiated schools in the national evaluation.) The counts below are based on the Year Two TAP schools and the numbers reported by partner districts. The performance award amounts are articulated on page 33 of the project narrative. In the Ready-for-Rigor Project, performance awards are only provided to teachers, hard-to-staff teachers (e.g., middle school math), principals, and assistant principals. Two other variables impacting the budget are the partner district PBCS schedule of cost internalization (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) and TAP school launch status (i.e., Wave One = 20 TAP schools in Year One, Wave Two = 39 TAP schools in Year Two).

Performance Award Recipients	YEAR ONE Numbers	Performance Award	TOTAL
Teachers	916	[redacted]	[redacted]
Hard-to-Staff Teachers	251	[redacted]	[redacted]
Principals	37	[redacted]	[redacted]
Asst. Principals	22	[redacted]	[redacted]
			[redacted]

2. FRINGE -- Total $1,141,172

Partner District Fringe Benefit Percentage – 20%
ASU Fringe Benefit Percentage – Faculty Members 28.5%, Staff 34.5%
ADE Fringe Benefit Percentage – 26%
UPSI Fringe Benefit Percentage – 18%

3. TRAVEL – Total $[redacted]

In-state travel for the State Director of TAP, Asst Director, and the 12 Regional Executive Master Teacher Leaders

• **Purpose:** While travel to-and-from Regional Executive Master Teacher Leaders' home region and Phoenix was budgeted in the TQP grant, we did not think to fund region-to-region travel by TAP leaders and Regional Executive Master Teacher Leaders. We now know that this will be essential as we expect to cluster, on numerous occasions, TAP leadership and a number of Regional Executive Master Teacher Leaders in struggling TAP schools across the state. We anticipate that this "emergency" clustering will occur primarily in Years One and Two.

• **Relation to Project Success:** State TAP leadership and Regional Executive Master Teacher Leader site presence is imperative, particularly in struggling TAP schools.

• **Itemized Estimate:** Average of five trips during the K-12 school year for 14 people. [redacted]

In-state travel for "local evaluation" by ASU PORTAL Program Evaluation Research Specialists

• **Purpose:** The comprehensive program evaluation plan for the 59 TAP and additional control schools involves more than measures of student achievement. Specifically, Research Question One (fidelity of TAP implementation), Three (teacher and principal behaviors) and Four (school culture) involve surveys, interviews, and observations. PORTAL program evaluation staff will have to travel to TAP and control sites to collect such data.

• **Relation to Project Success:** data-driven begins with good data and timely collection

• **Itemized Estimate:** [redacted]

Out-of-state travel to the TIF Grantee Meeting in D.C.

• **Purpose:** Travel to TIF Grantee Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Grantee Meeting provides a venue for sharing and learning for the project author, executive director, and director of program evaluation

• **Itemized Estimate:** [redacted]

Out-of-state travel to the TIF Topical Meeting in D.C.

• **Purpose:** Travel to TIF Topical Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Topical Meeting provides a venue for sharing and learning for the project author and executive director

• **Itemized Estimate:** [redacted]

4. EQUIPMENT – Total $ 0

5. SUPPLIES – Total $ 0

6. CONTRACTUAL – [redacted]

TAP School Inspections and Technical Training by the National Institute for Excellence in Teaching

• **Purpose:** Maintain a constant focus on rigor and full-fidelity implementation. Utilize NIET to help Regional Executive Master Teacher Leaders, the State Director of TAP, and TAP schools to full-fidelity implementation.

• **Deliverables:** CORE Training, Monthly On-site Technical Assistance for struggling TAP schools, annual TAP school inspection visit.

• **Relation to Project Success:** Rigor and fidelity, there can be no slippery slope

• **Itemized Estimate:** [redacted] (see table below)

Year Three NIET Projected Expenses 59 Schools (Annually)			
Item	***Unit Cost***	***Quantity***	***Total Cost***
Monthly On-site Technical Assistance	[redacted]	[redacted]	[redacted]
Travel for Monthly Follow-up	[redacted]	[redacted]	[redacted]
School Reviews	[redacted]	[redacted]	[redacted]
Travel for School Reviews	[redacted]	[redacted]	[redacted]

Comprehensive Online Data Entry (CODE) System

• **Purpose:** CODE is an online performance management program that supports pay-for-performance calculations. CODE provides analytical reports at the individual teacher and whole school level

• **Deliverables:** Online data system for each TAP school (annual subscription)

• **Relation to Project Success:** data for monitoring progress essential as is objective calculation of performance bonuses

• **Itemized Estimate:** [redacted] per TAP school x 59 (Year Three) = [redacted]

7. CONSTRUCTION – Total $ 0

8. OTHER – Total [redacted]

Evaluation Competition Incentive for Glendale Elementary District [redacted]

• **Purpose:** An incentive for participating in the national evaluation with randomized placement and1% non-differentiated control schools

• **Deliverables:** 8 high-need urban schools

• **Use of Evaluation Incentive Funds:** Support for the PBCS that would otherwise need to be paid with Non-TIF funds (in order to meet absolute priority 2)

• **Itemized Estimate:** The $ 1 million evaluation incentive will serve as GESD's match.

One-on-One Leadership Coach Support for TAP School Principals

- **Purpose:** Provide the support, coaching, mentoring of an exemplary principal to building administrators at Ready-for-Rigor TAP schools
- **Deliverables:** Weekly desktop conference contact, two site visits per month, ongoing phone communication, and structured guidance by a trained mentor principal that is also trained in TAP
- **Relation to Project Success:** Support for the building administrator during a time of significant reform is key to effective leadership, data-driven decision-making and state of mind
- **Itemized Estimate:** The normal rate for a year of in-depth coaching support in Arizona is [redacted]. However, depending on the location of the TAP school (i.e., urban population center, semi-remote rural, or extremely remote, rural) the payment structure has been calculated at [redacted] respectively. With that structure, the cost was calculated for 34 Ready-for-Rigor TAP schools (as 25 TAP schools are already covered by the TQP grant). 28 TAP schools [redacted]

WEB 2.0 UNICON Hosting and Maintenance Services $13,000

- **Purpose:** WEB 2.0 monitoring, trouble-shooting, maintenance
- **Provider:** UNICON Inc.
- **Deliverables:** dependable WEB 2.0 service
- **Itemized Estimate:** annual fee [redacted]

WEB 2.0 Software Licensing [redacted]

- **Purpose:** Give partner district, ASU, ADE, NIET personnel desktop/laptop access to the WEB 2.0 data portal
- **Deliverables:** access to portal
- **Itemized Estimate:** [redacted] for collective Year Two user access, no limit

9. TOTAL DIRECT COSTS - [redacted]

10. INDIRECT COSTS – Total [redacted]

- **Indirect cost rate ASU**: 36 % of Modified Total Direct Cost
- **Indirect cost rate ADE**: 13.5%

11. TRAINING STIPENDS – Total $ 0

12. TOTAL COSTS -- [redacted]

YEAR FOUR

1. **PERSONNEL –** [redacted]
A 3% escalation has been factored in for annual salary increases.

(ASU) Executive Project Director 100%FTE [redacted]
• **Duties:** Leadership, planning, oversight of statewide Ready-for-Rigor Project: PBCS; value-added and other data analysis; data-driven and measurably-effective school-university interventions, comprehensive program evaluation
• **Basis for Salary:** comparable to salaries in educational leadership at this level
• **Importance of Position:** responsible for ensuring the two strategic imperatives: full-fidelity implementation and use of data to determine needs, guide and evaluate interventions.

(ASU) Communications/Outreach/PR Director 100%FTE [redacted]
• **Duties:** Provide information on performance-based compensation systems to Arizona educators, stakeholders and policymakers. Write stories on implementation successes and struggles to inspire and inform Ready-for-Rigor implementers on the WEB 2.0 site. Brief policymakers in the Ready-for-Rigor Project and assist in the recruitment of both inservice and preservice teachers for hard-to-staff subject-areas and communities.
• **Basis for Salary:** comparable for PR positions at ASU
• **Importance of Position:** P-20 educators have been notoriously bad at communicating their initiatives and outcomes. The Commo/Outreach/PR Director will help implementers understand the big picture importance of their work, help policymakers understand the role of a PBCS in school reform, and help the high-need communities represented in the Ready-for-Rigor partnership to recruit high-potential preservice candidates and proven inservice teachers and principals.

(ASU) Business Managers (2) 100%FTE [redacted]
• **Duties:** Work with the 59 partner district schools on appropriate PBCS expenditures, quarterly draw downs, and documentation of expenses
• **Basis for Salary:** comparable to experienced, mid-level business managers at ASU
• **Importance of Position:** the "paperwork" must flow on a timely and effective basis or everything stops. These two business managers will proactively work to ensure that the "paperwork" element does not take much project leadership time.

(ADE) District Budget Specialist 100%FTE [redacted]
• **Duties:** From the very beginning of the Ready-for-Rigor Project, work with partner district business managers, leaders, and school boards on moving existing federal, state, and local funds to sustain the PBCS. Help partner districts to easily meet their cost internalization schedule: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.
• **Basis for Salary:** comparable for a seasoned, senior-level business accountant
• **Importance of Position:** Will help partner districts to do what they want and need to do in regard to repurposing funds (e.g., Title funds), but have historically struggled to do alone.

(ADE) Value-added Data System Specialist 100%FTE [redacted]

• **Duties:** Work with ASU PORTAL and other value-added researchers to refine and improve the reliability and validity of value-added modeling (e.g., what balance of data provides the most objective representation of teacher value-added effectiveness), work with partner district leadership and teachers to ensure understanding of the value-added data system and calculations.

• **Basis for Salary:** comparable to similar data positions at the ADE

• **Importance of Position:** Measurement of student learning and achievement impact is at the heart of determining teacher effectiveness and a key basis of performance compensation. During this time of evolution in educators' understanding and buy-in to this principle, the value-added methodologist must also be an excellent educator and advocate.

(ASU) Common Core Standards Specialist 15%FTE [redacted] **Total Salary: $10,654** ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Provide partner district teachers and administrators with practical but in-depth assistance in transitioning from the Arizona academic standard to the substantially more rigorous national standards. Create modules, materials, teaching resources, and higher-order performance assessments by grade-level. Provide ongoing professional development seminars.

• **Basis for Salary:** The base salary of $ 65,000 is comparable for professional developers at ASU. The 15% represents time allocation in the partner districts that are no also members in ASU's TQP grant.

• **Importance of Position:** The more rigorous national standards will impact student achievement and teachers'/principals' performance awards. This specialist will help partner district educators to successfully raise the bar to internationally benchmarked standards.

(ASU) Regional Executive Master Teacher Leaders (12) 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Site-based leadership in TAP school implementation; guidance and feedback to school master and mentor teachers and to site principals; lead training on numerous aspects of TAP implementation (e.g., cluster groups, TAP rubric scoring, TAP leadership meetings, use of the CODE data system); guidance and support for other Regional Executive Master Teacher Leaders in struggling TAP schools; training of partner district mentor teachers participating in beginning teacher induction and/or mentorship of teacher candidates in the district-based, "grow your own" teacher preparation programs.

• **Basis for Salary:** comparable to K-12 salaries for teacher leaders

• **Importance of Position:** These are the foot soldiers; the "on-the-ground" individuals who have the single greatest impact on the fidelity of day-to-day TAP implementation

(ASU) Data Wise Professional Development Specialist 100%FTE [redacted]

• **Duties:** Help partner district teachers and administrators to access the WEB 2.0 data portal and to know how and why they want to use formative and summative student achievement data to teach for student mastery. Provide training to the Regional Executive Master Teacher Leaders

on Data Wise so that they, in turn, can ensure that TAP school master & mentor teachers and principals understand, use, and hold site teachers to use of data.

- **Basis for Salary:** comparable for professional developers at ASU.
- **Importance of Position:** Use of data to guide classroom teaching, school and district interventions is the second strategic imperative of the Ready-for-Rigor Project. This specialist must be able to create understanding and motivation to implementation data-driven teaching.

(UPSI) State Director of TAP 15%FTE [redacted] [redacted]
(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).

- **Duties:** Lead, train, and manage the twelve Regional Executive Master Teacher Leaders. Work with the Executive Director to ensure full-fidelity TAP implementation that the 59 TAP schools. BEST/TAP specialists working. Coordinate with NIET on school inspections and national training and events.
- **Basis for Salary:** Based on current salary at UPSI
- **Importance of Position:** If the Regional Executive Master Teacher Leaders are the foot soldiers, the State Director of TAP is the general. The standards of rigor and excellence begin with the State Director of TAP.

(ASU) PORTAL Director of Program Evaluation 10%FTE [redacted]
[redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Design and lead the implementation of the comprehensive program evaluation on the 59 TAP plus the control schools described on pages 16-29 of the project narrative.
- **Basis for Salary:** comparable salary for research project leaders at ASU
- **Importance of Position:** Just as the U.S. DOE desires to know the impact of the PBCS on student achievement and teacher effectiveness, ASU is also interested. We also want to understand the impact of fidelity of implementation. The director position is key in ensuring that the research is completed as planned.

(ASU) PORTAL Post-Doc Coordinator of Program Evaluation 10%FTE Base Salary:
[redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Work with the director and the four program evaluation research specialists to collect and analyze the program evaluation data at the 59 TAP and additional control schools.
- **Basis for Salary:** comparable salary for Post-Doc students in higher education
- **Importance of Position:** Operational oversight of the work quality and timing for the four research specialists.

(ASU) PORTAL Program Evaluation Research Specialist (4) 10%FTE Base Salary: [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Collect and analyze program evaluation data in the 59 TAP and control schools as directed by the PORTAL director and coordinator. Travel to sites to conduct interview data.
- **Basis for Salary:** salary for research specialists in higher education
- **Importance of Position:** accurate and timely data collection

(ASU) WEB 2.0 Maintenance Developer 25%FTE [redacted]

- **Duties:** This is a quarter-time position for identifying and implementing revisions needed to accommodate new data sources and types brought to the project by district partners.
- **Basis for Salary:** comparable salary for WEB 2.0 position
- **Importance of Position:** This position implements upgrades and revisions of the tools as needed.

(ASU) WEB 2.0 Ready-for-Rigor Partner District Liaison/Trainer 50%FTE Base [redacted]

- **Duties:** This is a five-year position: 100% FTE in Years 1-2 and 50% FTE in Years 3-5. This position provides end-user training and technical support in the use of the data ingestion system, analytic dashboard and visualization tool, and communication tools.
- **Basis for Salary:** comparable for a key liaison/professional development position at ASU
- **Importance of Position:** This position with work with partner district technology directors as well as teachers and administrators to ensure their understanding and use of the WEB 2.0 data portal.

(ASU) alt^I Director of Technology 10%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 10% of the cost of this position must be allocated to the TIF grant).***

- **Duties:** Monitor WEB 2.0 development and liaison with alt^I, TIF, and TQP grant leadership to connect applications across projects and leadership teams
- **Basis for Salary:** current salary
- **Importance of Position:** Ensure the WEB 2.0 data portal is accessible, easy to use, and connected to the programming and services in both the TIF and TQP projects.

(Partner Districts) Extra Duties for TAP school Master Teachers 20 days Total Extra Salary: [redacted]

- **Duties:** Serve on the TAP school leadership team, lead cluster groups, observe and score teachers on the TAP instructional rubric, provide coaching and support to individual teachers
- **Basis for Salary:** partner district average for teacher leader duties

• **Importance of Position:** The day-to-day "in the classroom" standard bearer of rigor and excellence. The Master Teacher is also an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Extra Duties for TAP school Mentor Teachers 10 days Total Extra [redacted]

• **Duties:** Serve on the TAP school leadership team, assist the master teacher on the leadership of cluster groups, observe and score teachers on the TAP instructional rubric
• **Basis for Salary:** partner district average for teacher leader duties
• **Importance of Position:** The Mentor Teacher is an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Statewide Performance Awards
In Year Three, performance awards will be implemented in 55 TAP schools in the Ready-for-Rigor Project. (There are four 1% non-differentiated schools in the national evaluation.) The counts below are based on the Year Two TAP schools and the numbers reported by partner districts. The performance award amounts are articulated on page 33 of the project narrative. In the Ready-for-Rigor Project, performance awards are only provided to teachers, hard-to-staff teachers (e.g., middle school math), principals, and assistant principals. Two other variables impacting the budget are the partner district PBCS schedule of cost internalization (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) and TAP school launch status (i.e., Wave One = 20 TAP schools in Year One, Wave Two = 39 TAP schools in Year Two).

Performance Award Recipients	YEAR ONE Numbers	Performance Award	TOTAL
Teachers	622	[redacted]	
Hard-to-Staff Teachers	167		
Principals	25		
Asst. Principals	15		

2. FRINGE -- Total $864,974

Partner District Fringe Benefit Percentage – 20%
ASU Fringe Benefit Percentage – Faculty Members 28.5%, Staff 34.5%
ADE Fringe Benefit Percentage – 26%
UPSI Fringe Benefit Percentage – 18%

3. TRAVEL – Total $ 76,075

In-state travel for the State Director of TAP, Asst Director, and the 12 Regional Executive Master Teacher Leaders
• **Purpose:** While travel to-and-from Regional Executive Master Teacher Leaders' home region and Phoenix was budgeted in the TQP grant, we did not think to fund region-to-region travel by

TAP leaders and Regional Executive Master Teacher Leaders. We now know that this will be essential as we expect to cluster, on numerous occasions, TAP leadership and a number of Regional Executive Master Teacher Leaders in struggling TAP schools across the state. We anticipate that this "emergency" clustering will occur primarily in Years One and Two.

• **Relation to Project Success:** State TAP leadership and Regional Executive Master Teacher Leader site presence is imperative, particularly in struggling TAP schools.

• **Itemized Estimate:** Average of five trips during the K-12 school year for 14 people. Hotel (3 nights x $[redacted]) + Car Rental/Mileage ([redacted] + Per Diem [redacted]

In-state travel for "local evaluation" by ASU PORTAL Program Evaluation Research Specialists

• **Purpose:** The comprehensive program evaluation plan for the 59 TAP and additional control schools involves more than measures of student achievement. Specifically, Research Question One (fidelity of TAP implementation), Three (teacher and principal behaviors) and Four (school culture) involve surveys, interviews, and observations. PORTAL program evaluation staff will have to travel to TAP and control sites to collect such data.

• **Relation to Project Success:** data-driven begins with good data and timely collection

• **Itemized Estimate:** 32 trips during the K-12 school year. Hotel [redacted] + Car Rental/Mileage [redacted]) + Per Diem ([redacted] = $[redacted]

Out-of-state travel to the TIF Grantee Meeting in D.C.

• **Purpose:** Travel to TIF Grantee Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Grantee Meeting provides a venue for sharing and learning for the project author, executive director, and director of program evaluation

• **Itemized Estimate:** *To Washington, DC* (assuming a three-day trip): [redacted]

Out-of-state travel to the TIF Topical Meeting in D.C.

• **Purpose:** Travel to TIF Topical Meeting in Washington D.C.

• **Relation to Project Success:** The U.S Department of Education's TIF Topical Meeting provides a venue for sharing and learning for the project author and executive director

• **Itemized Estimate:** [redacted]

4. EQUIPMENT – Total $ 0

5. SUPPLIES – Total $ 0

6. CONTRACTUAL – [redacted]

TAP School Inspections and Technical Training by the National Institute for Excellence in Teaching

• **Purpose:** Maintain a constant focus on rigor and full-fidelity implementation. Utilize NIET to help Regional Executive Master Teacher Leaders, the State Director of TAP, and TAP schools to full-fidelity implementation.

• **Deliverables:** CORE Training, Monthly On-site Technical Assistance for struggling TAP schools, annual TAP school inspection visit.

• **Relation to Project Success:** Rigor and fidelity, there can be no slippery slope

• **Itemized Estimate:** [redacted] (see table below)

Year Four NIET Projected Expenses 59 Schools (Annually)			
Item	***Unit Cost***	***Quantity***	***Total Cost***
Monthly On-site Technical Assistance	[redacted]	[redacted]	[redacted]
Travel for Monthly Follow-up	[redacted]	[redacted]	[redacted]
School Reviews	[redacted]	[redacted]	[redacted]
Travel for School Reviews	[redacted]	[redacted]	[redacted]

7. CONSTRUCTION – Total $ 0

8. OTHER – Total [redacted]

Evaluation Competition Incentive for Glendale Elementary District [redacted]

• **Purpose:** An incentive for participating in the national evaluation with randomized placement and1% non-differentiated control schools

• **Deliverables:** 8 high-need urban schools

• **Use of Evaluation Incentive Funds:** Support for the PBCS that would otherwise need to be paid with Non-TIF funds (in order to meet absolute priority 2)

• **Itemized Estimate:** The $[redacted] evaluation incentive will serve as GESD's match.

WEB 2.0 UNICON Hosting and Maintenance Services [redacted]

• **Purpose:** WEB 2.0 monitoring, trouble-shooting, maintenance

• **Provider:** UNICON Inc.

• **Deliverables:** dependable WEB 2.0 service

• **Itemized Estimate:** annual fee =[redacted]

WEB 2.0 Software Licensing [redacted]

- **Purpose:** Give partner district, ASU, ADE, NIET personnel desktop/laptop access to the WEB 2.0 data portal
- **Deliverables:** access to portal
- **Itemized Estimate:** [redacted] for collective Year Four user access, no limit

9. TOTAL DIRECT COSTS - [redacted]

10. INDIRECT COSTS – Total [redacted]

- **Indirect cost rate ASU**: 36 % of Modified Total Direct Cost
- **Indirect cost rate ADE**: 13.5%

11. TRAINING STIPENDS – Total $ 0

12. TOTAL COSTS -- [redacted]

YEAR FIVE

1. **PERSONNEL –** [redacted]

A 3% escalation has been factored in for annual salary increases.

(ASU) Executive Project Director 100%FTE [redacted]

- **Duties:** Leadership, planning, oversight of statewide Ready-for-Rigor Project: PBCS; value-added and other data analysis; data-driven and measurably-effective school-university interventions, comprehensive program evaluation
- **Basis for Salary:** comparable to salaries in educational leadership at this level
- **Importance of Position:** responsible for ensuring the two strategic imperatives: full-fidelity implementation and use of data to determine needs, guide and evaluate interventions.

(ASU) Communications/Outreach/PR Director 100%FTE [redacted]

- **Duties:** Provide information on performance-based compensation systems to Arizona educators, stakeholders and policymakers. Write stories on implementation successes and struggles to inspire and inform Ready-for-Rigor implementers on the WEB 2.0 site. Brief policymakers in the Ready-for-Rigor Project and assist in the recruitment of both inservice and preservice teachers for hard-to-staff subject-areas and communities.
- **Basis for Salary:** comparable for PR positions at ASU
- **Importance of Position:** P-20 educators have been notoriously bad at communicating their initiatives and outcomes. The Commo/Outreach/PR Director will help implementers understand the big picture importance of their work, help policymakers understand the role of a PBCS in school reform, and help the high-need communities represented in the Ready-for-Rigor partnership to recruit high-potential preservice candidates and proven inservice teachers and principals.

(ASU) Business Managers (2) 100%FTE [redacted]

• **Duties:** Work with the 59 partner district schools on appropriate PBCS expenditures, quarterly draw downs, and documentation of expenses

• **Basis for Salary:** comparable to experienced, mid-level business managers at ASU

• **Importance of Position:** the "paperwork" must flow on a timely and effective basis or everything stops. These two business managers will proactively work to ensure that the "paperwork" element does not take much project leadership time.

(ADE) District Budget Specialist 100%FTE [redacted]

• **Duties:** From the very beginning of the Ready-for-Rigor Project, work with partner district business managers, leaders, and school boards on moving existing federal, state, and local funds to sustain the PBCS. Help partner districts to easily meet their cost internalization schedule: Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%.

• **Basis for Salary:** comparable for a seasoned, senior-level business accountant

• **Importance of Position:** Will help partner districts to do what they want and need to do in regard to repurposing funds (e.g., Title funds), but have historically struggled to do alone.

(ADE) Value-added Data System Specialist 100%FTE [redacted]

• **Duties:** Work with ASU PORTAL and other value-added researchers to refine and improve the reliability and validity of value-added modeling (e.g., what balance of data provides the most objective representation of teacher value-added effectiveness), work with partner district leadership and teachers to ensure understanding of the value-added data system and calculations.

• **Basis for Salary:** comparable to similar data positions at the ADE

• **Importance of Position:** Measurement of student learning and achievement impact is at the heart of determining teacher effectiveness and a key basis of performance compensation. During this time of evolution in educators' understanding and buy-in to this principle, the value-added methodologist must also be an excellent educator and advocate.

(ASU) Common Core Standards Specialist 15%FTE [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

• **Duties:** Provide partner district teachers and administrators with practical but in-depth assistance in transitioning from the Arizona academic standard to the substantially more rigorous national standards. Create modules, materials, teaching resources, and higher-order performance assessments by grade-level. Provide ongoing professional development seminars.

• **Basis for Salary:** [redacted] is comparable for professional developers at ASU. The 15% represents time allocation in the partner districts that are no also members in ASU's TQP grant.

• **Importance of Position:** The more rigorous national standards will impact student achievement and teachers'/principals' performance awards. This specialist will help partner district educators to successfully raise the bar to internationally benchmarked standards.

(ASU) Regional Executive Master Teacher Leaders (12) 15%FTE [redacted]
Total Salary: [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).***

- **Duties:** Site-based leadership in TAP school implementation; guidance and feedback to school master and mentor teachers and to site principals; lead training on numerous aspects of TAP implementation (e.g., cluster groups, TAP rubric scoring, TAP leadership meetings, use of the CODE data system); guidance and support for other Regional Executive Master Teacher Leaders in struggling TAP schools; training of partner district mentor teachers participating in beginning teacher induction and/or mentorship of teacher candidates in the district-based, "grow your own" teacher preparation programs.
- **Basis for Salary:** comparable to K-12 salaries for teacher leaders
- **Importance of Position:** These are the foot soldiers; the "on-the-ground" individuals who have the single greatest impact on the fidelity of day-to-day TAP implementation

(ASU) Data Wise Professional Development Specialist 100%FTE [redacted]

- **Duties:** Help partner district teachers and administrators to access the WEB 2.0 data portal and to know how and why they want to use formative and summative student achievement data to teach for student mastery. Provide training to the Regional Executive Master Teacher Leaders on Data Wise so that they, in turn, can ensure that TAP school master & mentor teachers and principals understand, use, and hold site teachers to use of data.
- **Basis for Salary:** comparable for professional developers at ASU.
- **Importance of Position:** Use of data to guide classroom teaching, school and district interventions is the second strategic imperative of the Ready-for-Rigor Project. This specialist must be able to create understanding and motivation to implementation data-driven teaching.

(UPSI) State Director of TAP 15%FTE [redacted] [redacted]
(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 15% of the cost of this position must be allocated to the TIF grant).

- **Duties:** Lead, train, and manage the twelve Regional Executive Master Teacher Leaders. Work with the Executive Director to ensure full-fidelity TAP implementation that the 59 TAP schools. BEST/TAP specialists working. Coordinate with NIET on school inspections and national training and events.
- **Basis for Salary:** Based on current salary at UPSI
- **Importance of Position:** If the Regional Executive Master Teacher Leaders are the foot soldiers, the State Director of TAP is the general. The standards of rigor and excellence begin with the State Director of TAP.

(ASU) PORTAL Director of Program Evaluation 10%FTE [redacted]
[redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***

- **Duties:** Design and lead the implementation of the comprehensive program evaluation on the 59 TAP plus the control schools described on pages 16-29 of the project narrative.

• **Basis for Salary:** comparable salary for research project leaders at ASU
• **Importance of Position:** Just as the U.S. DOE desires to know the impact of the PBCS on student achievement and teacher effectiveness, ASU is also interested. We also want to understand the impact of fidelity of implementation. The director position is key in ensuring that the research is completed as planned.

(ASU) PORTAL Post-Doc Coordinator of Program Evaluation 10%FTE Base Salary: [redacted] **Total Salary:** [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***
• **Duties:** Work with the director and the four program evaluation research specialists to collect and analyze the program evaluation data at the 59 TAP and additional control schools.
• **Basis for Salary:** comparable salary for Post-Doc students in higher education
• **Importance of Position:** Operational oversight of the work quality and timing for the four research specialists.

(ASU) PORTAL Program Evaluation Research Specialist (4) 10%FTE Base Salary: [redacted] ***(This is an existing 100% FTE position from ASU's TQP grant. With the majority of the Ready-for-Rigor partner districts also participating in the TQP, the additional cost of program evaluation services would require a 10% allocation of costs to the TIF grant).***
• **Duties:** Collect and analyze program evaluation data in the 59 TAP and control schools as directed by the PORTAL director and coordinator. Travel to sites to conduct interview data.
• **Basis for Salary:** salary for research specialists in higher education
• **Importance of Position:** accurate and timely data collection

(ASU) WEB 2.0 Maintenance Developer 25%FTE [redacted]
• **Duties:** This is a quarter-time position for identifying and implementing revisions needed to accommodate new data sources and types brought to the project by district partners.
• **Basis for Salary:** comparable salary for WEB 2.0 position
• **Importance of Position:** This position implements upgrades and revisions of the tools as needed.

(ASU) WEB 2.0 Ready-for-Rigor Partner District Liaison/Trainer 50%FTE Base [redacted]
• **Duties:** This is a five-year position: 100% FTE in Years 1-2 and 50% FTE in Years 3-5. This position provides end-user training and technical support in the use of the data ingestion system, analytic dashboard and visualization tool, and communication tools.
• **Basis for Salary:** comparable for a key liaison/professional development position at ASU
• **Importance of Position:** This position with work with partner district technology directors as well as teachers and administrators to ensure their understanding and use of the WEB 2.0 data portal.

(ASU) alt^I Director of Technology 10%FTE Base Salary: [redacted]
(This is an existing 100% FTE position from ASU's TQP grant. With the majority of Ready-for-Rigor partner districts also participating in the TQP, only 10% of the cost of this position must be allocated to the TIF grant).

- **Duties:** Monitor WEB 2.0 development and liaison with alt^I, TIF, and TQP grant leadership to connect applications across projects and leadership teams
- **Basis for Salary:** current salary
- **Importance of Position:** Ensure the WEB 2.0 data portal is accessible, easy to use, and connected to the programming and services in both the TIF and TQP projects.

(Partner Districts) Extra Duties for TAP school Master Teachers 20 days Total Extra [redacted]

- **Duties:** Serve on the TAP school leadership team, lead cluster groups, observe and score teachers on the TAP instructional rubric, provide coaching and support to individual teachers
- **Basis for Salary:** partner district average for teacher leader duties
- **Importance of Position:** The day-to-day "in the classroom" standard bearer of rigor and excellence. The Master Teacher is also an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Extra Duties for TAP school Mentor Teachers 10 days Total Extra [redacted]

- **Duties:** Serve on the TAP school leadership team, assist the master teacher on the leadership of cluster groups, observe and score teachers on the TAP instructional rubric
- **Basis for Salary:** partner district average for teacher leader duties
- **Importance of Position:** The Mentor Teacher is an essential leader on the "distributed" TAP school leadership team.

(Partner Districts) Statewide Performance Awards

In Year Five, performance awards will be implemented in 55 TAP schools in the Ready-for-Rigor Project. (There are four 1% non-differentiated schools in the national evaluation.) The counts below are based on the Year Two TAP schools and the numbers reported by partner districts. The performance award amounts are articulated on page 33 of the project narrative. In the Ready-for-Rigor Project, performance awards are only provided to teachers, hard-to-staff teachers (e.g., middle school math), principals, and assistant principals. Two other variables impacting the budget are the partner district PBCS schedule of cost internalization (i.e., Year One 10%, Year Two 25%, Year Three 50%, Year Four 75%, Year Five & beyond 100%) and TAP school launch status (i.e., Wave One = 20 TAP schools in Year One, Wave Two = 39 TAP schools in Year Two).

Performance Award Recipients	YEAR ONE Numbers	Performance Award	TOTAL
Teachers	328	[redacted]	[redacted]
Hard-to-Staff Teachers	83	[redacted]	[redacted]
Principals	12	[redacted]	[redacted]
Asst. Principals	9	[redacted]	[redacted]
[redacted]			

2. FRINGE -- [redacted]

Partner District Fringe Benefit Percentage – 20%
ASU Fringe Benefit Percentage – Faculty Members 28.5%, Staff 34.5%
ADE Fringe Benefit Percentage – 26%
UPSI Fringe Benefit Percentage – 18%

3. TRAVEL – Total $ 76,075

In-state travel for the State Director of TAP, Asst Director, and the 12 Regional Executive Master Teacher Leaders

- **Purpose:** While travel to-and-from Regional Executive Master Teacher Leaders' home region and Phoenix was budgeted in the TQP grant, we did not think to fund region-to-region travel by TAP leaders and Regional Executive Master Teacher Leaders. We now know that this will be essential as we expect to cluster, on numerous occasions, TAP leadership and a number of Regional Executive Master Teacher Leaders in struggling TAP schools across the state. We anticipate that this "emergency" clustering will occur primarily in Years One and Two.
- **Relation to Project Success:** State TAP leadership and Regional Executive Master Teacher Leader site presence is imperative, particularly in struggling TAP schools.
- **Itemized Estimate:** Average of five trips during the K-12 school year for 14 people. Hotel (3 nights x $[redacted]) + Car Rental/Mileage ([redacted]) + Per Diem (3[redacted]

In-state travel for "local evaluation" by ASU PORTAL Program Evaluation Research Specialists

- **Purpose:** The comprehensive program evaluation plan for the 59 TAP and additional control schools involves more than measures of student achievement. Specifically, Research Question One (fidelity of TAP implementation), Three (teacher and principal behaviors) and Four (school culture) involve surveys, interviews, and observations. PORTAL program evaluation staff will have to travel to TAP and control sites to collect such data.
- **Relation to Project Success:** data-driven begins with good data and timely collection
- **Itemized Estimate:** 32 trips during the K-12 school year. Hotel[redacted]) +

Out-of-state travel to the TIF Grantee Meeting in D.C.
• **Purpose:** Travel to TIF Grantee Meeting in Washington D.C.
• **Relation to Project Success:** The U.S Department of Education's TIF Grantee Meeting provides a venue for sharing and learning for the project author, executive director, and director of program evaluation
• **Itemized Estimate:** *To Washington, DC*[redacted]

Out-of-state travel to the TIF Topical Meeting in D.C.
• **Purpose:** Travel to TIF Topical Meeting in Washington D.C.
• **Relation to Project Success:** The U.S Department of Education's TIF Topical Meeting provides a venue for sharing and learning for the project author and executive director
• **Itemized Estimate:** [redacted]

4. EQUIPMENT – Total $ 0

5. SUPPLIES – Total $ 0

6. CONTRACTUAL – [redacted]

TAP School Inspections and Technical Training by the National Institute for Excellence in Teaching
• **Purpose:** Maintain a constant focus on rigor and full-fidelity implementation. Utilize NIET to help Regional Executive Master Teacher Leaders, the State Director of TAP, and TAP schools to full-fidelity implementation.
• **Deliverables:** CORE Training, Monthly On-site Technical Assistance for struggling TAP schools, annual TAP school inspection visit.
• **Relation to Project Success:** Rigor and fidelity, there can be no slippery slope
• **Itemized Estimate:** $[redacted] (see table below)

Year Five NIET Projected Expenses 59 Schools (Annually)			
Item	***Unit Cost***	***Quantity***	***Total Cost***
Monthly On-site Technical Assistance	[redacted]	[redacted]	[redacted]
Travel for Monthly Follow-up	[redacted]	[redacted]	[redacted]
School Reviews	[redacted]	[redacted]	[redacted]
Travel for School Reviews	[redacted]	[redacted]	[redacted]

7. CONSTRUCTION – Total $ 0

8. OTHER – [redacted]

Evaluation Competition Incentive for Glendale Elementary District [redacted]
and1% non-differentiated control schools
- **Deliverables:** 8 high-need urban schools
- **Use of Evaluation Incentive Funds:** Support for the PBCS that would otherwise need to be paid with Non-TIF funds (in order to meet absolute priority 2)
- **Itemized Estimate:** The [redacted] evaluation incentive will serve as GESD's match.

WEB 2.0 UNICON Hosting and Maintenance Services [redacted]
- **Purpose:** WEB 2.0 monitoring, trouble-shooting, maintenance
- **Provider:** UNICON Inc.
- **Deliverables:** dependable WEB 2.0 service
- **Itemized Estimate:** annual fee = [redacted]

WEB 2.0 Software Licensing [redacted]
- **Purpose:** Give partner district, ASU, ADE, NIET personnel desktop/laptop access to the WEB 2.0 data portal
- **Deliverables:** access to portal
- **Itemized Estimate:** [redacted] for collective Year Four user access, no limit

9. TOTAL DIRECT COSTS [redacted]

10. INDIRECT COSTS – Total [redacted]
- **Indirect cost rate ASU**: 36 % of Modified Total Direct Cost
- **Indirect cost rate ADE**: 13.5%

11. TRAINING STIPENDS – Total $ 0

12. TOTAL COSTS -- $ [redacted]