

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 # S385A100123

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

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

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

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: National Board for Professional Teaching Standards

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

d. Address:

* Street1:	██
Street2:	██████████
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	██
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:
Government Relations	Office of the President

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

Prefix:	Ms.	* First Name:	Anna
Middle Name:	H		

* Last Name: Davis

Suffix:

Title: Executive Director for Government Relations

Organizational Affiliation:

non-profit

* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than 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:**

84.385

Title:

Teacher Incentive Fund

13. Competition Identification Number:

n/a

Title:

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

15 high-need schools in Maine (primarily rural) and 8 high-need schools in

Richmond, VA (urban)

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

The Schools for Excellence initiative is an integrated Performance-Based Compensation System (PBCS) that is specifically designed to develop teacher effectiveness.

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: VA 8th

* b. Program/Project: ME 1st; VA 3rd

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	\$ 0
c. State	\$ [REDACTED]
d. Local	\$ [REDACTED]
e. Other	\$ [REDACTED]
f. Program Income	\$ 0
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.

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: Joseph
Middle Name: A
* Last Name: Aguerrebere
Suffix: Ph.D

Title: President and CEO; National Board for Professional Teaching Standards

* 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:
 National Board for Professional ...

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 1/1/2007 To: 12/31/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 20%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 National Board for Professional ...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	\$ 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)	█	█	█	█	█	█
10. Indirect Costs	█	█	█	█	█	█
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Joseph A. Aguerrebere, Jr.

Title: President and CEO

Date Submitted: 07/04/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Nat'l Bd for Prof Teaching Standards Address: 1525 Wilson Blvd; Suite 500 City: Arlington State: VA Zip Code + 4: 22209-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: US Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known: 75 FR 28740	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Davis, Anna H Address: 1525 Wilson Blvd City: Arlington State: VA Zip Code + 4: 22209-	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: Joseph A. Aguerrebere, Jr. Title: President and CEO Applicant: National Board for Professional Teaching Standards Date: 07/04/2010	
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

National Board for Professional Teaching Standards

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Joe Middle Name: A
Last Name: Aguerrebere Suffix: Jr
Title: President and CEO

Signature: _____ Date: 07/04/2010

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 : GEPA, Section 427

File : <C:\fakepath\GEPA 427 Statement.doc>

Statement of Equitable Access and Participation (GEPA 427 Statement)

The National Board for Professional Teaching Standards is committed to ensuring fairness and equity throughout the entire National Board Certification process and in NBPTS employment practices. NBPTS is committed to maintaining a system that is fair and free from bias and that is capable of being utilized by all of the various persons represented in the teaching professional, including those with special needs.

Barriers:

1. Teachers in high-need schools too often do not receive sufficient school or district-based support to make candidacy for National Board Certification feasible.
2. Persistent achievement gaps in academic success of students persist between high-need and high-resource schools across the nation.
3. Minority and male teachers are underrepresented in the ranks of National Board Certified Teachers.

Solutions:

To address all three of these barriers, NBPTS has taken several concrete steps including the establishment of the *Direct Recruitment Efforts to Attract Minorities (DREAM) Team*, and implementation of the Targeted High Need Initiative (THNI), which provide additional federal resources to develop National Board programs in high-need schools, districts and populations and to recruit and support minority candidates. THNI programs (full certification and *Take One!*, a modified National Board program that includes one of the ten parts of full certification) are directed building and sustaining National Board programs in high poverty, low performing and rural schools and districts.

Barrier:

Teachers with special needs may be intimidated by the National Board Certification assessment process.

Solution:

In administering the assessments, the National Board has made specific efforts to provide access to teachers with special needs. These efforts include providing accommodations on request for candidates with disabilities, such as Braille portfolio for a blind candidate, audio tape prompts for an ADHD candidate, and giving additional time to a candidate with palsy to complete the portfolio. Also, the National Board offers candidates in all certificate areas, except English Language Arts, the opportunity to submit student work and/or video tapes of classroom interaction in Spanish, without transcription.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Anna H Davis

Address:

* Street1: [REDACTED]
Street2: [REDACTED]
* City: [REDACTED]
County: [REDACTED]
* State: [REDACTED]

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

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Non-exemption narrative
File : C:\fakepath\Nonexempt Research Narrative.doc



There was a problem with converting this attachment to PDF.

The PDF service could not convert the attachment within the specified time limit.

Nonexempt Research Narrative

1) Human Subjects Involvement and Characteristics:

Teachers and school leaders at participating schools in the Richmond Public School District and in the State of Maine will be the subject of research to evaluate the effects of Schools for Excellence on outcomes related to student achievement, staff development, and staff retention. Approximately 1,000 staff of all ages over 18 will be included in the research and program evaluation. All actively employed staff will be eligible for participation in research.

2) Sources of Materials:

Staff will be invited to participate in surveys and focus groups regarding the program, and data will include classroom observations to be used for research purposes only. Existing annual district surveys and staff retention data will be used for both research on program effects and for monitoring issues such as aggregate district trends in school climate, employee job satisfaction, and staff mobility. Existing student achievement data will be used to evaluate program effects on student achievement.

3) Recruitment and Informed Consent:

Staff at participating schools will be invited to participate in focus groups and interviews regarding the program. Staff will be informed by researchers of the voluntary nature of their participation, and will be assured of the confidential nature of reporting. Data will be reported in aggregate, summarized form such that no individual could be identified. Staff not wishing to participate in focus groups or interviews may decline to attend those opportunities. Staff at participating schools will be invited to participate in surveys. Staff will

be assured in writing (on the invitation to participate) of the confidentiality policies regarding survey data, and may decline to answer any or all items on the surveys. Staff at participating schools will be selected for classroom observations. At the time of scheduling, researchers will describe confidentiality policies; prior to classroom observations, teachers will receive documentation of confidentiality assurances. Research will be conducted by a firm to be hired by the National Board for Professional Teaching Standards, trained in the ethical rules of program evaluation and social science research; no Institutional Review Board is required for internal program evaluation.

4) Potential Risks:

No physical or legal risks are associated with the research for this study. Potential psychological risks include the potential for stress associated with discussing or reporting what may be strong opinions regarding strategic compensation and/or changes in practice, and also may include stress associated with behavioral classroom observation. Social risks include the potential for uncomfortable disagreement with co-workers in a focus group setting. These risks are minimal and unlikely, particularly because participants are afforded the option to decline participation in focus groups, surveys, or interviews. In the unlikely event that staff experience stress due to participation in the study, information regarding programs that provide counseling support over a wide range of life issues will be provided.

5) Protection Against Risk:

To minimize potential risks, participants will be informed in advance about the topics to be addressed in any focus group, interview, or survey, and will be provided the option whether to participate in any or all of the planned research opportunities. The risk of potential stress due to classroom observation will be minimized with confidentiality assurances, and with the strict confidentiality of data collection and storage procedures. No individual data will be reported, and all records will be maintained in a secure location accessible only to research staff.

6) Importance of the Knowledge to Be Gained:

The proposed research will inform knowledge about the ways in which strategic compensation may influence educator behaviors, and how these ultimately influence staff retention and student achievement. The risks of participation in this research are no greater than those associated with any other program evaluation. The benefits will inform future National Board policies and practices including leadership pathways for educators in the school system. Results of this research also will inform broader national research efforts to understand the relationships between strategic compensation, educator practice, and student outcomes.

Project Narrative

Project Abstract

Attachment 1:

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Project Title: Schools for Excellence: A Performance-Based Compensation System Designed to Improve and Reward Teacher Effectiveness in High-Need Schools

Brief Project Description: The National Board of Professional Teaching Standards (NBPTS) is applying for a [REDACTED] Teacher Incentive Fund grant under the Main competition. The Schools for Excellence initiative will create a flexible and integrated Performance Based Compensation System (PBCS) that is specifically designed to grow teacher effectiveness and reward teachers and principals for deep knowledge of subject and high levels of performance as measured against rigorous national teaching standards and assessments and increased student achievement and growth. The initiative promotes school-wide professional learning communities that change the learning culture of the school to increase student achievement and promote scalable and systemic reform.

The PBCS is composed of market incentives to recruit effective teachers to high-need schools; ongoing job-embedded professional development to improve the skills and knowledge of teachers at all stages of their careers; support for National Board Certification for teachers, principals, and teacher leaders; comprehensive professional evaluation; and incentives to meet student growth objectives. This integrated approach builds upon the proven record of National Board Standards and assessments and provides districts with the options to tailor the incentives to meet the specific needs of their schools, teachers, and students.

NBPTS will work with Richmond Public Schools and the State of Maine in a total of 23 urban and rural high-need schools. This proposal addresses Priorities 1-6.

Project Narrative

Application Narrative

Attachment 1:

Title: **Project Narrative** Pages: **70** Uploaded File: **NBPTS TIF Proposal 7-6-10.doc**

National Board for Professional Teaching Standards
Grant Application to the
Teacher Incentive Fund

Schools for Excellence: A Performance-Based Compensation System Designed to
Improve and Reward Teacher Effectiveness in High-Need Schools

Submitted to
U.S. Department of Education

July 6, 2010

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TEACHER INCENTIVE FUND
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
SCHOOLS FOR EXCELLENCE

“What if every child had a chance to be taught by a NBCT [National Board Certified Teacher]? I think the difference it would make in students’ lives would be extraordinary... As we move forward on this turnaround agenda nationally, I would love for NBCTs to be at the forefront of that movement.”

Secretary of Education Arne Duncan
December 13, 2009

INTRODUCTION

Responding directly to Secretary Arne Duncan’s challenge, the National Board for Professional Teaching Standards (NBPTS) seeks funding through the Teacher Incentive Fund (TIF) main competition to create **Schools for Excellence** designed to do exactly that: put National Board Certified Teachers (NBCTs) at the forefront of school reform. Schools for Excellence will leverage a partnership of highly accomplished teachers in classrooms with effective administrators in leadership roles to transform an entire school and improve student learning and achievement. As the largest and most established teacher differential pay system using a rigorous demonstration of student growth and learning, NBPTS is uniquely positioned to develop and implement an integrated performance-based compensation system that creates a continuum of leadership and effective instructional practices within each school’s faculty in order to change the learning culture in high-need schools.

The Schools for Excellence initiative is an integrated Performance-Based Compensation System (PBCS) that is specifically designed to identify, develop, and reward teachers and

principals for deep knowledge of subject matter and high levels of performance as measured against rigorous national teaching standards and assessments that have a proven record of increased student achievement and growth. NBPTS is requesting a TIF grant to fund the development of Schools for Excellence in 23 high-need schools (as defined in the TIF notice) in the State of Maine and the City of Richmond, Virginia.

The goal of Schools for Excellence is to develop schools comprised of highly effective teachers and educator leaders supported in a learning community focused on higher student learning and achievement. To achieve this goal, each Schools for Excellence program is built on rigorous professional standards and designed to be a comprehensive and aligned system of induction, professional development, evaluation, and compensation that will strengthen the educator workforce. Each Schools for Excellence PBCS will include a variety of stipends and programs to:

Recruit and Retain through Market Incentives to redistribute NBCTs and other effective teachers in hard-to-staff subjects into the targeted high-need schools.

Develop Knowledge and Skills of all teachers and principals with improved professional development including mentoring and induction for new teachers, mentor training for experienced teachers, and NBPTS' *Take One!*, a component of National Board Certification that improves teaching practice and links student learning to effective instruction.

Increase National Board Certification for Teachers and Educational Leaders so schools can grow their own NBCTs and develop new National Board Certified Principals and Teacher Leaders.

Implement Comprehensive Professional Evaluations for teachers and principals that are tied to national standards and assessments, as well as increased educator and student growth.

Foster, Measure, and Reward Student Growth through compensation to teachers and principals that develop and meet student growth targets and standards for effective teaching.

SCHOOLS FOR EXCELLENCE: THEORY OF ACTION

Recruit and Retain Through Market Incentives

NBCT Recruitment Incentive ♦ Hard-to-Staff Assignment Salary Increases

Develop Knowledge and Skills

Mentoring for New Teachers ♦ *Take One!* Professional Development ♦ Additional Leadership Roles

Increase National Board Certification

National Board Certified Teacher ♦ National Board Certified Principal

National Board Certified Teacher Leader

Implement Comprehensive Professional Evaluation

Encompasses New and Experienced Teachers and Principals

Incorporates Peer Assistance and Review (PAR) program

Based on National Board Standards and Assessments

Linked to Professional Development and Student Growth

Foster, Measure, and Reward Student Growth

School-wide, Individual Teacher and Team Teacher

Student Growth Objectives



Every educator in a school building, principals and teachers at every stage of their career, will participate in this process linking professional development and evaluation to increased teacher and principal effectiveness and student performance growth. Through an inclusive decision-making process, each district will be able to tailor the PBCS to meet the specific needs

of their schools, teachers, and students. These elements of Schools for Excellence will be described in more detail in Section B. Project Design: Schools for Excellence Framework.

NBPTS has Five Core Propositions that form the basis for the *definition of highly effective teachers* (see Appendix 1 for a further description of the Five Core Propositions):

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learning from experience.
5. Teachers are members of learning communities.

The standards and assessments of the NBPTS are based on these Five Core Propositions which provide teachers and schools with the tools to define and measure teaching excellence. National Board Certification embodies the very essence of what it means to be a highly effective teacher.

In one of the most comprehensive studies ever conducted on an education program, the National Research Council found that National Board Certification has had a positive impact on student achievement, teacher retention, and professional development (National Research Council). The 2008 report states, “The evidence is clear that National Board Certification distinguishes more effective teachers ... with respect to student achievement.” Studies show that students with NBCTs improve in terms of “deep” learning—the kind of high-order thinking that policymakers and business leaders recognize as essential for a successful U.S. workforce. For additional information on the research on the efficacy of National Board Certification, see Appendix 2.

A. NEED FOR THE PROJECT: INCREASING TEACHER EFFECTIVENESS AND ACHIEVING EQUITY IN TEACHER DISTRIBUTION

Research affirms what educators already know—highly effective teachers and strong school leadership are the two most important school-level factors for increasing student learning and achievement (Sanders & Rivers; Waters, Marzano, & McNulty). The emphasis on school-level outcomes and student achievement places teachers and principals at the center of all school reform efforts. Nevertheless, existing practices do not support the recruitment, retention, or the provision of quality professional development of effective teachers and leaders in high-need, low-performing schools. In fact, these schools generally are staffed with less experienced, less trained teachers, who are often assigned the most challenging classrooms (Loeb & Reninger), given little additional training or mentoring, and undergo little if any meaningful evaluation. Over 50 percent of teachers leave the profession in the first five years (Ingersoll & Smith). Not surprisingly, the highest-need schools have the highest rates of teacher turnover, with the result that students in those schools are mostly likely to be taught by inexperienced teachers, and that the schools' culture is not conducive to meaningful professional development or the formation of professional learning communities (Allensworth, Ponisciak, & Mazzeo). The students they teach face greater challenges as well—children of poverty begin school with less preparation and lag behind their peers from other income tiers. Inequitable funding policies often result in these schools receiving proportionally fewer resources than schools in wealthier areas (both within districts and across district boundaries), further exacerbating the problem (Loeb & Reninger). Schools for Excellence is specifically designed to address these challenges.

NBPTS will pilot the Schools for Excellence model in two jurisdictions, rural Maine and urban Richmond, Virginia, each with its own unique challenges. These site jurisdictions will test

how the Schools for Excellence PBCS system works under very different circumstances and will help bring the model to scale in the future and position NBCTs at the forefront of reform.

NBPTS has contracted to work with Richmond Public Schools (RPS) in eight high-need schools and with five districts in Maine, covering 15 high-need schools where 50 percent or more of the school's students are eligible for free or reduced-price lunch (FRPL) subsidies.

SCHOOLS FOR EXCELLENCE IN MAINE

The State of Maine is composed of 182 school administrative units and districts representing 710 schools, approximately 200,000 students and over 16,000 teachers, of which 179 are NBCTs. More than two-thirds of Maine's schools and half of its students are in rural areas, with a 35.7 percent rate of rural student poverty and a higher rate of special needs students than the national average (Johnson & Strange).

Two major challenges for Maine, as a rural state, are geographic distance and small school size; these challenges will be important factors impacting the Schools for Excellence PBCS. In addition, many of these schools are heavily impacted by economic instability in the community—for example the closing of a mill or the decommissioning of a nuclear power plant. Of the 15 schools in the Schools for Excellence initiative, four are classified by the U.S. Department of Education's (USDE) Common Core of Data as Rural Remote, six are Rural Distant, and two are Rural Fringe. Only the three schools in the small city of Westbrook are classified as Midsize Suburb. The 13 elementary, one middle school, and one high school serve a total of 3,901 students and have 467 teachers, two of whom are NBCTs. Table 1 illustrates the specific needs of the schools in Maine that will become Schools for Excellence.

TABLE 1: FREE AND REDUCED PRICED LUNCH DATA FOR SCHOOLS FOR EXCELLENCE IN MAINE

	District	School	Number of Students	% FRPL	# FTE Teachers	Number of NBCTs
1	Regional School Unit (RSU) 12 - Sheepscot Valley	Somerville Elementary	43	72.09	7.4	
2	RSU 12-Sheepscot Valley	Wiscasset Primary	234	52.56	30	
3	RSU 24	Beech Hill School	98	50	18.4	
4	RSU 24	Cave Hill School	78	56.41	13.2	
5	RSU 24	Ella Lewis School	92	67.39	17.3	
6	RSU 24	Hancock Grammar School	213	53.52	35.7	
7	RSU 24	Mountain View School	290	65.86	31.8	
8	RSU 24	Peninsula Csd School	201	58.21	25.7	
9	RSU 68/MSAD 68	Se Do Mo Cha Elementary School	320	54.38	37.4	1
10	RSU 88/MSAD 24	Van Buren Elementary	237	60.76	19.4	
11	Westbrook School Dept.	Fred C Wescott School	532	53.38	65.7	
12	Westbrook School Dept.	Oxford-Cumberland Canal School	209	66.99	27.5	
13	Westbrook School Dept.	Prides Corner School	325	53.23	35.8	1
14	Westbrook School Dept.	Saccarappa School	274	64.96	27.1	
15	Westbrook School Dept.	Westbrook High School	755	50.2	74.8	
Total			3,901		467.2	2

Source: Maine Department of Education; NCES 2007-2008 data base

These schools also have a need to become Schools for Excellence due to low performance. According to data released by the Maine Department of Education, these districts have schools

that are eligible for School Improvement Grants (SIG) funding or have negative growth. Table 2 shows the individual school data.

TABLE 2: PERFORMANCE OF MAINE SCHOOLS FOR EXCELLENCE

District	School	Progress (State Median – 4.18%)	3-yr Average Math and Reading (State avg. 59%)
Regional School Unit (RSU) 12 -Sheepscot Valley	Somerville Elementary	18.00%	52.00%
RSU 12-Sheepscot Valley	Wiscasset Primary	0.60%	62.17%
RSU 24	Beech Hill School	5.76%	69.21%
RSU 24	Cave Hill School	0.89%	59.46%
RSU 24	Ella Lewis School	10.66%	65.39%
RSU 24	Hancock Grammar School	6.48%	65.41%
RSU 24	Mountain View School	0.74%	57.19%
RSU 24	Peninsula Csd School	-6.41%	64.32%
RSU 68/MSAD 68	Se Do Mo Cha Elementary School	-0.26%	68.73%
RSU 88/MSAD 24	Van Buren Elementary	-8.15%	41.35%
Westbrook School Dept.	Fred C Wescott School	6.66%	55.65%
Westbrook School Dept.	Oxford-Cumberland Canal School	7.34%	70.74%
Westbrook School Dept.	Prides Corner School	No data	No data
Westbrook School Dept.	Saccarappa School	No data	No data
Westbrook School Dept.	Westbrook High School	3.04%	39.99% (Tier II SIG grant eligible)

Source: Maine Department of Education

Of the eight schools in Regional School Unit (RSU) 12, two are eligible for SIG funds (SIG funds are available to a state's lowest performing schools) and the next two lowest performing schools were selected to be Schools for Excellence. There are nine schools in RSU 24, three of which are eligible for SIG funds and the remaining six schools were selected to be

Schools for Excellence. Of the two schools in RSU 68, the one selected had negative growth over a three year period. In RSU 88, the Van Buren High School is eligible for SIG funds. Westbrook School Department has included all of its schools, one of which is eligible for SIG funds.

Finally, recruitment of highly-qualified and effective teachers is a problem that is exacerbated by low pay, poor local housing, and a lack of alternative employment options for families. Too often new teachers do not have a peer group to encourage or support them to stay.

The Schools for Excellence program will integrate a commonly understood set of standards and assessments that teachers can use to define and measure teaching excellence, help them understand what the benchmarks are for their performance, and gauge where they are in relation to those marks. By recognizing and identifying strengths and weaknesses in professional practice, teachers can use the data to target professional development designed to improve their gaps and leverages their strengths. Increasing the skill of the teachers and rewarding them for their knowledge, skills, and impact will help retain teachers, especially in rural districts with depressed salaries.

SCHOOLS FOR EXCELLENCE IN RICHMOND PUBLIC SCHOOLS

RPS is comprised of 52 schools, serving approximately 24,000 students and served by 2,029 teachers, of which 33 are NBCTs. The student population in this Midsize City region is primarily African American with three-quarters of the students receiving FRPL as of September 2008 according to RPS. Like many other urban areas with high levels of poverty, schools in this district perform consistently below the state average on the state's Standards of Learning (SOL) test.

In Richmond, Virginia, eight schools will participate in Schools for Excellence. The five elementary and three middle schools serve a total of 3,697 students and have 196 teachers, five of whom are NBCTs. Of the eight schools, five have over 80 percent of their students from low-income families, making it even more important to build a critical mass of effective teachers and leaders. Six of the schools are considered “Hard-to-Staff” by Virginia, which means that they meet at four of the eight criteria: (1) accredited with warning; (2) average daily attendance is two percentage points below the statewide average; (3) percent of special education students exceeds 150% of the statewide average; (4) percent of limited English proficient students exceeds 150% of the statewide average; (5) percent of teachers with provisional licenses exceeds 150% of the statewide average; (6) percent of special education teachers with conditional licenses exceeds 150% of the statewide average; (7) percent of inexperienced teachers hired to total teachers exceeds 150% of the statewide average; and (8) school has one or more inexperienced teachers in a critical shortage area. Table 3 below shows the level of need in the Schools for Excellence.

Three of the schools—J.L. Francis, Chimborazo, and Overby-Sheppard Elementary—scored 2-24 percent lower than the state average on the third-grade SOL. They also scored 5-29 percent lower than comparable schools according to GreatSchools. Comparable schools are located in the same area and have approximately the same student makeup in terms of diversity and free and reduced price lunch—although Chimborazo and Overby-Sheppard respectively had 11 and 8 percent more FRPL than the comparable school (GreatSchools).

TABLE 3: FREE AND REDUCED-PRICED LUNCH DATA FOR SCHOOLS FOR EXCELLENCE IN RICHMOND, VIRGINIA

	District	School	Number of Students	% of FRPL	Number of FTE Teachers	Number of NBCTs	Hard-to-Staff Schools
1	Richmond Public Schools	John B. Cary Elementary	311	56.42	22	1	X
2	Richmond Public Schools	Chimborazo Elementary	575	89.92	26		X
3	Richmond Public Schools	Clark Springs Elementary	211	89.87	14		
4	Richmond Public Schools	J. L. Francis Elementary	517	80.16	24		
5	Richmond Public Schools	Overby Sheppard Elementary	367	88.7	25		X
6	Richmond Public Schools	Albert Hill Middle	486	55.18	19		X
7	Richmond Public Schools	Thomas Henderson Middle	545	89.53	31		X
8	Richmond Public Schools	Lucille Brown Middle	685	68.21	35	4	X
Total			3,697		196	5	

Source: Richmond Public Schools

B. PROJECT DESIGN: SCHOOLS FOR EXCELLENCE FRAMEWORK

Schools for Excellence will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement, as required by *TIF Priority 1*. The PBCS will include various forms of support and incentive compensation that will recruit and retain effective teachers, grow effective teachers and principals in the schools through high-quality professional development and comprehensive evaluation, and reward student growth and continuous improvement.

Table 4 lists the PBCS structure and range of stipend options that will be available. While NBPTS has determined the average and maximum stipend levels, the Maine and Richmond PBCS Steering Committees can set the specific levels to align with the needs of their schools. These recommendations were guided by studying other PBCS and recommendations that incentives for teachers on average amount to at least [REDACTED] in successful programs (Schmitt, Cornetto, Malerba, Ware, Bush-Richards, & Imes; Schmitt, Cornetto, Lamb, & Imes). The initiative is predicated on using data to track and evaluate student achievement to inform instruction and professional development. Schools for Excellence includes an upper level cap of [REDACTED] per teacher, per year, with an average of [REDACTED] in Years Two and Three and a slightly higher amount in Years Four and Five.

TABLE 4: SCHOOLS FOR EXCELLENCE PBCS STRUCTURE AND STIPEND OPTIONS

	Element	Description of Element	Support costs	Dollar Range
Recruit & Retain Through Market Incentives	NBCT Incentive	Recruitment Bonus		██████
	Hard to Staff Assignment	Designed to attract teachers to roles with high vacancy rate and high turnover		██████ ██████
Develop Knowledge and Skills	<i>Take One!</i>	Stipend for completion	██████	██████
	Mentoring	Mentors who are NBCTs provide mentoring to 1st-3rd year teachers	██████	██████
Increase National Board Certification	National Board Certified Teacher	Certification and assistance available Years 2-5	██████	██████
	National Board Certified Principal	Certification and assistance available Years 3-5	██████	██████
	National Board Teacher Leader	Certification and assistance available Years 4-5	Fee support	TBD
Implement Comprehensive Professional Evaluation	New Teachers	Improved evaluation for new teachers based on NBPTS standards & assessments	Development of evaluation	\$0
	Experienced Teachers	Improved evaluation for new teachers based on NBPTS standards & assessments	Development of evaluation	\$0
	Principals	Improved evaluation for new teachers based on NBPTS standards & assessments	Development of evaluation	\$0
Foster, Measure, and Reward Student Growth (PBCS Steering Committee can select one or more of the student growth measures)	Individual Student Growth Objective	Incentive paid for meeting teacher identified student growth objectives OR value added	District liaison	██████ ██████
	Team Student Growth Objective	Incentive paid for meeting teacher identified student growth objectives OR value added	District liaison	██████ \$3,000

	School-wide award: High Growth	Teachers in schools designated as a “High Growth School” by the district/state	District liaison	
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1. RECRUIT AND RETAIN THROUGH MARKET INCENTIVES

The Schools for Excellence sites in Maine and Richmond will offer market incentives for two categories of teachers: (1) those who teach hard-to-staff subjects—to be determined by site, but will likely include math, science and special education teachers; and (2) National Board Certified Teachers, who are the cornerstone of the theory of change that drives the Schools for Excellence model and who have already proven that they meet high standards.

During the planning year, the sites will determine which subjects are hard-to-staff and adjust the recommended amount of the incentives based on the level of difficulty filling the positions. This information will be communicated to the school community and the public. For example, a site’s Schools for Excellence Steering Committee could choose to provide a [REDACTED] salary increase to recruit an effective science teacher to a rural high-need school. Sites could decide to offer a one-time signing bonus of [REDACTED] to attract current NBCTs to the high-need schools in the program. This stipend will help with recruitment because both sites have only a few NBCTs currently working in the targeted hard-to-staff schools within the districts.

NBPTS will help districts recruit NBCTs and effective teachers through regional NBCT Network groups, posting the recruitment notices in the National Board’s *Accomplished Teacher by SmartBrief*, a daily electronic newsletter with a current circulation of 44,000 NBCTs and others interested in National Board Certification across the United States. Through that network, NBCTs who are looking to relocate may apply or recommend other teachers who they feel are qualified. NBPTS will work with sites to institute a process evaluating the effectiveness of non-

NBCTs to be included in their interview process, such as how their past students performed on tests, previous evaluations, etc.

In Schools for Excellence, Richmond has five NBCTs in their targeted schools and Maine has only two NBCTs among all their teachers. Recruiting NBCTs will be one way to help the districts jumpstart the Schools for Excellence initiative.

These Market Incentives address the first part of *TIF Priority 5—Increased recruitment and retention of teachers in hard-to-staff subjects and specialty areas in high-need schools*. The retention of effective teachers will be addressed in subsequent sections.

2. DEVELOP KNOWLEDGE AND SKILLS

Educators need professional growth tools that meet their specific needs in order to create high-performing schools to support student success. Schools for Excellence is uniquely designed to meet the challenge of supporting all teachers and educational leaders at every stage of their careers. Schools for Excellence will provide mentoring for new teachers, opportunities and incentives for experienced teachers to take on additional responsibilities, and job-embedded professional development through *Take One!*

Mentoring for New Teachers: Research indicates that more than half of new teachers leave the teaching profession within the five years and two-thirds of the teachers leave teaching because of job dissatisfaction and pursuit of a new career (Ingersoll & Smith). Many teachers-in-training have not had the benefit of high-quality student teaching assignments or highly-trained mentors in clinical teacher preparation programs that equip them with essential skills and strategies to be effective teachers. In addition, efforts to introduce new instructional practices and develop teacher leadership depend on a stable staff. Teacher turnover thwarts efforts to

develop professional learning communities among teachers and sustain school improvement efforts.

A comprehensive new teacher induction program provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs, and a formative assessment system with resources to improve instruction. Research has shown that mentor-based induction is associated with positive gains in student achievement if mentor selectivity is high, mentors have the opportunity for professional development, and mentors meet with new teachers on a regular basis (Fletcher, Strong, & Villar). Comprehensive induction programs also improve teacher retention (Smith & Ingersoll), which, in addition to improving their classroom effectiveness, also addresses *TIF Priority 5* and is another strategy to meet the goal of the Schools for Excellence PBCS.

To begin developing the skills of high-quality and effective teachers from the very start, novice teachers at each of the schools with one to three years experience teaching will be mentored by NBCTs and other experienced teachers who are trained as mentors. Schools for Excellence will work with the existing induction programs in the two jurisdictions to provide stipends and training for mentors. The program will provide and support high-quality individualized professional development, guidance, and classroom support as new teachers work to create an environment focused on student growth. Richmond Public Schools uses the New Teacher Center's comprehensive induction program for first- through third-year teachers. The program includes recruitment and selection of mentors and administrative coaches, professional development for mentors and administrative coaches, and an inquiry-based formative assessment system. The formative assessment system will be based on NBPTS core propositions and district teaching standards.

The Maine Department of Education, using a Title IIA Teacher Quality Enhancement Grant, has developed and piloted a New Teacher Mentoring and Induction initiative. The goals of the initiative are to: enhance the educational performance of all students through improved training information and assistance for new teachers; advance the professional success and retention of new teachers; and ensure that teacher mentors provide intensive individualized support and assistance to each beginning teacher. Districts have submitted their Certification Support System Plans and Maine was in the process of assessing and approving those plans when the state financial crisis resulted in the suspension of funding for all new reform initiatives. Schools for Excellence will help the targeted schools in Maine implement their revised teacher induction program by supporting mentor training and stipends in the participating high-need schools.

Mentor Training: New teachers are not the only ones who will benefit from an integrated induction program--experienced and effective teachers will benefit also. Schools for Excellence will help build human capital and strengthen school communities by establishing a career continuum for teachers by creating and formalizing a clear path to taking on additional responsibilities, such as mentoring. It is important to note that a high percentage of New Teacher Center mentors go on to assume leadership positions after their work as mentors, building the capacity of the district.

Take One!: Learning must occur at all stages of educator effectiveness and educators require professional growth tools that span their entire careers, with the goal of creating high-performing schools to support student success. High-quality professional development for all teachers is a cornerstone of Schools for Excellence.

Experienced teachers and principals can strengthen their knowledge and skills by engaging in *Take One!*, a standards-based approach for improving teaching practice that links student learning to effective instruction. Participants prepare and submit one pre-selected portfolio entry from any of the 25 certificate areas of National Board Certification.

Each teacher video-records a classroom lesson or student activity and includes a written commentary with a description and analysis of the lesson or activity within the context of the NBPTS standards. The video and the teacher's commentary are then submitted to NBPTS for scoring. *Take One!* entries are scored with the same rigor as any entry for National Board Certification. In addition to being an effective professional development program that improves reflective instruction, the program can be used as an initial step for qualified teachers to become candidates for National Board Certification.

The benefits of *Take One!* are that it provides participants with the opportunity to reflect on their classroom instructional practices within the context of national professional teaching standards; helps participants plan and achieve specific learning outcomes and adapt their teaching practices to the needs of individual students; and offers participants the opportunity to form professional learning communities with a common language about teaching, learning, and a commitment to student improvement and achievement.

Schools using *Take One!* are reporting stronger links between teaching practice and student learning, improvements in their school's learning culture, and an increased sharing of best practices. Julius Corsini Elementary School in Desert Hot Springs, California is one of the first schools in the country in which the entire staff participated in *Take One!* Principal Kiela Bonelli, an NBCT, credits *Take One!* with changing the entire school culture and catapulting Corsini from one of the lowest-achieving schools in the district and the state to one of only four

California schools to raise test scores enough to exit Year Five of Program Improvement.

Although Corsini's students showed an increase of 55 points in California's Academic Performance Index in the 2007-08 school year and a 49 point growth in the 2008-09 school year, the target growth rate for the school each year was in the single digits (California Department of Education). In 2010, Corsini was one of only six schools in the nation to receive the Panasonic National School Change Award, based on performance improvements in which schools must prove the changes made are meaningful, measurable, and not superficial.

An independent study by Learning Point Associates in 2008 found that a large majority of teachers in high-need schools report that *Take One!* fostered the development of effective professional learning communities and improved the quality of instructional planning and implementation in the classroom by enhancing the teachers' approach to analyzing and reflecting on their teaching practices (Margolin, Coggshall, O'Brien & Thompson).

Beginning in the second year of the initiative, Schools for Excellence will encourage districts to have the entire faculty (principals and teachers at all levels of experience) participate in *Take One!* to improve instructional practice and the learning culture of high-need schools. The *Take One!* fee of [REDACTED] for each participant will be paid through the PBCS and a one-time [REDACTED] bonus will be paid to all teachers and principals who submit the *Take One!* portfolio to NBPTS and receive a score. The participant may have the score on the *Take One!* submission applied to National Board Certification once eligibility requirements are met (three years teaching experience, valid state license, and a bachelor's degree).

3. NATIONAL BOARD CERTIFICATION FOR TEACHERS AND EDUCATIONAL LEADERS

National Board Certification for Educational Leaders (NBC-EL) builds on the NBPTS' 23-year, highly successful history of developing and implementing rigorous standards and

assessments for teachers. The NBC-EL program will expand beyond teacher certification to create standards and an assessment process for principals, as well as lay the groundwork for a new educator-leadership endorsement for teachers and other school-based educators who positively impact the culture of learning in the classroom. With both new certifications, there is the recognition that effective instructional leaders reflect collaborative actions that advance learning to the highest levels for every child.

National Board Certification for Teachers is the cornerstone of NBPTS programs—over 82,000 teachers have received National Board Certification. NBPTS has developed standards that describe the knowledge and skills characterizing accomplished teaching for what effective teachers should know and be able to do, along with a process to evaluate whether individual teachers meet these criteria in 16 subject areas (e.g., art, English, literacy, mathematics, music, school counseling, science, social studies/history, etc.) covering a wide range of developmental levels.

National Board Certification is a voluntary certification process that is recognized in all 50 states and the District of Columbia. Candidates complete ten assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge. Teachers may take between one to three years to complete certification. This assessment process is not easy; candidates often spend between 200 and 400 hours on certification-related projects in addition to regular classroom work. Candidates receiving a passing score are awarded an advanced teaching credential that is valid for ten years. The average achievement rate for first time passing certification is 47 percent.

Schools for Excellence will cover the [REDACTED] cost of the rigorous NBCT process and cover any retakes for teachers who do not finish the process in the first or second year at a cost of [REDACTED] for each selected entry or exercise submitted for scoring. Teachers achieving certification will receive an annual stipend of [REDACTED] over the life of the certificate provided they continue to teach in high-need schools. The exact stipend level will be determined by the districts to meet their specific teacher needs. Over the years, NBPTS has found that states offering front- and back-end incentives for National Board Certification are more successful in their efforts to increase the numbers of teachers pursuing this credential (National Board).

Virginia currently offers [REDACTED] toward fee support for National Board Certification of teachers if funding is available; however that amount has not been available since 2008. Virginia also gives an initial [REDACTED] award upon completion of the certification process with a subsequent annual award of [REDACTED] for the life of the certificate, contingent upon continued funding. In Virginia, 2.8 percent, or 1,992 teachers, were NBCTs in 2007-2008. In the Richmond Public Schools, 2.75 percent, or 33 of its 1,200 teachers, are NBCTs.

In the past, Maine awarded a [REDACTED] annual stipend for the life of the certificate, pending budgetary review by state commissions. This year, because of budget deficits, it has suspended that incentive. Only 0.8 percent of Maine's teachers are NBCTs, for a total of 179 in 2007-2008, demonstrating the need to recruit and train NBCTs in the state. NBPTS anticipates that providing fee support of [REDACTED] and continuing the stipend at [REDACTED] will be an incentive to encourage new candidates.

National Board Certification for Principals: To create a consistently reliable process to develop, recognize, and retain effective principals, NBPTS launched the development of a voluntary national certification for successful, experienced principals, assistant principals, and

teacher leaders known as National Board Certification for Principals. The Core Propositions are complete, the standards have been adopted, and the assessment design is underway. The process will be available in the third through fifth years of the grant.

Assisting in this effort are the National Association of Elementary School Principals, the National Association of Secondary School Principals, National Middle School Association, American Association of School Administrators, and representatives from higher education, district and state administration, and professional associations.

The National Board Standards for Principals represent a professional consensus on the unique practices that distinguish accomplished principals. They are cast in terms of the collaborative actions that accomplished principals take to advance learning to the highest level for every child: to recruit, promote, and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and the needs of their school; and to purposefully engage families and the broader community in the school's vision and mission. Work is ongoing on the development of the assessment that will form the foundation for the rich amalgam of knowledge, skills, and dispositions that will characterize National Board Certified Principals. National Board Certification for Principals is the first national certification program to define and validate the standards for accomplished, effective and results-oriented principals.

As in medicine, law and other fields, NBCP will support excellence, motivation, and prestige within the profession. NBPTS' analysis shows that principals support the prospect of advanced certification that recognizes the importance of instructional leadership, organizational change, and community involvement—as well as the principal's essential role in school management. An NBPTS survey found that 83 percent of school leader respondents and 69 percent of district leader respondents expressed interest in advanced principal certification. Both

groups were most interested in a certification that would better prepare principals to lead systemic instructional improvement.

Under Schools for Excellence, principals who participate in the certification program will have their [REDACTED] program costs paid for by the grant and those who achieve certification will be rewarded financially with a [REDACTED] stipend during the life of the certificate.

National Board Certification for Teacher Leaders: The teaching profession needs investments in teacher leaders to serve the newest members of the teaching profession—including paraprofessionals, pre-service- and induction-level teachers, Teach for America recruits, second-career teachers participating in alternative certification programs—as well as veteran members. Distinct from National Board Certification for Teachers, which focuses on pedagogy for teaching to children, the planned National Board Certification for Teacher Leaders will focus on teaching adults.

Recognizing that there are differences in the knowledge base and skills required to teach adult and K-12 learners, NBPTS is committed to using its extensive standards, assessment knowledge, and expertise to develop teacher leader capacity. The new certification for teacher leaders embraces an essential tenet of the NBPTS mission by expanding necessary roles for accomplished teachers that will assist in improving student achievement and student growth.

The goal is to create and retain a cadre of teacher leaders who are well-equipped to improve teacher practice and student achievement and growth in high-need schools. The impact of peer learning in schools is demonstrated in a 2009 study by Clement Jackson and Elias Bruegmann that shows teachers learn from other effective colleagues in their schools and were more likely to raise student achievement when they are surrounded by teachers who are effective at raising achievement (Jackson & Bruegmann).

Investment in National Board Certification for Teacher Leaders will develop a common definition of teacher leadership, as well as establish a positive and proactive set of standards and evidence-based assessments for accomplished teacher leaders. To date, neither the abundant literature on teacher leadership nor the growing number of teachers accepting the role of teacher leader have contributed toward a single definition of, or common standards for, teacher leaders (Crowther, F., Kaagan, S., Ferguson, M., & Hann, L.). Leadership matters and makes a difference in student performance (Waters, Marzano, & McNulty). Lack of leadership, ineffective teaching practices, and lack of collegiality are detrimental, particularly for high-need students who need master teachers capable of prompting significant academic gains from students. Given these factors, it is reasonable to assert that teaching quality, teacher performance, and student performance are directly related to the quality of the leadership.

NBPTS will use its extensive standards and assessment knowledge and expertise to develop the National Board Certification for Teacher Leaders (NBCTL), which will certify accomplished teacher leaders with proven ability to lead teachers as a means to improve student achievement and growth in high-need schools both in urban and rural districts. NBCTL will develop a common definition of teacher leadership, as well as establish a positive and proactive set of standards and evidence-based assessments for accomplished teacher leaders.

Schools for Excellence will encourage effective teachers to take on more responsibilities in their school by covering the program costs and providing a stipend (level to be determined) during the life of the certificate. The teacher leaders certification will become available during year five of the grant.

4. COMPREHENSIVE PROFESSIONAL EVALUATION

A key component of the Schools for Excellence model is the alignment of the PBCS system with a performance-based evaluation model that clearly delineates several distinct levels of performance, supports individualized development for educators to improve their practice at every level of performance, focuses on both improving student learning and instructional practice, and is applicable to all educators. The alignment of both the PBCS and the evaluation model creates a comprehensive system that develops and rewards educator effectiveness.

By embedding the NBPTS Core Propositions, the framework for what teachers should know about and be able to do, the districts will bolster teacher capacity; leverage National Board Standards and processes to build the capacity of all teachers; make student learning the focus of partnerships between the district and the education associations; and expand the role NBCTs play as the district cultivates new roles for teacher leaders. The main components of the evaluation system and PBCS include:

1. A peer assistance and review (PAR) program for teacher and principal evaluation that utilizes National Board Standards;
2. Multiple measures of educator effectiveness;
3. Differentiated rewards for effective teachers and principals, based on performance;
4. Opportunities for improvement of teachers and principals at all levels; and
5. A fair and structured process for dealing with ineffective teachers.

Effectiveness Under the PAR Evaluation, Incorporating Student Growth: This modified PAR evaluation model uses both formative and summative assessments and provides opportunities for professional growth for teachers at all levels of effectiveness and experience.

There are four levels of performance, organized in a rubric fashion, that determine whether an educator has met or not met the expectations of the performance-based standards (see Table 5). Novice and experienced teachers may fall anywhere along the four levels of performance and determine the specific areas for professional growth.

After multiple formative assessments and evidence collected through the modified PAR evaluation process, educators are given an effectiveness rating based on a combination of performance standards based on National Board Standards, and an agreed upon measure of student growth. A discrepancy of results between the student growth measure and the evidence collected from the performance-based standards will trigger a second determination of the summative evaluation, using alternate measures for both student growth and adherence to performance-based standards, which is described in the following section **Foster, Measure, and Reward Student Growth**.

TABLE 5: EVALUATION RATINGS

Performance-Based Standards	Student Growth	Summative Effectiveness Rating
Not met	Not demonstrated	<i>Basic</i>
Not met	Demonstrated	<i>Emergent</i>
Met	Not demonstrated	<i>Emergent</i>
Met	Demonstrated	<i>Effective</i>
Met for 2+ consecutive years	Demonstrated for 2+ consecutive years	<i>Accomplished</i>

Educators must show appropriate levels of student growth in order to achieve an ***Effective*** or ***Accomplished*** rating. Those that show appropriate levels of student growth cannot receive a rating of ***Basic***. Educators that show both appropriate levels of student growth and

performance standards as determined by the PAR panel for two or more consecutive years will receive an *Accomplished* rating.

Teachers flagged as *Emergent* or *Basic* will be referred to the PAR intervention process, although teachers in any category can refer themselves to the PAR panel for additional support and growth opportunities. Lack of improvement over a number of years, as determined by the PAR panel, can result in a recommendation for a dismissal. Some evidence of progress could trigger an additional intervention, at the PAR panel's recommendation.

During the planning year, the Schools for Excellence initiative will provide professional development and training for peer reviewers, focused on National Board Standards, to improve evaluations of new teachers, experienced teachers, and principals. The data gathered from the professional evaluation will drive the professional development that a teacher takes in the future.

During the implementation years, peer reviewers will observe teachers in the classroom (at least twice during the school year), meet with teachers and principals, and develop individualized plans for professional growth. The Schools for Excellence Steering Committee will oversee the specific changes from the current evaluation system to a comprehensive and integrated performance-based model that links to professional development and student growth.

The summative evaluation determines the level of support by the PAR teams in a continuous cycle of evaluation and professional development focused on improving instructional practice and student learning. *Effective* or *Accomplished* teachers have the option of collaborating with the PAR team to determine professional growth goals. Educators identified as *Basic* or *Emergent* by either the PAR process or the summative evaluation results will receive a more intense intervention of professional development and support from mentors and

development coaches. Educators who fail to improve instructional practices and student outcomes after identification and intervention are eligible for release.

5. FOSTER, MEASURE, AND REWARD STUDENT GROWTH

The alignment of both the Schools for Excellence PBCS and the evaluation model creates a comprehensive system that provides incentives and rewards educator effectiveness. In accordance with *TIF Priority 1*, each Schools for Excellence site will establish a clear approach for measuring student growth, for both tested and non-tested subjects, as part of the teacher and principal evaluations.

The Schools for Excellence evaluation model includes two levels of Student Growth Measures. The primary source measurements will be to establish the benchmark for student growth. The secondary level can be used to augment the primary growth measurement criteria, or to clarify a mismatch between level one student growth results and the performance-based standards.

Level One Student Growth Measures: These are the primary source for the student growth component of the teacher evaluation system. Approximately 30 percent of teachers teach a tested subject. For those teachers, the primary source of the student growth measurement will include state-administered standardized tests and eEvaluation through value-added methods.

For teachers in non-tested subject areas, the primary source of the student growth measurement will include student learning objectives aligned with district or state curriculum, as well as pre- and post-assessments of student knowledge and skills. The criteria will be determined by a team at the district level that includes the teacher, curriculum content experts, and administrators.

Level Two Student Growth Measures: These are the secondary source for the student growth component of the teacher evaluation system. These measures would not be required unless there is a need to clarify a mismatch between the level one student growth results and the performance-based standards. For teachers in tested subject areas the following are the level two criteria:

- Student work samples from the last completed unit of study (students will be randomly selected by a PAR member who is not a part of this particular evaluation);
- Pre- and post-assessments of student knowledge and skills;
- A minimum of three student samples; and
- A written narrative analysis by the teacher.

Teachers in non-tested subject areas can be evaluated using the following level two criteria:

- Student work samples from the last completed unit of study (students will be randomly selected by a PAR member who is not a part of this particular evaluation);
- Pre- and post-assessments of student knowledge and skills;
- A minimum of three student samples are recommended; and
- A written narrative analysis by the teacher.

Schools for Excellence will provide incentives for meeting School-wide, Individual Teacher, and/or Team Teacher identified student growth or value added goals. Both the state of Maine and Richmond Public Schools have begun to employ value-added measures in their data analysis. The individual stipends will be modeled on Austin Independent School Districts and Denver Public Schools Student Learning Objectives (SLO) or Student Growth Objectives, which are targets of student growth that teachers set at the start of the school year and strive to achieve

by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators. Developing SLOs empowers teachers to use strategic planning and data analysis to identify their students' strengths at the beginning of the year and to determine the classroom instructional needs that will improve academic achievement throughout the year. In the Schools for Excellence PBCS, there will be three options that districts can elect to implement.

1. Teachers set and assess one SLO based on data from their classes.
2. A SLO set as a team, which would be comprised of grade-level, subject matter, or ad hoc participants—to be approved by the principal. Participants will receive financial incentives for meeting one or both of these goals at the end of the school year. Principals will also be required to set beginning- and end-of-year targets.
3. School-wide goals identified for all participants (teachers and principals) to qualify for an incentive.

Schools for Excellence will provide stipends ranging from [REDACTED] to [REDACTED] for successful completion of the student learning objectives. The amount of the stipend will be decided by each Steering Committee.

C. TEACHER INCENTIVE FUND PRIORITIES

ABSOLUTE PRIORITY 1: DIFFERENTIATED LEVELS OF COMPENSATION FOR EFFECTIVE TEACHERS AND PRINCIPALS

As the previous section has articulated, the Schools for Excellence PBCS is designed to reward, at differentiated levels, teachers and principals who demonstrate their effectiveness by acquiring and implementing skills that lead to improved student learning and growth. The PBCS

will be carefully crafted during the planning year to develop a system that aligns with the current statewide strategy in Maine and the proposed development in Richmond Public Schools.

The state of Maine has established a Stakeholder group to review proposed systems of alternative pay compensation models that are tied to student achievement. To date, no model has been presented for consideration, the Maine Department of Education hopes that the Schools for Excellence PBCS will be used to pilot the use of this type of alternative pay compensation model.

Richmond Public Schools formed an exploratory committee last school year to do an analysis and evaluation of alternative pay compensation models. The administration in the district welcomes the opportunity afforded by the Schools for Excellence PBCS to support the piloting of the PBCS model in the eight participating schools.

The Schools for Excellence Steering Committee in each site will develop and implement the final PBCS for the Schools for Excellence, as well as guide and oversee the policies related to the creation of Schools for Excellence. Its members will include teachers, principals, and officials from the district's academic and human resources departments and the superintendent's office, as well as representatives from the community including labor, parents, business, and higher education.

During the planning period, NBPTS will meet with the PBCS Program Administrators and Steering Committees for each of the sites to coordinate the development of the PBCS and implement the five TIF-required core elements: (1) communication plan for the PBCS; (2) involvement and support of key stakeholders; (3) rigorous, transparent, and fair evaluation system; (4) data management system; and (5) professional development on the PBCS. NBPTS will facilitate the long- and short-term planning for the PBCS; provide technical assistance on

compensation systems, evaluation systems, and professional development programs; and monitor the progress and impact of the PBCS. NBPTS will ensure that the PBCS meets the requirements established in the Teacher Incentive Fund—giving significant weight to students growth, based on objective data on student performance, as well as includes observation-based assessments of teacher and principal performance at multiple points in the year, and other measures of leadership or teacher effectiveness.

It is anticipated that all five core elements required will have been achieved or in place at the end of the planning period. At that point, Schools for Excellence will begin the implementation phase in School Years 2011-2012 through 2014-2015. During the implementation years, the sites will be required to:

1. Train school leaders on the elements of the PBCS and how they work together as a school reform model. Districts will also provide targeted professional development and support towards meeting standards of accomplished practice.
2. Recruit NBCTs and effective teachers for hard-to-staff subjects to the high-need schools.
3. Identify and support a cohort of teachers who will submit a National Board Certification portfolio in 2012, 2013, 2014, and 2015.
4. Create a system that will enable principals to submit a National Board Advanced Principal Certification portfolio in the first year of the launch of the new certification program.
5. Create a pool of mentors that will engage in mentor training during the summer of 2011 and in subsequent years, as needed.
6. Provide all administrators and peer coaches with coaching and professional development to support and implement the evaluation system using National Board Standards.

7. Implement the evaluation system using National Board Standards to develop, compensate, promote, retain, and remove teachers and principals.
8. Use National Board Standards, at least two classroom observations, a system of peer assistance and review, and multiple measures of student growth to determine effectiveness for both teachers and principals. Educators will be rated as *Basic*, *Emergent*, *Effective*, or *Accomplished*.
9. Gather data (student, teacher, and principal performance) as needed to use to improve performance and practice, to tie teacher performance to differentiated compensation, as well as to use for grant reporting requirements.
10. Provide development coaches to ensure the rigorous conduct of evaluations and support a culture of continuous improvement.
11. Develop a range of new programs and policies to implement and support a culture of continuous improvement focused on both educator effectiveness and student growth.
12. Reward teachers and principals for deep knowledge of subject matter and high levels of performance.

ABSOLUTE PRIORITY 2: FINANCIAL SUSTAINABILITY OF THE PERFORMANCE-BASED COMPENSATION SYSTEM

Schools for Excellence is designed to be financially sustainable and specific attributes of Maine and Richmond will further support sustainability. NBPTS has been in existence for 23 years and has built a strong public-private partnership that continues to grow. Over 30 states and 700 schools districts across the country recognize, support, and/or reward teachers seeking National Board Certification.

Maine will utilize other grants the state has received recently to support Schools for Excellence. In 2009, Maine was awarded a \$ [REDACTED] State-wide Longitudinal Data System (SLDS) Grant to enhance their TEAchME (Tools for Educational Achievement in Maine) longitudinal data system. With this SLDS grant, Maine will implement the new web-based Educator Credentialing System (updating the system designed 25 years ago) and Teacher Quality Management System that will provide a comprehensive system, which teachers can access for the critical data they need to improve teacher effectiveness. Maine currently maintains data for and about teachers on a number of disparate systems making it very difficult for teachers to take advantage of professional opportunities and manage their careers. According to Maine Department of Education, “The goal of the teacher quality management component is to provide a comprehensive on-boarding through retirement system that gives teachers a professional growth and learning community aligned to the needs of the State and LEAs. Together with the new credentialing system the proposed teacher quality management will help support the essential area of reform: *Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers.*” A Growth Model module is also being designed as a component of that system. The SLDS will be up and running by next year.

The State of Maine has signed on to this proposal and each district superintendent has committed to participate in the NBPTS Schools for Excellence initiative (see Commitment and Support Documents). The Maine Department of Education has been very interested for a couple of years in developing a PBCS and Dr. Angela Faherty, Acting Commissioner of the Maine Department of Education, was pleased to be able to take advantage of teaming with NBPTS to create a comprehensive system. The Maine Department of Education has coordinated with the districts and schools sites to ensure the comprehensive nature of the project. NBPTS will work

with the Maine Leadership Group consisting of Maine School Management Association, Maine Education Association, Maine Principals' Association, and Maine Association of Directors of Special Education to review deliverables, ensure timely payments, and identify other sources of revenue that will support future PBCSs in Maine.

Richmond Public Schools has signed on to this proposal and has committed the schools to participate in the NBPTS Schools for Excellence initiative (see Commitment and Support Documents).

Richmond Public Schools Education Foundation, Inc. funds teacher continuing education and RPS receives significant community-based support from more than 600 corporate and not-for-profit partnerships. RPS will explore whether some of the financial support can be redirected to support the Schools for Excellence model, as well as work to identify additional funding specifically for Schools for Excellence.

While Virginia has a longitudinal data system that allows schools, school divisions, and the state to track students over time, one of the challenges for RPS will be to ensure that there is a workable data system that can link student achievement data to teacher and principal payroll and human resources systems. This work will be conducted during the planning year.

Because NBCTs remain in classrooms longer and improve student learning and achievement more than non-NBCTs, a school with a strong cohort of NBCTs will see cost savings from lower attrition and more effective teachers. The strong induction and mentoring components of Schools for Excellence will also promote sustainability. New teachers and administrators are typically placed in the most difficult assignments. Not surprisingly, many will choose to abandon their educational careers. The cost of recruiting and re-training a replacement for each teacher who leaves the classroom is between \$ [REDACTED] and \$ [REDACTED] (National

Commission on Teaching and America's Future). This means that effective teacher retention positively affects a district's bottom line and the program's rigorous induction component is a cost-effective public investment, with each dollar spent yielding a return on investment of \$ [REDACTED] over a period of five years (Strong & Villar).

NBPTS has over two decades of experience with developing sustainable budgets for building a framework—National Board Certification—for alternative pay systems. It has done the same for this project and is confident that a sufficient amount has been budgeted to support the project over the five-year grant. NBPTS will contract with a capable provider to analyze local district budgets to identify how current spending can be aligned with the PBCS initiative. For example, some Title II funding could be shifted to support *Take One!* costs that teachers will use to improve their practice to increase Student Growth.

NBPTS's strong reputation in the corporate and philanthropic community will enable it to engage in conversations with supporters who will advocate its move into the school reform arena. Private funds will be sought to support the programmatic sustainability of the system and NBPTS will contact local and national foundations that have funded this type of work in schools, such as the Broad Foundation and the Bill & Melinda Gates Foundation. Finally, NBPTS will continue to seek state-level funding of this program.

***ABSOLUTE PRIORITY 3: COMPREHENSIVE APPROACH TO PERFORMANCE-BASED
COMPENSATION SYSTEMS***

NBPTS is already the largest and most established teacher differential pay system using a rigorous demonstration of student growth and learning. It is therefore, uniquely positioned to develop and implement an integrated, comprehensive performance-based compensation system that creates a continuum of leadership and effective instructional practices that change the

learning culture in high-need schools. NBPTS programs are well-established and highly regarded by all sectors of the education community, including teachers, education associations, researchers and policymakers. National Board Certification is recognized as a catalyst for strengthening the educator workforce.

Increasing the number of National Board Certified Teachers in the district is an express goal in the *RPS Balanced Scorecard – Strategic Objectives, Measures and Projects* (see Appendix 3). Additionally, Schools for Excellence PBCS directly addresses three of their six goals: (1) Improve Student Achievement; (2) Provide Strong Leadership for Effective and Efficient Operations; and (3) Enhance Capacity Building through Professional Development. It is aligned with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development, retention, and tenure decisions in the LEA participating in the project during and after the end of the TIF project period.

The Schools for Excellence Evaluation Model is strategically designed to enhance teacher and principal effectiveness through incentives. At the core of this professional growth system is a framework for all teacher and principal standards, evaluation, and professional development. The framework includes the following:

- ***Standards for teacher performance***, including criteria for how those standards are to be met and examples of teaching behaviors. The standards will be based on the five NBPTS Core Propositions.
- ***Courses and other training focused on a common language around teaching practice.*** Common language is derived from the NBPTS Core Propositions to frame discussions

about high-quality teaching and help staff develop the ability to discuss teaching practice and student data. This will promote clarity in expectations for teaching staff.

- ***Professional growth cycles*** that include standards-based, multi-year professional growth plans, training, and ongoing reflection on progress toward goals set by teachers during the evaluation process. Teachers support the framework because they are the right standards and the core propositions can be translated into measurable student growth.
- ***Formal evaluations based on narrative assessments*** that provide qualitative feedback to teachers. The core propositions are designed not to limit teachers' professional growth around proscribed standards. Instead, they will release the potential of employees and harness it to drive the engine of change.
- ***A peer assistance and review program***, in which the union and districts collaborate to evaluate, assist, and counsel novice and underperforming teachers.
- ***Integrating individual and school-level professional development***, with a focus on collaborative learning and student data. The core propositions will reinforce the belief in high expectations for all students, which is key to the differentiated style of instruction district officials argue is needed to have an impact on students from differing backgrounds.

COMPETITIVE PRIORITY 4: USE OF VALUE-ADDED MEASURES OF STUDENT ACHIEVEMENT

Both Maine and Richmond Public Schools have value-added measures of student achievement in place. The Commonwealth of Virginia has employed the Standards of Learning for almost 20 years, and the system is well-established.

The Maine Department of Education (DOE) is partnering with the New England Comprehensive Center (NECC) to develop rubrics for student competencies in all content areas

for the state's Learning Results standards-based learning initiative. The rubrics will guide instruction and inform meaningful formative classroom assessments. NECC also assisted Maine DOE staff in engaging institutions of higher education in online and face-to-face examination and improvement of performance standards and teacher preparation to address the needs of Maine's diverse population. Other previous work includes consulting with the state Accountability Team in developing district accountability procedures and working with the Maine Continuous Improvement Priority Schools (CIPS) team to offer online professional development for schools in monitored and priority status.

COMPETITIVE PRIORITY 5: INCREASED RECRUITMENT AND RETENTION OF EFFECTIVE TEACHERS

The recruitment and retention of effective teachers is at the heart of the Schools for Excellence model. This goal is balanced with a unique focus on developing NBCTs internally, using a proven and effective “grow your own” model. Since Schools for Excellence supports a school-based professional learning community, it will be a very positive working environment that will attract and retain current NBCTs, and inspire others to pursue National Board Certification. The induction and mentoring components will support new teachers and help them grow successfully in the teaching profession. It is designed to assist struggling teachers and to provide meaningful feedback to all educators through the comprehensive evaluation system thereby everyone in the building to improve their practice.

COMPETITIVE PRIORITY 6: NEW APPLICANTS TO THE TEACHER INCENTIVE FUND

National Board for Professional Teaching Standards is a new applicant to the Teacher Incentive Fund and the districts in the State of Maine and Richmond Public Schools are not participating in previous TIF programs.

D. ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

1. PROJECT MANAGEMENT PLAN

NBPTS will manage and administer the Schools for Excellence program to ensure that the development and implementation of the performance-based compensation systems are in accordance with the methodology and priorities stated above, as well as the Main TIF requirements and definitions. NBPTS will monitor the work progress, submit the required paperwork, and disburse the money appropriately to the Maine and Richmond sites.

A. Timeline

Planning Year (2010 – 2011 School Year): Planning for the PBCS

In order for Schools for Excellence to be as effective as possible, Richmond Public Schools and the districts in Maine will engage in a planning process during the first year to ensure that the PBCS is rigorous, transparent, fair, and tailored to their districts' specific needs; includes the involvement of key teachers, principals, NBCTs, district administrators, unions and other key community leaders; is communicated to stakeholders and understood by teachers and principals; and that the data management system is in place. The goal of the planning period is to evaluate district needs and resources, design an appropriate model specific to those needs, and train district staff to implement and support the program. An essential part of this assessment will be to review existing student achievement data to determine key and common needs in schools, identifying all measures to be used for evaluation, specifying performance benchmarks and

student achievement program goals, and defining evaluation criteria to measure attainment of those goals.

Richmond and Maine have committed to hiring a PBCS administrator who will oversee the planning of the PBCS during the 2010-11 school year and the implementation of the PBCS in 2011-15 school years. The planning phase will require the district to:

1. Insure the involvement and support of teachers, principals, and other personnel including unions by identifying stakeholders (see Table 6 for recommendations) to serve on the Schools for Excellence Steering Committee.
2. Participate in planning and shared facilitation of meetings with stakeholders and the NBPTS in the design, development, and implementation of the PBCS, ensuring that procedures are meaningful and transparent.
3. Assist in developing rigorous, transparent, and fair evaluation systems for teachers and principals that use multiple rating categories to differentiate effectiveness, taking student growth into account as a significant factor and using a classroom observation process that meets several requirements. Districts, with the help of NBPTS, will identify strengths, gaps, and weaknesses in current evaluation systems and analyze evaluation models such as Peer Assistance and Review and Charlotte Danielson's models.
4. Develop a data management system that can link student achievement data to teacher and principal data systems. District must ensure that the system complies with the Family Educational Rights and Privacy Act (FERPA) and that it can align student data, teacher and principal evaluation data, and teacher and principal professional development. They will also identify and fix any gaps in current payroll, student performance data, and

professional development systems. The districts will work with the Technology departments to understand how other data systems can mesh with current system.

5. Develop a communications plan about PBCS for teachers, administrators, other personnel, and the community that will explain the process of developing a PBCS within the Schools for Excellence model, the various types and levels of stipends, and the expectations for each award and support, no later than March 2011.
6. Enable district leaders to plan to ensure teachers and principals understand the specific measures of effectiveness included in the PBCS and to provide them with professional development to use data to improve their practice. Districts will identify gaps in current professional development systems and create a plan that offers long-term, job-embedded professional development through district offerings, including mentoring, and NBPTS programs and certification.

The planning year will take ten-months, ensuring the five core elements are in place at that point, so that mentors and recruitment incentives can be paid at the beginning of the school year in August 2011.

Schools for Excellence Steering Committee: The Schools for Excellence Steering Committee in each site will develop and implement the final PBCS for the Schools for Excellence, as well as guide and oversee the policies related to the creation of Schools for Excellence. Its members will be composed of representatives from the following categories and with the specific characteristics, as illustrated in Table 6 below.

TABLE 6: SCHOOLS FOR EXCELLENCE STEERING COMMITTEE	
Title	
Ex Officio	
District Director of PBCS	Director of Human Resources
Director of Professional Development	
Teacher Representatives	
Chair of PBCS Teacher Advisory Group (TAG)	President of Local Union
PBCS Teacher not on TAG	Local Union Representative
Teacher from non-PBCS school	PBCS Mentor
District Central Office Administrators	
Chief Human Capital Officer	Chief Schools or Academic Officer
Principal Representatives	
PBCS Principal	Assistant Principal from PBCS school
President of Local Association Principal and Supervisors Association	
Business and Community Members	
Parent	Non-Profit Leader
Business Leader	Researcher

During the planning year, NBPTS will meet with the PBCS Program Administrators and Steering Committees for each of the sites to coordinate the development of the PBCS. In order to develop the five required core elements, NBPTS will facilitate the long- and short-term planning for the PBCS; provide technical assistance on compensation systems, evaluation systems, and professional development programs; and monitor the progress and impact of the PBCS. The Steering Committee will convene no later than November 2010 and meet bi-weekly for three months to make key decisions about PBCS incentive levels and types that will meet their specific district needs. It will discuss the norms it should follow, which will include doing work outside of the meetings (or setting sub-committees) and bring recommendations to the table for the Steering Committee to decide. At the bi-weekly meetings they will discuss teacher and

principal evaluation systems, linking professional development to compensation, strategic compensation, student growth and value-added measures, and hard-to-staff positions. They will develop communication and implementation plans for the PBCS and monitor its progress. In February 2011, the sites will finalize their PBCS elements and starting in March 2011, the district will begin to communicate the program to the teachers and principals at the selected schools. NBPTS will be responsible for ensuring that decisions are made in a timely fashion so that the comprehensive PBCS includes all five core elements and will be launched in the 2011-2012 school year.

Year Two (2011 – 2012 School Year): Developing Skills and Knowledge

The goal of Year Two is to introduce instructional and administrative staff to the NBPTS framework for accomplished teaching and to promote reflection on the alignment of their own practice with these standards. Staff will learn the basics of NBPTS' foundation: the Architecture of Accomplished Teaching, the Five Core Propositions, and the content-specific Standards.

Professional development in this year will focus on training of mentors, support providers and PAR team members. All staff, including building leaders, will participate in training designed to build basic skills in collaborative cultures and data literacy. Schools will begin to assess and identify target groups of teachers ready for the different levels of professional development available. An initial cohort of *Take One!* (in which any teacher or administrator prepares and submits one pre-selected video portfolio entry), will be offered to educators deemed to be ready.

New teachers will be supported through an induction program designed not only to retain teachers, but also to promote ambitious levels of classroom instruction that will help all students

be successful. New or struggling teachers will receive targeted support focused on basic skills from Mentor teachers. Mid-career and evolving teachers will receive assistance from support providers trained to lead cohorts of teachers through *Take One!* Mid-Career to experienced teachers will receive assistance from support providers trained to help them develop the entries and habits of mind required to complete National Board Certification. Accomplished teachers will begin or continue to serve in increased teacher leadership roles either as mentors, support providers, PAR team members, curriculum developers or in other capacities linked to increasing student achievement in their buildings.

The Peer Assistance and Review evaluations, using National Board Standards and a minimum of two classroom evaluations and multiple measures of student growth, will be implemented to determine effectiveness for both teachers and principals in this year along with compensation for evidence of accomplished practice. Educators will be rated as ***Basic***, ***Emergent***, ***Effective***, or ***Accomplished***. Staff will receive training on the new comprehensive professional evaluation system and instruction on how to use it to improve professional performance.

Schools will begin to recruit and attract NBCTs and effective teachers in hard-to-staff subjects. Signing bonuses and stipends will be paid beginning in August 2011.

Year Three (2012 – 2013 School Year): Creating an Effective Professional Learning Community

The goal of Year Three is to bring the rest of a school's instructional staff through *Take One!* and to offer eligible teachers the opportunity to pursue National Board Certification. This will result in the development of a professional learning community organized around evidence of student learning. Newly-inducted teachers from Year Two would continue the second year of

the induction program. Ongoing support and development for mentors and candidate support providers will continue. While many of the activities that began in Year Two would continue through all years of the project, this is the first year in which National Board Certification for Principals will be available. Targeted support for this two year process will be provided.

Year Four (2013 – 2014 School Year): Expanding Leadership Capacity

The goal of Year Four is to develop leadership capacity and apply that capacity to continued instructional improvement of the school. This will be achieved through National Board Certification for teachers and for principals and in training programs to direct accomplished educators to roles that further develop the school's instructional capacity. Ongoing support and development for mentors and candidate support providers would continue, as well as training for newly-accomplished teachers to allow the Schools for Excellence site to ensure future sustainability. By the end of this year, the goal is that at least 95 percent of all staff will have participated in either *Take One!* or National Board Certification and student achievement will have consistently increased.

Year Five (2014 -2015 School Year): Building a Sustainable Program

The goal of Year Five is to ensure sustainability of the Schools for Excellence model. Teacher Leader Certification will be offered for the first time to those who are ready. National Board Certification for Teachers and for Principals will be offered as needed. All participating schools should be meeting student achievement benchmarks by this time.

An external evaluation of the Schools for Excellence initiative will be conducted prior to the end of Year Five to provide valuable lessons learned from this model.

Table 7 SCHOOLS FOR EXCELLENCE TIMELINE						
School Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
	Year 1	Year Two	Year Three	Year Four	Year Five	
	Planning for the PBCS	Developing Skills & Knowledge	Creating an Effective Learning Community	Expanding Leadership Capacity	Building a Sustainable Program	
Planning for the PBCS						
National Board hires the Schools for Excellence program coordinator	October					
Maine and Richmond hire the PBCS director	November					
Assemble Steering Committee	November					
Hold bi-weekly meetings to develop PBCS incentives	Nov - April					
Develop data-management system	Oct - July					
Evaluate district needs and resources	Nov - Dec					
Review annual student achievement data	Nov - Dec	August	August	August	August	
Determine key and common needs	Nov - Dec	August	August	August	August	
Assess need for teacher mentors and National Board program support providers	April - May	August	August	August	August	
Set student achievement goals	Dec - March	August	August	August	August	
Establish performance benchmarks	Dec - March	August	August	August	August	
Complete PBCS	March					
Develop a communications plan to explain Schools for Excellence and the PBCS	Dec - March					
Communicate PBCS to teachers, principals, community	March - April					
Recruit and Retain Through Market Incentives						
Advertise for NBCTs and teachers in hard-to-staff subj.	Dec-June	Dec-June	Dec-June	Dec-June	Dec-June	
Pay signing bonuses to new NBCTs		August	August	August	August	
Pay incentives to teachers in hard-to-staff subjects		all school year	all school year	all school year	all school year	
Develop Knowledge and Skills						
Profess. Dev. & Training for Teachers & Principals						
Assessing readiness for collaborative teaching and coaching	April - May					
Training in using student data to inform teaching	April - May	August - Sept				
Building leadership decision making	April - May					
Understanding what accomplished practice looks like	April - May					
Training on PBCS and National Board Standards	April - May					
Training on Comprehensive Evaluation System	April - May	August - Sept				
Mentoring and induction for new teachers		School yr-cohort 1	School yr-cohort 1 & 2	School yr-cohort 1, 2 & 3	School yr-cohort 2, 3 & 4	
<i>Take One!</i>		School yr-cohort 1	School yr-cohort 2	School yr-cohort 3	School yr-cohort 4	
Increase National Board Certification of Educational Leaders						
National Board Certification for Teachers		School yr-cohort 1	School yr-cohort 2; Retakes	School yr-cohort 3; Retakes	School yr-cohort 4; Retakes	
National Board Certification for Principals			School yr-cohort 1	School yr-cohort 2; Retakes	School yr-cohort 3; Retakes	
National Board Certification for Teacher Leaders					School yr-cohort 1	
Identify candidates who will submit NBC portfolio	April	April	April	April	April	
Support teachers going through certification		School Year	School Year	School Year	School Year	
Candidates assemble portfolio entries		Sept - March	Sept - March	Sept - March	Sept - March	
Candidates take assessments		Jan - June	Jan - June	Jan - June	Jan - June	
Candidates notified of certification			December	December	December	
Incentives paid to Certified Educational Leaders			Jan - school year	Jan - school year	Jan - school year	
Additional Responsibilities and Roles for Effective Teachers						
Training for Mentors		August	August	August	August	
Training for Peer Reviewers		August	August	August	August	
Training for National Board program support providers		August	August	August	August	
Comprehensive Professional Evaluation						
Identify evaluation criteria and multiple measures of effectiveness	December					
Review current evaluation system, determine changes	December					
Develop Peer and Assistance Review (PAR) team	March					
Conduct PAR reviews and assistance		School Year	School Year	School Year	School Year	
Foster, Measure, and Reward Student Growth						
Review student achievement data	Nov-Dec	August	August	August	August	
Set goals for student growth	March	September	September	September	September	
Pay bonus to teachers achieving student growth goals		July	July	July	July	

2. STAFFING

The following NBPTS staff will have responsibility for the Schools for Excellence TIF Grant, see Appendix 4 for full resumes of key staff.

Joseph A. Aguerrebere, Jr., President and CEO of the National Board for Professional Teaching Standards. Joe Aguerrebere has been leading NBPTS since 2003, during which time the number of NBCTs has quadrupled from approximately 20,000 to over 82,000. Under his leadership, the organization has embarked on numerous initiatives to increase the number of minority candidates for National Board Certification, significantly expand the presence of NBCTs in high-need, low performing schools, and raise the profile of the organization as a school reform model. He spent nine years at the Ford Foundation and over 20 years as an educator in Southern California, where he served as a teacher, principal, administrator, and college professor. He received his Ed.D., M.S. and B.A. degrees from University of Southern California. His dissertation was on alternative pay compensation models. *Joe Aguerrebere will be responsible for the overall management of the Schools for Excellence TIF grant.*

Niesa Brateman Halpern, Chief Finance Officer, NBPTS. Niesa Halpern is responsible for the finance/accounting, treasury, information technology, human resources, and contracting functions for NBPTS, a \$45 million non-for-profit organization. She also serves as the liaison to the Board of Directors Audit and Finance Committees. She has developed the budgets and budget narratives for all of the federal grant proposals and performance reviews. Prior to joining NBPTS in 2003, she spent 30 years in financial services organizations, including the Student Loan Marketing Association (Sallie Mae) and the Federal Home Loan Mortgage Corporation (Freddie Mac), and rising to the position of Senior Vice President of the College

Construction Loan Insurance Association. *Niesa Halpern will be responsible for the budget, accounting, audits and contracting for the Schools for Excellence TIF grant.*

Joan E. Auchter, Chief Program Officer, NBPTS. Joan Auchter joined NBPTS in 2006, after a 20-year career at the GED Testing Service, where she served as Executive Director from 1996 to 2005. At NBPTS, she oversees all standards and assessment work and is the lead on the development of the National Board Certification for Educational Leaders. Her background includes serving as Acting Director of Assessment and Coordinator of Test Development at the West Virginia State Department of Education. She received her M.A. and B.A. degrees in education from Marshall University. *Joan Auchter will be responsible for the evaluation and assessment work related to the Schools for Excellence TIF grant.*

Mary E. Dilworth, Vice President for Research and Higher Education, NBPTS. Mary Dilworth is responsible for the research and higher education agenda at the National Board. She came to NBPTS in 2005 from the American Association for Teacher Evaluation where she served as Senior Vice President. She was responsible for coordinating NBPTS' work with the National Research Council for the 2008 study on the impact of NBCTs on student performance. She earned her Ed.D. in Higher Education from Catholic University, and her M.A. and B.A. in Education from Howard University. *Mary Dilworth will be responsible for research related to the Schools for Excellence TIF grant.*

Keith Geiger, Coordinator, Targeted High Need Initiative *Take One!*, NBPTS. Keith Geiger's involvement with the NBPTS dates back to its beginning, when he aggressively advocated for its creation during his tenure as president of the National Education Association. He later served on the NBPTS Board of Directors. He also served as deputy assistant secretary, Academic Programs, at the U.S. Department of State and was responsible for all exchange

programs and the Fulbright program. He began his career teaching high school math in Michigan. *Keith Geiger will be responsible for working with the education associations and other strategic partners for the Schools for Excellence TIF grant, as well as directing the Take One! professional development component.*

Anna Holmquist Davis, Executive Director for Government Relations, NBPTS.

Anna Davis serves as the principal point of contact within the organization on the current NBPTS grant from the USDE. She spent seven years in higher education as Associate Dean at George Mason University School of Law and Director of Career Services at Georgetown University Law Center. She worked for three members of the U.S. House of Representatives, at the U.S. Treasury Department, and at the U.S. Federal Trade Commission. She earned her law degree from Georgetown University Law Center. *Anna Davis will manage the day-to-day operations for NBPTS until the Site Coordinator is hired.*

In addition, NBPTS will hire (1) a full-time Schools for Excellence Project Manager to run the day-to-day operations, be the liaison with the schools in Maine and Richmond, provide technical and programmatic assistance, and monitor the initiatives progress; and (2) a part-time Project Analyst to assist the Project Manager with the program implementation and provide data analyses and monitoring assistance.

See Section 4-Grant Amount and Program Costs below for more information on Schools for Excellence staffing in Maine and Richmond.

3. Applicant Support for Schools for Excellence

NBPTS' twenty year history illustrates that its mission is working—over 82,000 teachers in all fifty states having successfully achieved NBCT status. NBPTS' program components—

Take One! and Advanced Certification—will not only continue in the future but will constantly improve and evolve to meet the needs of all teachers and school leaders.

NBPTS also receives significant local, state, and federal government support. NBPTS' efforts to introduce National Board Certification (for teachers) in each state began in 1994 by reaching out to governors and legislators as part of a unified coalition for support on two fronts: pre-certification and post-certification. On the front end, NBPTS worked to secure legislation in state budgets to provide for fee and candidate support. On the back end, NBPTS also realized the importance of incentives and leadership opportunities for teachers who achieved National Board Certification.

Partnerships with higher education institutions, influential financial supporters, such as Carnegie Corporation of New York, and the National Commission on Teaching and America's Future (NCTAF), helped to solidify National Board Certification in many states in the initial years. The NCTAF network and well-regarded members of the corporate and foundation philanthropic community helped NBPTS to employ strategies for encouraging legislative action at the state level that reward better teaching quality and student learning.

In 1997, initial outreach and mobilization efforts began with the support of Governor James B. Hunt, Jr. and NCTAF. These efforts achieved a significant milestone when NBPTS was named in the State of the Union and President Clinton called for the certification of 100,000 teachers. As a result, and with the hard work of numerous on-the-ground efforts by the NBPTS Board of Directors, staff, friends, partners, and governors, legislatures in many states began to authorize and appropriate funding for National Board Certification.

With state budgets being cut back, sustainability is a serious issue. In addition, there have always been challenges to sustainability of any PBCS, especially one that is based on a very

different concept than the lock-step pay system. Schools for Excellence is a comprehensive grow your own effective teachers model that is enhanced by the incentives to bring in and develop experienced NBCTs. The expectation is that the money saved by the district in retraining costs through lower attrition will be used for incentives and additional professional development. Both the State of Maine and Richmond Public Schools have agreed to provide from non-TIF funds an increasing share of performance-based compensation paid to teachers and principals over the five-year period. Districts have also agreed to provide a growing percentage of the program costs by redirecting existing state and local funds and seeking new funding, i.e., local contributions, NBPTS scholarships, and philanthropic support. Richmond Public Schools receives significant community-based support from corporate and not-for-profit partnerships that could be used to support this program. Maine Department of Education will also be seeking outside funding and technical support for use in the development, implementation and evaluation of Schools for Excellence.

Discussions with senior district administrators in RPS have been ongoing for several months. Dr. Yvonne Brandon, the Superintendent of Richmond Public Schools, indicated a strong desire to increase the number of NBCTs in Richmond, implement a model PBCS and develop an effective data collection system as the primary reasons for her support of RPS inclusion in Schools for Excellence. Additionally, the leadership of the Virginia Education Association and the local affiliate, Richmond Education Association, has voiced their strong support of Schools for Excellence. The President of the Virginia Education Association, Dr. Kitty Boitnott, is an NBCT and has expressed her support for the model.

The development of Schools for Excellence has also received support from a number outside organizations. The staff in the Teacher Quality division of the National Association of

Education (NEA)—Segun Eubanks, Adriane Dorrington, and Jennifer Locke—provided significant input to the evaluation component (see Commitment and Support Documents). The New Teacher Center worked closely with NBPTS on the development of the Schools for Excellence and the appropriate role for mentoring and induction (see Commitment and Support Documents).

4. GRANT AMOUNT AND PROGRAM COSTS

The National Board of Professional Teaching Standards is requesting a grant of \$26,904,154 to implement the Schools for Excellence initiative in 23 high-need schools—eight in Richmond Public Schools and fifteen in the State of Maine.

The Schools for Excellence initiative has been structured in a manner for the state of Maine and Richmond Public schools to implement most of the components of the program on a fee for service basis (“contractor”), rather than a sub-recipient basis, with monies being provided to the contractors in relation to work performed in order to best ensure the integrity and fiscal oversight of the program. All expenses paid by NBPTS to Maine and Richmond to implement the program will be accounted for as *contractual costs* on the books and records of NBPTS. The following is a description of the services to be rendered by the Contractors and the costs related to the services.

A. Program Administration

The State of Maine and Richmond Public Schools will each hire a dedicated/full-time Program Administrator (with part-time assistance as necessary) who will manage the program in their respective jurisdictions. Each will each work closely with NBPTS, the state, districts, schools, and steering committee to facilitate meetings to create and implement the optimal PBCS for each local education authority. In addition to frequently interacting with the entities noted

above, the Program Administrators will provide NBPTS written and oral reports pertaining to accomplishment of benchmarks of the program in order for NBPTS to best ensure that the components of the Program are being met on a timely basis. NBPTS is responsible for identifying necessary corrective action if Program benchmarks are not being accomplished on a timely basis. The Program Administrators will participate in a minimum of two in-person meetings per year, as requested by NBPTS. The Program Administrator will also be responsible for ensuring the creation of a sustainability plan for each site.

The cost structure of the site-based program administration is as follows:

Program Administrators: An amount not to exceed \$ [REDACTED] (inflated at 3% for years 2-5 of the grant period) for each of the two the program administrator's salary and benefits on an annualized basis. Up to an additional [REDACTED] for Maine and [REDACTED] for RPS will be available (upon justification) per year for part-time salaries and benefit costs for the administration of the program. The differential in the potential incremental funding for Maine versus Richmond is directly related to the higher number of teachers involved in the program, the broader geographic area, and the need to oversee the creation of potentially five variants of the core PBCS developed in Maine to reflect the specific needs of each of the participating school districts.

Utilization of State/District Personnel and other resources to administer the program: A fixed fee of \$5,000 per twelve month period during the term of the contract to defray the cost of resources contributed to the program.

Travel Expenses: NBPTS will pay Maine and Richmond for documented expenses, not to exceed \$ [REDACTED] and [REDACTED] respectively, per trip, for up to two individuals to each attend meetings required by NBPTS in the first year of the Agreement, with the maximum amount of \$ [REDACTED] per trip inflated at 3% per year.

B. Creation and Implementation of the PBCS

Maine and Richmond will each create a PBCS that incorporates, at a minimum, the submission of entries for National Board Certification or participation in *Take One!* and components of student growth that meet the definition included in the TIF guidelines. The system will be created using input from a Steering Committee, consisting of relevant stakeholders to ensure buy-in of the final PBCS. The Program Administrator will work with the Steering Committee and District/State personnel to:

1. Create the rubrics on which incentive compensation will be based, using input from key stakeholders. The rubrics will align student data, teacher and principal evaluation data, and teacher and principal professional development.
2. Develop data systems that will provide necessary data on which the aforementioned rubrics will be applied.
3. Create activity specific implementation plans, with relevant dates, with assistance from members of the NBPTS staff to:
 - a) develop and implement communication systems to explain the PBCS to schools and stakeholders;
 - b) provide necessary training on the PBCS to teachers and school leaders on how the elements of the PBCS work together as a school reform model;
 - c) collect appropriate student achievement data necessary to implement PBCS;
 - d) utilize a peer review system to evaluate teachers a component of PBCS; and
 - e) make compensation payments to teachers and principals in accordance with the PBCS.

The cost structure for the creation and implementation of PBCS is provided below:

Creation of Rubrics: Included in the cost of the program administrator and staff time provided by Maine, Richmond, and other stakeholders.

Creation of Data Systems: NBPTS shall pay Maine and Richmond, respectively, an amount not to exceed [REDACTED] in the first year of the TIF grant and [REDACTED] in each of the remaining years of the TIF grant for documented expenses incurred for development, enhancement, maintenance, and operations of the data system. This will help ensure that the data management system can link student achievement data to teacher and principal payroll and human resources systems—meeting a required TIF core element.

Communication Systems: Included in the cost of the Program Administrator and staff time provided by Maine, Richmond, and other stakeholders.

Training: Included in the cost of the Program Administrator and staff time provided by Maine, Richmond, and other stakeholders.

Student Achievement Data: An amount not to exceed \$ [REDACTED] per year for each student in each school participating in the program

Peer Review System: An amount not to exceed \$ [REDACTED] per school year for each teacher being peer reviewed as a component of PBCS.

Incentive stipends for an individual teacher: Amounts will be based on rubrics and shall not exceed a maximum amount of \$ [REDACTED] per teacher in any year of the grant, with the average amount being below the maximum amount.

C. Implementation of the Mentoring Program

Maine and Richmond will each provide mentoring services to novice teachers, but will do so using the methodology that best meets their respective needs. Maine will enhance its Mentoring and Induction Program to best meet the needs of the Schools for Excellence program

and Richmond intends to use the services of the New Teacher Center for mentoring its novice teachers. In both sites, seasoned teachers will provide mentoring services to novice teachers.

The cost structure of the mentoring program is as follows:

Mentoring Program Creation/Utilization: The estimated costs for the initial and ongoing enhancements to the Maine Mentoring and Induction Program to meet the specific needs of the Program are budgeted at \$ [REDACTED] in the planning year of the TIF grant and [REDACTED] per year, for the remaining years of the grant. The cost for Richmond's use of services from the New Teacher Center is estimated to be approximately \$ [REDACTED] over the five-year period.

Stipends for Mentoring Services: Seasoned teachers will be paid a maximum of \$ [REDACTED] per school year for mentoring a novice teacher.

D. Incorporation of National Board Certification and *Take One!* in the Program

Both of the sites will establish a system to encourage all teachers who are not currently National Board Certified Teachers to participate in *Take One!* or National Board Certification and will incorporate certification for principals and teacher leaders when these certifications are introduced by NBPTS. The Program Administrator for each of the sites will engage Schools for Excellence Site Coordinator ("Site Coordinator") for each school. The Site Coordinator will coordinate all activities identified by NBPTS as critical to the success of the program and will tailor the specified activities to meet the needs of the schools in the program. Strong candidate support and the creation of a rich and fruitful professional learning community is critical to the success of teachers participating in the program. The Site Coordinator will engage NBCTs to provide facilitation support for teachers participating in *Take One!* and National Board Certification. All NBCTs providing facilitation support will receive the National Board's Candidate Facilitator training.

The costs associated with the utilization of *Take One!* and Certification to be paid to the sites by NBPTS are as follows:

Site Coordinator Fee: A maximum of [REDACTED] per year in the first year, inflated for cost of living adjustments in subsequent years.

Candidate Facilitation Fees: Estimated to be \$ [REDACTED] per *Take One!* participant, \$ [REDACTED] per first-time candidate for National Board Certification, and [REDACTED] per retake candidate for National Board Certification in the initial year of the program, and inflated for cost of living adjustments in subsequent years. The costs may be repositioned by product, depending on the needs of the teachers in the Program.

Participation in Take One! or Certification: Teachers are expected to dedicate their own time, without compensation, for the many hours of work associated with National Board Certification and *Take One!* that must occur outside of their teaching hours.

Assessment and Take One! Fees: NBPTS will seek reimbursement for its costs to deliver and assesses the *Take One!* and Certification entries. In no event, however, will NBPTS seek reimbursement for amounts in excess of the market price. Current public prices per candidate/participant are \$ [REDACTED] for the presumed quantity of *Take One!* participants (using bulk pricing), \$ [REDACTED] for a first-time candidate, and \$ [REDACTED] for a Retake candidate. These product costs will not be paid to the sites, to in-turn, be paid to NBPTS. Reimbursement for these costs will remain at NBPTS. NBPTS currently anticipates that the market price of the teacher leader assessment will be \$ [REDACTED] and the market price of the principal assessment will be \$ [REDACTED].

For more detailed information and an annual breakout of costs, see the Budget Narrative. Table 8 provides the total requested grant amounts by year:

TABLE 8 – SCHOOLS FOR EXCELLENCE GRANT AMOUNTS PER YEAR						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Cost of program not paid to Maine and Richmond as contractors for the Program						
Estimated contractual costs paid to Maine						
Estimated contractual costs paid to Richmond						
Total						

The cost of Schools for Excellence compares favorably to other PCBS across the country.

E. QUALITY OF LOCAL EVALUATION

The goal of Schools for Excellence is to develop schools comprised highly accomplished teachers and educator leaders (including a number of NBCTs) and supported in a learning community focused on higher student learning and achievement. It is anticipated that the initiative will accomplish the following results:

- One hundred and fifty NBCTs and effective teachers in hard-to-staff schools will be recruited by the end of the grant period.
- All new teachers in Schools for Excellence will participate in a mentoring and induction program during their first three years of teaching, beginning in year two, fifty mentors will have been trained.
- Ninety-five percent of staff will have participated in either *Take One!* or National Board Certification for Teachers by the end of year four.
- Twenty-three of the principals and will have participated in National Board Certification by year five.

- Twenty percent of teacher will have applied for National Board Certification for Teacher Leaders in year five.
- A comprehensive professional evaluation system will be designed by the end of year one; implemented as a pilot in year two, and fully implemented in years three through five.
- All participating schools will be performing at 20 percent above their current performance levels or 10 percent above the state average on state assessments.
- All participating schools will be meeting school achievement benchmarks by year five.

NBPTS plans on engaging an external organization to conduct a program evaluation of the Schools for Excellence program. The evaluation will have two purposes: (1) assessing the implementation of the Schools for Excellence program at each site and (2) assessing each site's progress in achieving the goals of the Schools for Excellence program. The implementation study would examine factors that influence the implementation of the program, as well as its supports and resources. The second study would determine the programmatic outcomes, including but not limited to teacher retention, school climate, and student learning. Findings from the implementation study will help inform needed areas of improvement regarding the programmatic features of Schools for Excellence, while the findings from the second study will determine the program's effectiveness.

Schools for Excellence will support teachers and principals to reach their individual, school, and district goals and provide teachers with the skills to significantly improve student performance. The underlying theory of action behind the program is summarized below.

When Schools for Excellence offers market incentives to teachers, we expect the following:

- More and better qualified teachers will apply to teach in hard-to-serve schools;

- More teachers will sign up to fill hard-to-staff positions (e.g., mathematics, science, English language acquisition, and special education).

When Schools for Excellence offers incentives for teachers to improve their professional growth, NBPTS expects the following:

- More teachers will accumulate additional knowledge and skills through the successful completion of *Take One!* or National Board Certification.
- These job-embedded professional development opportunities will result in increased student performance.

When Schools for Excellence links teacher pay to student growth objectives, NBPTS expects the following:

- More teachers, in collaboration with principals, will set and meet rigorous student growth objectives;
- More schools will be identified as meeting student growth and performance targets, satisfying parents, and having high student attendance;
- More students and schools will exceed growth expectations on state assessments.

When Schools for Excellence offers salary increases for successful completion of a rigorous professional evaluation, NBPTS expects that more teachers will meet and exceed expected levels of performance.

The purpose of the local evaluation is to help NBPTS and other interested policymakers understand how Schools for Excellence is actually working and to lay the groundwork for making modifications in the future to improve the program. As such, the National Board will create and issue a Request for Proposals (RFP) that will ask for an evaluator to gather information to answer questions that will help make improvements to Schools for Excellence.

There is a series of questions that should be answered to understand the effectiveness of the Schools for Excellence design. These questions are listed in Table 9 below.

TABLE 9: SCHOOLS FOR EXCELLENCE EVALUATION QUESTIONS	
1. Overall Implementation: Is Schools for Excellence effective?	<ul style="list-style-type: none"> a. Does Schools for Excellence have well-defined goals that are implemented effectively? b. Do teachers perceive Schools for Excellence to be effective? c. As a result of Schools for Excellence, are more qualified teachers in the schools? d. As a result of Schools for Excellence, are more qualified or effective teachers being retained? Are more qualified or effective teachers being recruited? e. Do the answers to the evaluation questions listed here and below suggest changes in the structure and/or size of the incentives provided in Schools for Excellence?
2. Market Incentives: Are teachers responding to the market incentives offered in Schools for Excellence?	<ul style="list-style-type: none"> a. Do the incentives provided in Schools for Excellence encourage teachers to teach in hard-to-serve schools? How does this compare to staffing patterns in years prior to Schools for Excellence? b. Do the incentives provided in Schools for Excellence encourage teachers to teach in hard-to-staff positions? How does this compare to staffing patterns in years prior to Schools for Excellence? c. If the market incentives are working, why do teachers think they are working? If not, why not?
3. Incentives to Meet Student Growth Objectives: Are teachers responding to the incentives associated with student growth objectives offered in Schools for Excellence?	<ul style="list-style-type: none"> a. Do the incentives provided in Schools for Excellence encourage teachers to meet student growth objectives? b. Do teachers work with principals to write student growth objectives? Do they participate in the training? c. Do teachers now use student performance data to plan curriculum and instruction? d. Do the <i>Exceed Expectations</i> awards lead teachers to help students achieve proficiency? e. Are schools planning cooperatively to achieve <i>Distinguished School</i> awards?
4. Incentives to Acquire Knowledge and Skills: Are teachers responding to the knowledge and skills incentives offered in Schools for Excellence?	<ul style="list-style-type: none"> a. Do the incentives provided in Schools for Excellence encourage teachers to acquire additional knowledge and skill and improve their professional practice? b. Do teachers take advantage of the professional development opportunities offered to them? Which opportunities are the most popular? Are the ones chosen among the most effective? Why do teachers choose the opportunities that they do? c. Has the new knowledge and skills acquired by teachers encouraged them to use student performance data to plan curriculum and instruction?

5. Incentives for Professional Evaluation: Are teachers responding to the professional evaluation incentives offered in Schools for Excellence?

- a. Do the incentives provided in Schools for Excellence encourage teachers to meet or exceed expectations in non-probationary evaluation?
- b. Does this participation enhance their professional practice? If so, why? If not, why not?
- c. Are the evaluations viewed by teachers as fair? Are principals prepared to undertake this responsibility? When are these evaluations viewed as enhancing professional practice?
- d. Has the professional evaluation of teachers encouraged them to use student performance data to plan curriculum and instruction?

6. Impact on Student Achievement: Does Schools for Excellence have an impact on student achievement?

- a. Given the district's measure of student growth, is student achievement in the district higher than it was before Schools for Excellence began?
- b. Are individual Schools for Excellence components associated with student growth?
- c. Since Schools for Excellence was adopted, have the schools improved its performance compared to similar districts in the state?
- d. Are students associated with teachers participating in Schools for Excellence achieving better growth results than students associated with teachers who are not participating?

The National Board will issue an RFP that will request a contractor to gather the appropriate data to answer the questions outlined above through statistical analyses, interviews, surveys and focus groups. The evaluation is both formative and summative—the design and data collection begin in Year One, the data and lessons learned will be used during Years Two to Five to adapt the project to meet the goals, and the full evaluation will be concluded in Year Five.

Feedback and Continuous Improvement

Schools for Excellence is predicated on using data to track and evaluate student achievement to inform instruction. As such, NBPTS and the schools will be tracking and monitoring progress in the areas of recruitment and retention of effective teachers, participation in professional development by teachers and principals, numbers of teachers participating in and receiving advanced certification, and evaluation. Student growth will be measured using state and district measures and compared to similar districts to measure impact. These data will be

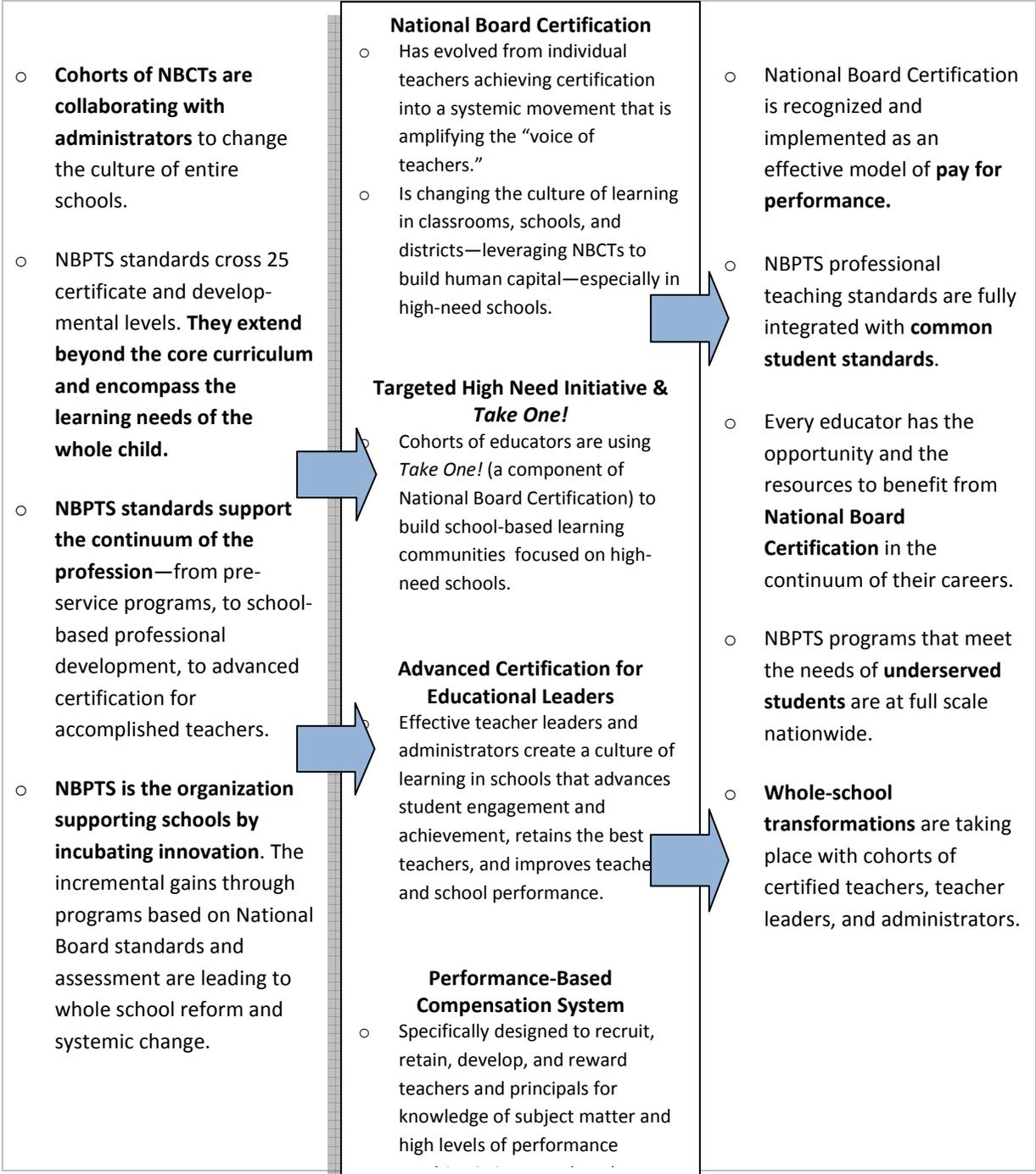
used to evaluate and adjust the Schools for Excellence initiative to meet its goals, objectives, and the needs of the schools.

CONCLUSION

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by maintaining high and rigorous standards for what teachers should know and be able to do, providing a national voluntary system certifying teachers and school leaders who meet these standards, and integrating NBCTs and leaders into education reform efforts. Schools for Excellence will create a new comprehensive PBCS for teachers and principals that will support NBCTs and use professional development, certification, and evaluation to increase educator effectiveness and student achievement in high-need schools.

**National Board for Professional Teaching Standards
Schools for Excellence**

<u>NBPTS...</u> TRANSFORMING THE TEACHING PROFESSION	<u>WHERE WE ARE GOING ...</u> WHOLE SCHOOL REFORM	<u>OUR VISION...</u> STRENGTHENING U.S. EDUCATION
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Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **2** Uploaded File: **NBPTS High Need School Documentation v2 (2).doc**

High Need School Documentation

Maine:

District	School	# Students	% FRPL
Rsu 12-Sheepscot Valley Regional School Unit	Somerville Elementary	43	72.09
Rsu 12-Sheepscot Valley Regional School Unit	Wiscasset Primary	234	52.56
Rsu 24	Beech Hill School	98	50
Rsu 24	Cave Hill School	78	56.41
Rsu 24	Ella Lewis School	92	67.39
Rsu 24	Hancock Grammar School	213	53.52
Rsu 24	Mountain View School	290	65.86
Rsu 24	Peninsula Csd School	201	58.21
Rsu 68/Msad 68	Se Do Mo Cha Elementary School	320	54.38
Rsu 88/Msad 24	Van Buren Elementary	237	60.76
Westbrook School Dept.	Fred C Wescott School	532	53.38
Westbrook School Dept.	Oxford-Cumberland Canal School	209	66.99
Westbrook School Dept.	Prides Corner School	325	53.23
Westbrook School Dept.	Saccarappa School	274	64.96
Westbrook School Dept.	Westbrook High School	755	50.2
Total		7,299	

Richmond City Schools:

School	Number of Students	% of FRLP	Number of FTE Teachers
John B. Cary Elementary	311	56.42	22
Chimborazo Elementary	575	89.92	26
Clark Springs Elementary	211	89.87	14
J. L. Francis Elementary	517	80.16	24
Overby Sheppard Elementary	367	88.7	25
Albert Hill Middle	486	55.18	19
Thomas Henderson Middle	545	89.53	31
Lucille Brown Middle	685	68.21	35
	3,697		196

Source: Maine Department of Education
Richmond City Public Schools

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Supporting Documentation** Pages: **5** Uploaded File: **SupportingDocumentation.pdf**

Binding Letter of Agreement Between Maine Department of Education and National Board for Professional Teaching Standards, Inc., Pertaining to the Schools for Excellence Program

June 28, 2010

State of Maine Department of Education
c/o Acting Commissioner, Angela R. Faherty, Ph.D.
23 State House Station
Augusta, Maine 04333-0023

Dear Dr. Faherty:

Thank you very much for the Maine Department of Education's ("Maine DOE") interest in the National Board for Professional Teaching Standard's ("NBPTS") Schools for Excellence Program (the "Program"), a draft summary of which is attached as Exhibit I hereto. In connection with the Program, it is our understanding that the Maine DOE acknowledges and agrees that:

1. it shall participate in the Program described in Exhibit I in accordance with the terms and conditions set forth in the Services Agreement attached as Exhibit II (as such participation is further described in Paragraph 6 below), so long as NBPTS receives a Teacher Incentive Fund grant for this purpose that includes funding for the participating Local Education Authorities ("LEAs") in Maine;
2. it has received a commitment from each of five (5) LEAs to participate in all of the components of the Program;
3. no more than 470 teachers and no more than 15 schools will participate in the Program in all of the LEAs combined on an annual basis;
4. it has shown each participating LEA the Scope of Work evidenced in the Services Agreement attached hereto as Exhibit II;
5. if NBPTS receives a TIF grant in an amount less than the grant request submitted by NBPTS, that the amount of money to be provided in the Services Agreement between NBPTS and the Maine Department of Education will be reduced in a manner that corresponds to the actual TIF grant received by NBPTS;
6. it shall execute the Services Agreement attached as Exhibit II within 5 business days of NBPTS receiving a Teacher Incentive Fund ("TIF") grant for the Program, with the sole changes to Exhibit II being necessitated by changes in the TIF grant received by NBPTS for the Program; and
7. unless NBPTS is awarded a TIF grant for the Program which contains funds designated for the Maine DOE, and the Maine DOE executes the completed Services Agreement, NBPTS shall have no obligation to the Maine DOE or liabilities of any kind pursuant to this letter agreement or under any regulation or theory of law or equity, whether in contract, tort or otherwise.

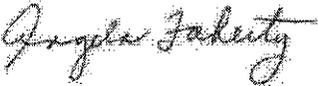
Please acknowledge your acceptance of the terms of this Binding Letter of Agreement by signing below.

Best regards,

Joseph A. Aguerrebere, Ed.D.
President and CEO

Acknowledged and Agreed:

Maine Department of Education

By: 

Title: Acting Commissioner of Education

Date: July 1, 2010

**Binding Letter of Agreement Between Richmond Public Schools and
National Board for Professional Teaching Standards, Inc.,
Pertaining to the Schools for Excellence Program**

Dr. Ronald L. Carey
Assistant Superintendent
Richmond Public Schools
301 N. 9th Street
Richmond, VA

July 1, 2010

Dear Dr. Carey:

Thank you very much for Richmond Public School's ("RPS") interest in the National Board for Professional Teaching Standard's ("NBPTS") Schools for Excellence Program (the "Program"), a draft summary of which is attached as Exhibit I hereto. In connection with the Program, it is our understanding that the RPS acknowledges and agrees that:

1. it shall participate in the Program described in Exhibit I in accordance with the terms and conditions set forth in the Services Agreement attached as Exhibit II (as such participation is further described in Paragraph 6 below), so long as NBPTS receives a Teacher Incentive Fund grant for this purpose that includes funding for the participating schools in RPS;
2. no more than 212 teachers and no more than eight (8) schools will participate in the Program in all of the LEAs combined on an annual basis;
3. all of the information contained in this Letter of Agreement and the Exhibits attached hereto are the confidential and proprietary information of NBPTS, and RPS shall not use or disclose such information except as expressly authorized by this letter agreement;
4. if NBPTS receives a TIF grant in an amount less than the grant request submitted by NBPTS, that the amount of money to be provided in the Services Agreement between NBPTS and the RPS will be reduced in a manner that corresponds to the actual TIF grant received by NBPTS;
5. it shall execute the Services Agreement attached as Exhibit II within 3 business days of NBPTS receiving a Teacher Incentive Fund ("TIF") grant for the Program, with the sole changes to Exhibit II being necessitated by changes in the TIF grant received by NBPTS for the Program; and
6. unless NBPTS is awarded a TIF grant for the Program which contains funds designated for RPS, and RPS executes the completed Services Agreement, NBPTS shall have no obligation to

RPS, nor liabilities of any kind pursuant to this letter agreement or under any regulation or theory of law or equity, whether in contract, tort or otherwise.

Please acknowledge your acceptance of the terms of this Binding Letter of Agreement by signing below.

Best regards,

Joseph A. Aguerrebere, Ed.D.
President and CEO

Acknowledged and Agreed:

Department of Education

By: Ronald R. Carey

Title: Asst. Supt. for Admin

Date: July 6, 2010



June 25, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the New Teacher Center (NTC), I am writing to confirm our support for the Teacher Incentive Fund proposal submitted by the National Board for Professional Teaching Standards (NBPTS). The New Teacher Center has had a rewarding relationship with NBPTS and I look forward to deepening our relationship with them over the coming years. Our collaboration with NBPTS to-date in the area of new teacher induction has led our staff to value the quality of the work done. I believe their Schools for Excellence Initiative is critical in helping districts and states develop thoughtful and rigorous career ladders for teachers and reward teacher excellence.

I expect our collaboration to be mutually productive and valuable to the NBPTS and to the development of teaching excellence and student growth in the broadest context.

Warm Regards,



Ellen Moir
Chief Executive Officer
New Teacher Center

www.newteachercenter.org

Project Narrative

Other Attachments

Attachment 1:

Title: **Attachments 1 - 4** Pages: **22** Uploaded File: **Attachments1-4.pdf**

The Five Core Propositions

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

1

Proposition 1: Teachers are Committed to Students and Their Learning

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

2

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

They are able to use diverse instructional strategies to teach for understanding.

3

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

4

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

5

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

National Board Certification— What the Research Says.....

National Board Certification for teachers is part of a growing education reform movement. It is the nation's way of developing, recognizing and retaining great teachers.

In a Congressionally-mandated report, the **National Research Council** confirmed that National Board Certification has a positive impact on student achievement, teacher retention and professional development. Studies also show that students with National Board Certified Teachers (NBCTs) improve in terms of “deep” learning—the higher-order thinking that is needed for a successful U.S. workforce.

Improves Student Achievement and Learning

- Students of NBCTs outperform students of non-NBCTs on achievement tests—and the positive effect is even greater among minority students. (National Research Council, 2008; Clotfelter, Ladd and Vigdor, 2007; Goldhaber and Anthony, 2004; Cavalluzzo, 2004)
- Students of NBCTs make learning gains equivalent to an extra month in school. (Vandevoort, Beardsley and Berliner, 2004)
- Students of NBCTs exhibit stronger writing abilities, better comprehension and integration of complex classroom material, better understanding of concepts, and more abstract thinking than students of non-NBCTs. (Smith, Gordon Colby and Wang, 2005; Bond, Smith, Baker and Hattie, 2000)
- The few studies that show mixed findings also show positive effects of National Board Certification in subject- and grade-specific areas. (Sanders, Ashton and Wright, 2005; Harris and Sass, 2007)

Develops Effective Teachers

- National Board Certification helps change teachers' formative assessment practices (e.g., setting learning goals) and their instruction in general. Even teachers who start at a lower skill level end up with better teaching practices than those who did not go through the certification process. (Sato, Wei and Darling-Hammond, 2008)
- The National Board Certification process improves teachers' professional development by: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse among teachers, (c) raising the standards for teaching performance, and (d) facilitating collaboration. (Park, Oliver, Johnson, Graham and Oppong, 2007)
- National Board Certification is a “transformative experience” for many teachers, and they often apply in the classroom what they learn from the certification process—whether they achieve certification

or not. The certification process itself improves teachers' ability to improve student learning. (Lustick and Sykes, 2006; Rotberg, Futrell and Lieberman, 1998)

- A survey of NBCT candidates found that 92 percent reported the process made them better teachers, and 89 percent said it equipped them to create stronger curricula and better evaluate student learning. (Yankelovich, 2001)

Makes a Difference in High-Need Schools

- Currently 42 percent of NBCTs are teaching in schools eligible for Title I funding. Nearly 46 percent teach in schools where the free-and-reduced-lunch percentage is more than 40 percent. In recent years, one-half of new NBCTs teach in these schools. (NBPTS, 2008)
- The National Board's Targeted High Need Initiative and *Take One!* programs are increasing NBCT diversity and impact in high-need schools. A large majority of teachers in high-need schools report that *Take One!* improved the quality of their instructional planning and implementation by enhancing their approach to analyzing and reflecting on their teaching practices. (Learning Point Associates, 2008)

Retains Teachers

- National Board Certification helps keep the most highly accomplished teachers in the classroom. In Florida, for example, nearly 90 percent of NBCTs remain in teaching—which far exceeds the average 60 percent retention rate for all teachers statewide (Florida Department of Education, 2008). In Ohio, 52 percent of NBCTs surveyed said they plan to stay in teaching as long as they can, compared to 38 percent of non-board certified teachers in the state. South Carolina had similar results. (Sykes, et al., 2006)
- Many NBCTs provide mentoring and guidance to the new or struggling teachers who are most likely to leave within the first five years of teaching. (Yankelovich, 2001; Sykes, et al., 2006)

Recognizes Skilled Teachers and Teacher Leaders

- NBCTs create more challenging curricula, demonstrate in-depth knowledge of teaching skills and subject matter, provide better feedback to students and routinely seek educational strategies that better meet students' needs. (Ralph, 2003; Bond, Smith, Baker and Hattie, 2000)
- NBCTs give input on curricular decisions, organize professional development opportunities, chair departments, engage with the community, reach out to parents and serve as faculty voices to policymakers and other stakeholders. (Sykes, Anagnostopoulos, Cannata, Chard, Frank, McCrory and Wolfe, 2006)
- NBCTs take on leadership roles that include mentoring and coaching others and developing programs aimed at improving student learning. (Freund, Russell and Kavulic, 2005; Yankelovich Partners, 2001)

For more information about the National Board for Professional Teaching Standards and National Board Certification, visit (www.nbpts.org)

See 3.3(b) for NBCT

Richmond Public Schools

2009-2010

Balanced Scorecard – Strategic Objectives, Measures and Projects
A New Direction: Illuminating the Path from Competence to Excellence

Mission: [RPS will] Educate ALL students to become highly successful, contributing citizens in a global society.

Vision: [RPS will become] A premier learning community that is the first choice for ALL in Richmond and recognized nationally for student excellence.

Goals:

1. Improve Student Achievement
2. Promote a Safe and Nurturing Environment
3. Provide Strong Leadership for Effective and Efficient Operations
4. Enhance Capacity Building through Professional Development
5. Strengthen Collaborations with Stakeholders
6. Increase Parent & Community Satisfaction

3.3(b)

Balanced Scorecard Categories:

- Customer/Stakeholder
- Budget/Financial
- HR Learning and Growth
- Internal Business Process

Types of measures:

1. Outcome measures (also called results or end-of-process measures or lagging indicators) – example: SOL test results.
2. Process measures (also called in-process measures, performance drivers or leading indicators) – example: percentage of teachers using the state’s curriculum.

Measures can include:

- quality measures (numbers of defects, mistakes, rework, complaints)
- timeliness measures (on-time delivery as defined by the customer)
- cycle time measures (response time, number of tasks completed on schedule)
- quantity measures (number of classes taught, number of requests handled per week, number of teachers certified)
- cost measures (cost per student, cost per teacher, cost per meal)
- customer satisfaction measures (percent favorable responses on surveys)

Status Indicators:

- ✓=Met target
- ◆=Improved over current data, but did not meet target
- ✗=Did not meet target
- DP=Data Pending
- Ⓢ=On hold due to budget issues
- NA=Indicator Obsolete
- Ⓐ=Audit Response
- ≡=New Indicator

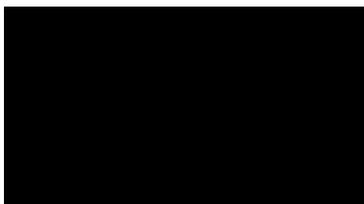
PR/Award # S385A100123

Goal 3: Provide Strong Leadership								
Measures	Current & Trend Data	Target	Progress Monitoring			Q4 EOY Actual	EOY Status	
			Q1	Q2	Q3			
Strategic Objective: 3.3 Implement program of HR/teacher recruitment, retention, and placement to meet the goals of the division and ensure that schools are equitably staffed.								
3.3.a Staffing according to:	2008-09							
% of teachers with clear licensure	100%	100%	NA	NA	NA			
% of teachers with advanced degrees	47%	55%	NA	NA	NA			
% of schools with 75% of teachers having 5 or more years experience	99%	100%	NA	NA	NA			
	<u>Trend Data</u>							
3.3.b # of National Board Certified Teachers	24 (2008-09) <u>Trend Data</u>	26	33	33				
3.3.c % of first-year teachers having mentors	100% (2008-09) <u>Trend Data</u>	100%	100%	100%				



Goal 4: Enhance Capacity Building through Professional Development								
Strategic Objective: 4.1 Implement a leadership development program for both aspiring administrators and teacher leaders.								
Measures	Current & Trend Data	Target	Progress Monitoring			Q4 EOY Actual	EOY Status	
			Q1	Q2	Q3			
4.1.a # leadership development activities for principals	9 (2008-09) <u>Trend Data</u>	10	7	6				
4.1.b # of participating assistant principals who successfully complete the Principal Preparation Academy	13 (2008-09) <u>Trend Data</u>	15	10	10				
4.1.c # of leadership development activities scheduled and implemented for teacher leadership	16 (2008-09) <u>Trend Data</u>	20	23	24				
4.1.d % of teachers participating in teacher leadership activities	58% (2008-09) <u>Trend Data</u>	68%	82%					
Strategic Objective: 4.2 Provide customer service training electronically during new employee orientation.								
4.2.a # of new hires participating in customer service training during their orientation	NA (2008-09)	100%	100%				N	

e4

JOSEPH A. AGUERREBERE, JR.**EDUCATION**

<u>Degree</u>	<u>School</u>	<u>Date</u>	<u>Major</u>
Ed.D.	University of Southern California	1986	Educational Administration
M.S.	University of Southern California	1975	Educational Administration
B.A.	University of Southern California	1972	Political Science

EDUCATIONAL EMPLOYMENT

- 2003 – Present President and Chief Executive Officer. The National Board for Professional Teaching Standards®, Virginia. Lead and manage a multi-faceted private, nonprofit organization dedicated to advancing the quality of teaching and learning in the United States. Oversee a multi-million dollar operation with funding from public and private sources governed by a 63-member board of directors.
- 1998-2003 Deputy Director, Knowledge, Creativity and Freedom Program. The Ford Foundation, New York. Assist director in managing staff and programs of the unit nationally and internationally. Provide oversight for grantmaking in education and scholarship, sexuality, and religion. Assist in fiscal and strategic planning, recruitment, hiring, mentoring and evaluation of staff, professional development, grantmaking, monitoring and assessment of work. Work collaboratively with government, the corporate sector, non-profit organizations, universities, school systems, and philanthropic organizations to address the improvement of education, especially the quality of professional educators.
- 1994-1998 Program Officer, Education, Media, Arts, and Culture Program. The Ford Foundation, New York. Develop and implement an agenda, recommend grants, monitor and assess work in the fields of education reform and community and national service.
- 1994 Professor, Graduate Education, California State University, Dominguez Hills, Carson, California. Granted tenure and promotion to full professor.

- 1990-1994 Associate Professor, School of Education, California State University, Dominguez Hills, Carson, California. Taught graduate courses in educational administration. Also served as project director of the Future Teacher Institute and the Consortium for Minorities in Teaching Careers, a national group of universities developing models for teacher recruitment and development.
- 1990-1990 Director of Instructional Services, Garvey School District, Rosemead, California. Directed and coordinated the educational program of a school district. Included coordinating a variety of specially funded programs in a multicultural, multilingual community.
- 1983-1990 Principal, Temple Intermediate School, Garvey School District, Rosemead, California. Administered and coordinated all aspects of an educational program for 7th and 8th grade students in a multicultural, multilingual setting.
- 1981-1983 Staff Administrator, Downey High School, Downey Unified School District, Downey, California. Supervised a school plant and activities, assisted in curriculum development, discipline, evaluation, and staff development in a comprehensive high school.
- 1977-1981 Assistant Principal, Clifton Middle School, Monrovia Unified School District, Monrovia, California. Directed student activities, staff development, curriculum development, budget administration. Assisted in collective bargaining negotiations for the district.
- 1976-1977 Satellite Class Instructor, Vail High School, Montebello Unified School District, Montebello, California. Planned, developed, and implemented an individualized curriculum for gang-oriented students in an alternative school.
- 1973-1976 Teacher, Palm Springs High School, Palm Springs Unified School District, Palm Springs, California. Taught in foreign language department, coached sports, served as club sponsor, class adviser, leader of human relations retreats, and chairperson of union collective bargaining team.

RELATED PROFESSIONAL ACTIVITIES

National

Occasional adviser to U.S. Department of Education staff on issues related to teacher quality and educational leadership. Ongoing.

Occasional adviser to journalists including Time Magazine, Wall Street Journal, New York Times, Los Angeles Times, Orlando Business Journal, The News Hour with Jim Lehrer, Education Week, Arizona Daily Star 1994 - Ongoing

Member, National Task Force on The Common School. The New Century Foundation. New York 2001-2002

NIESA BRATEMAN HALPERN

Ms. Halpern is noted for her ability to develop creative and effective solutions to complex financial and operational problems, using her strong technical expertise and interpersonal skills.

PROFESSIONAL HISTORY:

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

2003- CURRENT

Vice President and Chief Financial Officer

- Responsible for the effective and efficient functioning of the finance/accounting, treasury, information technology, human resources, and contracting functions of a \$45 million not-for-profit organization.
- Serves as the staff liaison to the Audit and Finance Committees of the Board of Directors.

BOARDS OF TRUSTEES AND PRO BONO WORK

1996-2002

Trustee and Treasurer, The Sheridan School

Instituted operational, administrative, accounting, human resources policies and procedures to enhance performance and reduce risk. Also instituted strategic planning and rigorous multi-year financial planning for operational and capital funds.

Victory Over Cancer

Provided consulting and investigative services to organize an affiliate of a start-up biotech firm to support research of new cancer-fighting drugs.

Trustee, Sinai Assisted Housing Foundation

Instituted policies and procedures to cut housing costs and improve social services provided to formerly homeless families living in Sinai House.

COLLEGE CONSTRUCTION LOAN INSURANCE ASSOCIATION ("Connie Lee")

1987 - 1995

Connie Lee was a \$7 billion financial guarantor initiated by Sallie Mae to insure bonds issued by colleges, universities and teaching hospitals. Ms. Halpern was part of the original management team, participating in all aspects of the creation of the company. Connie Lee was sold to AMBAC in 1997.

Senior Vice President

1991 - 1995

Division head of \$7 billion financial guarantor responsible for the financial and strategic planning, surveillance, information technology, and administrative functions.

- Directly responsible for maintaining the company's AAA rating from S&P;
- Member of the Executive Committee and Chair of the Asset Liability Committee;
- At the request of the Board, headed the underwriting division on an interim basis, supervising credit analysts and managing the relationships with fund managers who purchased the insured bonds;
- Directed activities of departments, including:
 - new product development; creation of tax strategies; and development of multi-year financial business plans that optimized investor returns and met regulatory and rating agency requirements;
 - development of standards for reviewing the credit quality of bonds insured by Connie Lee, and recommendations to issuing entities to correct identified credit deficiencies;
 - formulation of human resources policies and procedures including hiring practices, compensation and benefits; development of strategy for multi-million dollar lease and build-out negotiations, and formation of corporate budgets.

Vice President, Finance and Controller

1987-1991

Responsibility for the financial, accounting, systems, and treasury functions

- Chaired the Operations Committee;
- During the company's start-up phase, actively worked with investment bankers to develop strategies to attract equity capital, with lawyers and external accountants to develop private placement documents, and with S&P to obtain its a AAA rating, and with communications consultants to create brand name recognition;
- On-going responsibilities included budgeting; overseeing the accounting function; development and implementation of accounting policies and procedures; oversight of regulatory and internal and external financial reporting; cash management, including daily interaction with the external money manager of the \$200 million bond portfolio; multi-year financial and tax planning; pricing of insurance and reinsurance transactions, managing the information systems department which developed a state of the art system to manage the company's book of business, and being the key contact with regulators and auditors.

STUDENT LOAN MARKETING ASSOCIATION ("Sallie Mae")

1981-1987

***Assistant Vice President, Long Range Planning and Research
Director, Strategic Planning***

1984 - 1987

Responsible for the preparation of the corporate strategic plan, financial evaluation of new products and business ventures, and corporate research.

- Managed MBO process, working directly with the divisional EVPs to establish cohesive corporate objectives;
- Developed alternative methodology for setting interest rates for Federally insured student loans, which was accepted by Congress and lenders.

***Director, Financial Planning and Analysis
Manager, Financial Planning and Analysis***

1981 - 1983

Created the financial planning department, established to construct annual and five-year business plans and create/recommend financing strategies. Other responsibilities included the pricing and evaluation of risks associated with assets; development of automated forecasting models; and MIS pertaining to asset acquisitions and debt issuances. Key accomplishments:

- Personally structured a floating rate note debt product, designed to minimize interest rate risk and cost to the corporation, and created the methodology for the product to be easily traded in the secondary market;
- Personally developed the "net termination formula" for unwinding interest rate swap agreements which became the industry standard for many years. (Sallie Mae did the first domestic interest rate swap.)

FEDERAL HOME LOAN MORTGAGE CORPORATION ("Freddie Mac")

1976 - 1981

Director, Corporate Accounting

1980-1981

Responsible for the adequacy and integrity of internal and external financial disclosures; development of user requirements to account for and maintain the corporation's multi-billion mortgage portfolio; preparation of fiduciary tax returns; and all of the responsibilities included in the position noted below.

***Director, Mortgage Sales Accounting
Supervisor, Loan Accounting***

1976-1980

Responsible for the pooling strategies and pricing methodology for the corporation's mortgage-backed securities program and was personally created and implemented innovative methodology used to price pass-through security transactions, saving Freddie Mac tens of millions of dollars.

ARTHUR ANDERSEN & CO.

1974 - 1976

Staff accountant in the small business division, performing audit, tax, and consulting work.

EDUCATION and OTHER:

MBA in Finance and Investments, George Washington University, 1978.

BS with Distinction in Accounting, McIntire School of Commerce, University of Virginia, 1974.

Associated Honors: Beta Gamma Sigma, Beta Alpha Psi, Omicron Delta Kappa, Phi Eta Sigma, Raven Society and Echols Scholar.

Became a CPA in 1976 (but no longer practices as a CPA).

JOAN ELIZABETH AUCHTER



Proven leader in educational administration, assessment, curriculum development and program expansion at the national, state and local levels. Expertise includes:

Leadership and Vision	Strategic and Financial Planning
Marketing and Outreach	Technological Innovation
Product and Design Innovation	Corporate, Federal and State Partnerships
Organizational and Team Development	Test and Curriculum Development

Professional Experience

Executive Director 1996 - 2005
GED Testing Service Washington, DC

Led the GED Testing Service (GEDTS) through extensive growth over the last nine years. Approximately one in seven US high school diplomas are awarded based on the GED Tests. GEDTS is the only nationally accepted second opportunity high school alternative and serves as the cornerstone for the half-billion dollar GED high school equivalency program.

Accomplishments

Leadership

- Developed and implemented the initial GEDTS strategic plan and guided subsequent iterations to refocus from the development and publication of the GED Tests to the integrated delivery of GED Program
- Led major program review to maintain the affiliation with American Council on Education and strengthen the partnership with the 72 jurisdictional partners
- Structured and implemented the GED Options Program that serves 15,000 secondary school students in thirteen states
- Restructured the GEDTS, increasing the use of flexible staffing and panels of national experts (e.g., Psychometric, Disability, Content Design, Workplace) while reducing the number of permanent employees
- Strengthened the GED Program's credibility with key constituents (e.g., Department of Education, Council of Chief State School Officers, State Assessment Directors, National Governors Association, national researchers)
- Redesigned the Annual Statistical Report to differentiate the profiles of GED test takers from GED passers
- Managed high profile and politically sensitive situations regarding the use of the GED Tests (e.g., high school exit exam in Massachusetts, high school completion rates with National Center for Educational Statistics, secondary school policy with the Major League Baseball)

Financial

- Tripled revenues and increased excess revenues (profits) by tenfold.
- Revised revenue structure to reverse financial performance, providing the investment capital necessary for the development of two series of GED Tests
- Renegotiated the distribution of the Official GED Practice Tests, increasing volume and revenues by more than 20 percent
- Prepared the first-ever five year *pro forma* and cost of sales projection for the entire GED Test series

Operational

- Redesigned and introduced the 2002 Series GED Tests with constructed response items
- Designed and deployed International Data Base enabling unprecedented analysis of the GED Program, candidates and graduates
- Developed new test translation process for the French and Spanish versions of the GED Tests resulting in greater reliability
- Migrated the GED Tests from hand- to electronic-scoring, strengthening test security, increasing timeliness of results and notification to candidates, and facilitating research
- Automated and integrated major work processes (e.g., ordering, inventory, distribution, returns, invoicing) through electronic management systems
- Developed a web-based test accommodation process that simplified and sped determinations, and received accolades from the Office of Civil Rights
- Strengthened test security and established new procedures to contain any test compromises

Marketing

- Expanded the product offering to include electronic delivery of the GED Tests internationally and the Official GED Practice Tests domestically
- Led the development and launch of the *Prove Yourself* and *College Is Possible* outreach campaigns and materials
- Developed workplace channel, resulting in the *Employers of Choice* campaign and collaborations with the Society of Human Resource Management and Department of Labor
- Built partnership with other adult literacy and educational groups (e.g., American Policy Youth Forum, National Family Literacy, Nation Adult Educators Professional Development Consortium, LiteracyLink)
- Represented the GED Program in various media (e.g., National Public Radio, New York Times, Boston Globe, Public Broadcasting System)

**Director of Test Development
GED Testing Service**

1989 - 1996
Washington, DC

- Chaired the 2002 Series GED Test Series national Specifications Committee
- Developed the new objectively-scored constructed response item formats
- Designed a new information processing test
- Developed new English Proficiency Test to replace the GED Test Six
- Designed and implemented an item bank network, automating all aspects of item banking, item analysis, graphic library, test production, item assignment, copyright documentation, reader and review information, and test publication
- Initiated and orchestrated the move from typesetting to desktop publishing, and from camera ready copy to electronic transfer of files
- Contracted out the operational aspects of secure material fulfillment while maintaining oversight, resulting in a substantial cost savings
- Coordinated and led the test development, production, distributions, and sales of all GED Tests and ancillary products
- Designed and produced an innovative method to link different language versions of the GED Tests through the use of biliterate students; based on this work, became an invited symposium presenter for 1997 AERA Test Translation symposium
- Developed a multi-step quality control process, including a day during which all staff proofed final test booklets and were awarded \$50 for any error requiring a reprint
- Developed a manual outlining the steps required to produce special test editions such as Braille, large print, and audio cassette
- Developed and monitored test development budgets and production schedules to ensure all GED products were completed on time, within budget and met quality standards
- Directed an essay scoring service responsible for approximately 200,000 essays annually
- Led the initiative to raise the minimum passing standard in 1997
- Maintained liaisons with key individuals (e.g., GED Administrators, Chief Readers, the Council of State Directors of Adult Learning, State Department personnel) regarding policy and practices related to the conduct of test development and scoring sites
- Co-authored and published the *Tests of General Educational Development Technical Manual*

**Writing Assessment Specialist
GED Testing Service**

1987-1988
Washington, DC

- Designed, developed, and delivered all aspects of a large-scale, high stakes, decentralized direct writing assessment, including:
 - Training, administration and procedure manuals
 - Score scale and rubric development
 - Writing Committee oversight
 - Topic, anchor essay and recalibration essay development and review
 - Chief Reader Training
 - Certification and annual monitoring of 32 decentralized essay scoring sites
 - Topic rotation procedures
- Conducted item and form development and review, forms assembly, design and layout, and printing of multiple-choice component of the GED Writing Skills Test

**Acting Director of Assessment
West Virginia State Department of Education**

1986-1987
Charleston, WV

- Developed and supervised four statewide testing programs
 - Teacher certification
 - Statewide 6th, 9th and 11th grade norm-referenced census testing
 - Learning-outcome objective based testing
 - Statewide 4th and 8th grade census direct writing assessment
- Contracted and supervised all scanning, scoring, and reporting activities
- Prepared RFP's and contractual consultant agreements
- Established and monitored production schedules with State printing office
- Conducted administrator, counselor and teacher workshops
- Taught professional development courses
- Designed and conducted a blind review of published test
- Supervised four professional staff, two technicians and two administrative staff

**Coordinator of Test Development
West Virginia State Department of Education**

1984-1987
Charleston, WV

- Developed and delivered aspects of a state approved learning outcomes testing program, including:
 - Recruiting, training and managing test item writers
 - Coordinating instrument development including field test and final book preparation
 - Selecting and developing computer programs and supervising their use in instrument development

- Designed and administered all aspects of a statewide writing assessment using holistic scoring procedures, including scoring rubric and anchor essay set development
- Designed and conducted scoring training sessions
- Developed training, administration, score reporting, and interpretation manuals

Supervisor of Language Arts 1979-1984
Logan County Board Of Education Logan, WV

- Supervised teachers and developed language arts curriculum (e.g., reading, literature, composition, speech and foreign languages) for grades K-12 in 32 schools
- Analyzed state and county test results for selecting textbooks and structuring curriculum
- Organized and conducted workshops for continuing education and professional development
- Served as director of ESEA IVB Federal Program, which included establishing a video program, purchasing computers and teaching computer use to county educators
- Served as program writer for ESEA Chapter I, which included initiating a computer program in the county school system

Reading Specialist 1976-1978
Logan County Board Of Education Logan, WV

- Tested, diagnosed, prescribed and remediated students in grades 1-6
- Provided consulting services for administration and classroom teachers
- Developed a diagnostic and placement system that was adopted county-wide

Buyer 1973-1983
S&B Wholesale Distributors WV
 (Full-time from 1973-1976 and part-time from 1974-1984)

- Bought and merchandised women's, men's, and children's apparel and shoes, and electronics for a chain of 13 stores
- Trained personnel, managed budgets, designed displays and prepared ad layout
- Opened three stores, including department layout, stocking, and display

Graduate Assistant to the Dean of Graduate School 1975-76
Marshall University Huntington, WV

- Assisted the Dean of Graduate School in research and writing reports

Education

Master of Arts, Education Marshall University
Areas of Specialization: Reading Specialist, grades K-Junior College

Education Administration, 30+ Post Graduate Hours Marshall University
(3 hours short of Second Master of Arts Degree)
Areas of Specialization: Supervisory Certification

Bachelor of Arts, Education Marshall University
Areas of Specialization: Language Arts and Speech, grades 7-12

Selected Publications

Stansfield, Charles; Auchter, Joan E. (2001). A Process for Translating Achievement Tests. Chapter 9 in *Studies in Language Testing 11, Experimenting with uncertainty, Essays in honour of Alan Davies*. New York: Cambridge University Press.

Sturomski, Neil; Auchter Joan. (2001, Spring). Providing Accommodations on the GED Tests. *Adult Learning*, Vol. 12, n2 p13-14.

Franklin, Brenda; Leibman, Michael, Auchter, Joan E. (2000, May). As Jobless Rates Stay Low, Value of GED Increases. *HR News*, Vol. 19, No. 5.

Auchter, Joan E. (1999). Forward and concept. *Alignment of National and State Standards: A Report by the GED Testing Service*. Publication of the General Educational Development Testing Service of the American Council on Education.

Auchter, Joan E.; Skaggs, Gary; Stansfield, Charles (1998, April). *Linking Tests Across Two Languages; Focus on Testing Biliterate U.S. High School Seniors*. Paper presented at the annual meeting of American Education Research Evaluation, San Diego, California.

Auchter, Joan E. (1998, Fall/Winter). The Value of the GED Tests. *National Center on Adult Literacy, Connections*, p.1-4.

Auchter, Joan E. (1997, March). *Linking Tests Across Languages: Focus on the Translation and Adaptation Process*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, Illinois.

Auchter, Joan C. (1996, December) Some Facts for People Who Think the GED Tests are Easy, *Boston Globe*.



Former NEA president Keith Geiger named ESU Jones Distinguished University Professor
August 24, 2001

CALENDARS

- Academic Calendar
- Ethnic & Gender Studies
- Events Calendar
- Faculty Senate meetings
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- University Advancement
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NEWS STAFF

—Leslie Eikleberry

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By Lucie Eusey
For ESU Media Relations

EMPORIA, Kansas – Keith Geiger, former deputy assistant secretary, Academic Programs, United States Department of State, has been named the 2001-2002 Jones Distinguished University Professor at Emporia State University.

Geiger attained national prominence during a distinguished 38-year career in education, serving as president of the National Education Association (NEA) for seven years before joining the U.S. Department of State. During his tenure at the State Department, Geiger was responsible for all exchange programs, including the Fulbright student and faculty exchanges. He will be in residence at E-State during the fall 2001 semester, conducting research on the impact of international students on post-secondary educational systems in Kansas.

The Jones Distinguished University Professor Program provides a unique opportunity for a nationally respected professional in education to spend a semester or more at ESU. While in residence, the distinguished professor is required to do a policy study of a pertinent issue in education. Through teaching, writing, research, and consulting, the Jones Distinguished Professor provides leadership in areas of interest to educators across the state and region.

Geiger, who began his career in education as a high school mathematics and science teacher, brings a varied and rich background to his appointment as Jones Distinguished Professor. He has served on numerous committees and task forces appointed by Presidents Reagan, Bush, and Clinton.

In 1997, President Clinton appointed Geiger as deputy assistant secretary, Academic Programs, at the United States Department of State. In this capacity he was responsible for all exchange programs, English teaching, college and university affiliations, and advising in 141 nations. The Fulbright program, the premier program of the U.S. government that includes student, faculty, and teacher exchanges, was under his jurisdiction. As deputy assistant secretary, he helped to establish a Fulbright Commission in South Africa, the 51st commission between the United States and other countries. He also traveled extensively, visiting embassies, governmental officials, schools and universities throughout the world.

Geiger was one of five U.S. government representatives at the UNESCO Higher Education conference in Paris in 1998. From 1993 to 1998, Geiger was a member of the executive committee of Education International, visiting schools and universities in many countries. He also

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Page updated: September 16, 2004
Questions or comments about the material on this page?
Contact Leslie Eikleberry.

served as an official delegate to oversee the Chilean presidential election in 1988.

In addition to his work in international education, Geiger attained prominence in domestic education, serving as vice president and then president of the National Education Association from 1983 to 1996. While president of the NEA, Geiger twice chaired the board of the National Council for the Accreditation of Teacher Education (NCATE). Geiger also served on the board of directors of the National Board for Professional Teaching Standards for six years and the board of the Chief State School Officers' Interstate New Teacher Assessment and Support Consortium (INTASC) for three years. These three organizations -- NCATE, NBPTS, INTASC -- form the basis for the continuum of teacher preparation and development in which standards for p-12 students and standards for teacher preparation and teacher performance are aligned.

In the 1990s, Geiger served as a member of the blue-ribbon National Commission on Teaching and America's Future, chaired by Governor James Hunt. The commission has been a major catalyst for improving student performance and teacher quality.

As the Jones Distinguished Professor, Geiger will conduct a study investigating the impact of international education on the post-secondary educational institutions of Kansas. Coordinating with a national survey by the American Council on Education of international education at 400 randomly chosen U.S. institutions, Geiger will focus his research on all 51 of the Kansas post-secondary schools. His study will seek to determine the background and motivation of international students, the cultural and language obstacles they face on Kansas campuses, and how Kansas two- and four-year institutions can share best practices and work collaboratively to recruit international students and to encourage more students to study abroad.

As an additional focus of this study, Geiger will conduct focus groups on selected Kansas campuses to investigate the perceptions of non-international students and faculty concerning presence of international students on campus and, in contrast, the perceptions of international students concerning their experiences. Geiger will seek to determine how foreign language groups are being treated on Kansas campuses and to determine the extent to which international awareness is being introduced into institution-wide curriculum.

Geiger, a native of Michigan, holds a bachelor's degree from Asbury College in Kentucky and a master's degree from Peabody College in Tennessee. He completed additional graduate work at the University of Michigan. His wife, Janet, is a third-grade teacher in Fairfax County, Virginia. They have two sons.

CONTACT: Jones Institute, 620-341-5372

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August 24, 2001**

Media Relations Home Page

MARY E. DILWORTH

EXPERIENCE

American Association of Colleges for Teacher Education Washington, D.C.

*Senior Vice President
May 2004 to present*

Responsible for the coordination of policy and research across the Association, as well as the design, development and implementation of the Association's research and information services, equity, and technology agenda

Notable Accomplishments

- ❑ Established a ten (10) college and university initiative to develop papers, conference presentations, a legislative policy forum and publication on assessment, standards, programs in context and subject matter knowledge
- ❑ Advanced knowledge and interest in the need for licensed preK and early childhood teachers among national PK-12 and higher education organizations, and the media; provided language for congressional consideration of highly qualified early childhood teachers (HQT); secured grant support for member institutions to develop collaborative programs with community colleges and school systems to assist para-educators secure teaching licenses
- ❑ Initiated the development of guidelines for research in teacher education programs

*Vice President
Senior Director
Director Research & Information Services
1987 - 2003*

Responsible for research and other initiatives focusing on teacher education programs, students and faculty; equity issues, and technology. Served as Director for the ERIC Clearinghouse on Teaching and Teacher Education.

Notable Accomplishments

- ❑ Conceptualized, secured public and private financial support, developed and administered programs and projects for member institutions and the Association. Initiatives cover a wide range of areas including but not limited to: professional development schools, collaboration among colleges of education, schools of social work, medical and law

schools; minority teacher recruitment and retention; teacher education technology curriculum; PK-12 teachers' cultural knowledge base; teacher- as -researcher; HIV/AIDS teacher knowledge; parent/teacher/ education relationships; and teaching specialty high schools.

- Served as Principal investigator and/or researcher for national studies and data collection including, but not limited to *Research About Teacher Education (RATE) Series (8)*; bilingual teacher education programs; *Teacher Education Pipeline Series (4)*; teacher education students demographics; teacher education students academic achievement; Joint Data Collection Annual Survey (10); Professional Education Data Survey (4)
- Managed production of videoconferences, teleconferences, on-line and video course materials for distribution and use by college and university and PK-12 school based educators
- Organized policy forums on varying themes, crafted and disseminated reports for use useand reference by state, local and federal policy makers

**Howard University
Washington, D.C.**

*Adjunct Faculty
1989-1990*

Instructor for graduate level education courses: "Introduction to Teacher Education" and "Research Methods"

*Coordinator, Education and Training
Howard University Hospital
1985-1987*

Coordinator of inservice and continuing education activities for allied health professionals employed with Howard University Hospital and instructor for upward mobility courses.

Notable Accomplishments

- Established Hospital's first *Spanish for Medical Professionals* course
- Advanced administrative and support staff to nursing, dental assistant licensing programs

*Research Fellow
Institute for the Study of Educational Policy
1983-1985*

Principal investigator for the "Problems in the Feeder System" project focusing on teacher training and certification issues and effective schools research--also principal investigator for

"college profile" project designed to identify factors in postsecondary institutions that enhance or impede successful educational experiences for African Americans.

Notable Accomplishment

- Wrote *Teachers' Totter: A Report on Teacher Certification Issues*. The book is recognized as advancing the national discourse on accountability, teacher testing and its impact on teachers of color

**National Institute for Advanced Studies
Washington, D.C.**

*Senior Program Analyst
1978-1982*

Project manager for government agency contracts e.g., U.S. Department of Education, National Institute of Education, and D.C. Public Schools--responsible for design, implementation, and evaluation of workshops, training conferences, and seminars, development of survey instruments and sample selection for national studies of educational personnel and minority groups.

**National Advisory Council on Education Professions Development
Washington, D.C.**

*Research Assistant
1974-1976*

Data collection, compilation and analysis for federal policy and research reports--coordinated meetings and seminars

EDUCATION

Ed.D Higher Education Administration
Catholic University of America, Washington, D.C.
M.A. Student Personnel Administration in Higher Education
B.A. Elementary Education
Howard University, Washington, D.C.

SELECTED PUBLICATIONS AND PRODUCTS

(2005) with A. Ardila-Rey. Cultural and linguistic diversity **Wingspread Journal**

(2004) with A. Ardila- Rey. Culture, Language and Student Achievement: Recruiting and Preparing Teachers for Diverse Students Proceedings of Wingspread Conference, November 2003. Washington: AACTE

Testimony / hearing
presentations /
preparations

Dept. of Education
contacts

Anna Holmquist Davis



Innovative
entrepreneurial

Political

Federal Trade Commission

Washington, DC

Director of Congressional Relations (2001 - present)

- Conceive and implement legislative function of the FTC's consumer protection and competition missions, working with key Congressional members and committee staff
- Efforts resulted in fully funding the agency at the level reflected in the President's budget
- Worked with congressional staff to secure passage of Do-Not-Call Registry implementing legislation, CAN-SPAM Act; negotiated agency views on spyware, cross border fraud, FACTA and data protection legislation
- Implemented congressional outreach program to educate congressional offices on how to utilize FTC consumer protection resources through web links, press releases and town meetings
- Handled successful confirmation process for five Commissioners, including Chairman Majoras
- Spoke as agency representative at NAAG and ABA meetings
- Supervise staff of six employees and a budget of over \$1 million
- Previous positions held at the Commission: *Director of Public Affairs (1987 - 1989)*
Attorney, Division of Advertising Practices (1986 - 1987)
Deputy Director of Congressional Relations (1984 - 86)

Focus of organization
Teamwork
Ability to be flexible

U.S. Department of Treasury

Washington, DC

Director of Legislative Affairs (1989 - 1993)

- Provided logistical and organizational direction for an 18 person, \$1.3 million office
- Primary liaison for departmental and bureau appropriations with House and Senate committees
- Principal point of contact for the Office of General Counsel for all legislative clearances
- Coordinated briefing materials for Secretary, Deputy Secretary and senior agency management
- Spearheaded automation of office, decreasing administrative overhead by 20%

Honorable Robert H. Michel, House Republican Leader

Washington, DC

Staff Assistant (1981 - 1984)

- Conducted legislative and legal research to assist in leadership function, including vote analysis, issue development and projects done in conjunction with House GOP offices
- Provided administrative and logistical support for the GOP Press Secretary organization, including setting up meetings, arranging speakers, and coordinating annual trip to NYC

Honorable John J. Rhodes, House Minority Leader

Washington, DC

Legal Intern (Summer 1980)

- Worked with Chief Minority Counsel on various projects including the 1980 GOP convention in Detroit and the 25th Silver Anniversary Gala for *Roll Call* newspaper
- Drafted floor statements, bill analysis and constituent correspondence

Honorable William F. Clinger, (R-PA)

Washington, DC

Intern (Spring 1979)

- Through the Washington Semester program, worked as the first intern in the office
- Handled constituent correspondence, legislation establishing the Department of Education, and

gala event honoring Joe Paterno, head football coach at Penn State University

Academic

Georgetown University Law Center

Washington, DC

Director of Career Services (1999 - 2001)

- Hired, supervised and trained staff of six employees, including four career counselors, with a budget of \$1.3 million
- Counseled 500 evening and joint degree students
- Developed and implemented new techniques for more efficient collection, tracking, reporting and analysis of employment data
- Taught workshops on career development, interviewing skills, and personal marketing techniques
- Represented the school at bar association meetings, national conferences, and local law placement organizations

George Mason University School of Law

Arlington, VA

Assistant Dean of Career and Alumni Services (1994 - 1999)

- Increased law firm participation in the on campus interview program by over 400%
- Established first law school-based Alumni Services office
- Developed and implemented Continuing Legal Education program
- Represented the school at the Virginia Law Foundation Continuing Legal Education Committee

Education

Georgetown University Law Center

Washington, DC

JD, May 1986 (evening division)

Emphasis on Antitrust and Administrative law

Scripps College

Claremont, CA

BA in Public Policy (Political Philosophy), 1980

Thesis: *Women in the United States Congress*

Professional Organizations and Activities

Member, Virginia State Bar

National Association for Law Placement (NALP) Chair of 2001 annual conference with 1000+ attendees. Conducted workshops at five annual meetings.

Washington Area Legal Recruitment Administrators Association (WALRAA) Co-president (1997 - 1999) of 200+ member organization serving Washington, DC legal recruitment administrators and law school career counselors. Spearheaded effort to become first such organization to become recognized as a non-profit entity.

U.S. Kids Child Development Center Chairman of the Board (1991 - 1992) of federally-sanctioned and accredited center serving the Treasury Department and the White House. Directed legal aspects of incorporation. Directed fundraising efforts which raised over \$100,000 for need-based scholarships.

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **17** Uploaded File: **Budget narrative 7-5-final (2).doc**

Budget Narrative for Schools for Excellence Program.
Submitted as a TIF Grant
by
The National Board for Professional Teaching Standards, Inc.

The Schools for Excellence Program (“Program”) has been structured in a manner for the state of Maine and Richmond Public schools to implement most of the components of the Program on a fee for service basis through contractors (“Contractors”), rather than a sub-recipient basis, with monies being provided to the Contractors in relation to work performed in order to best ensure the integrity and fiscal oversight of the Program. All expenses paid by NBPTS to Contractors to implement the program will be accounted for as *contractual costs* on the books and records of NBPTS.

Following is a description of the services to be rendered directly by NBPTS and by both the Maine and Richmond Contractors, and the costs related to the services.

1. Personnel

NBPTS will hire a full-time project manager and a part-time project analyst to oversee the Program. In addition, time will be allocated by members of the management group, the information technology department and the accounting department to perform activities necessary for the effective and efficient functioning of the grant. Responsibilities of the people/groups are described below.

- *Project Manager:* Manages the relationships between Maine and Richmond Schools. Ensures the TIF award is implemented with fidelity to the proposal.
- *Project Analyst:* Provides analysis and serves as the second-in-command of the Schools of Excellence program within the NBPTS office.
- *Management Group:* Provides direction for the Program by gathering information from the Project Manager and Project Specialist and has overall responsibility for ensuring that the goals of the grant are met and monies are appropriately expended. This group consists of portions of 5 persons' time. Members of this group include the President and Chief Executive Officer; Executive Director, Government Relations; Chief Program Officer; and Chief Financial Officer; and the Vice President, Higher Education and Research.
- *Information Technology Engineer:* Provides guidance to Maine and Richmond to create and maintain information pertaining to teachers and principals participating in Take One! and TO!. Also creates special NBPTS generated reports to assist the Maine and Richmond sites.
- *Accounting:* Oversees the integrity of payments. Makes payments to Contractors and other entities/persons performing services for this Program; ensures that the grant reporting requirements are met in a timely fashion. This group consists of portions of 4 persons' time. Members of this group include the Chief Financial Officer, the Director, Finance and Accounting, Accounting Supervisor, and Accounting Specialist.

The following requested personnel will all be hired as NBPTS employees of the project. Employees of Maine and Richmond are included in contractual costs

YEAR 1	% FTE	Base Salary	Total
<i>Project Manager</i>	100%		
<i>Project Analyst</i>	60%		
<i>Management Group</i>	15%		
<i>Information Technology Engineer</i>	18%		
<i>Accounting Group</i>	15%		
<i>Total</i>			

YEAR 2: (salaries presume a 3% increase)

<i>Project Manager</i>	100%		
<i>Project Analyst</i>	65%		
<i>Management Group</i>	10%		
<i>Information Technology Engineer</i>	18%		
<i>Accounting Group</i>	12%		
<i>Total</i>			

YEAR 3: (salaries presume a 3% increase)

<i>Project Manager</i>	100%		
<i>Project Analyst</i>	60%		
<i>Management Group</i>	10%		
<i>Information Technology Engineer</i>	12%		
<i>Accounting Group</i>	15%		
<i>Total</i>			

YEAR 4: (salaries presume a 3% increase)

<i>Project Manager</i>	100%		
<i>Project Analyst</i>	60%		
<i>Management Group</i>	10%		
<i>Information Technology Engineer</i>	12%		
<i>Accounting Group</i>	15%		
<i>Total</i>			

YEAR 5: (salaries presume a 3% increase)

<i>Project Manager</i>	100%		
<i>Project Analyst</i>	60%		
<i>Management Group</i>	10%		
<i>Information Technology Engineer</i>	12%		
<i>Accounting Group</i>	15%		
<i>Total</i>			

Five Year Personnel Cost Summary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<i>Project Manager</i>						
<i>Project Analyst</i>						
<i>Management Group</i>						
<i>Information Technology Engineer</i>						
<i>Accounting Group</i>						
<i>Total</i>						

2. Fringe Benefits

Fringe Benefits for NBPTS personnel are budgeted at 35% of salary. The most significant component of the fringe benefit cost is healthcare, with healthcare premiums having increased by approximately one-third in the most recent year. Fringe benefits also include the National Board’s contribution to a retirement plan for its employees, life and disability insurance and mandatory federal and state benefits. The following table provides the annual estimated fringe benefit costs. Actual fringe benefit costs will be applied during the grant period.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fringe Benefits for NBPTS personnel are budgeted at 35% of salary						

3. Travel

The following travel costs pertain to NBPTS personnel and travel for staff in the Richmond and Maine sites that is not currently included in contractual costs. During the planning year, the methodology for candidate support facilitation and on-site visits will be refined. Subsequent to refinement, certain travel costs may be placed under the responsibility of the Contractors and re-categorized as contractual.

	Cost per trip	Number of people per trip	Number of trips	Total
Year 1 Travel				
Travel for NBPTS personnel to attend Steering Committee meetings to create PBCS. 3 day meeting.				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel for general oversight of the Program. 2 day meeting				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel, or consultants, to oversee face-to face candidate support provider training.				

Local Travel for Site based personnel to fulfill their managerial, observational, and professional development responsibilities. (Note: These costs may be re-categorized as contractual at a later date.)	Number of miles	Rate per mile		Total
<i>Maine Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Richmond Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
Total travel for Year 1				

	Cost per trip	Number of people per trip	Number of trips	Total
Year 2 Travel				
Travel for NBPTS personnel to attend Steering Committee meetings to oversee PBCS. 3 day meeting.				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel for general oversight of the Program. 2 day meeting				
Trips to Maine				
Trips to Richmond				

Local Travel for Site based personnel to fulfill their managerial, observational, and professional development responsibilities. (Note: These costs may be re-categorized as contractual at a later date.)	Number of miles	Rate per mile		Total
<i>Maine Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Richmond Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Maine Candidate Support Providers.</i> While the goal of the Program is to have NBCTs with the closest proximity to the schools in the Program, the geographic location of the sites and the limited number of NBCTs in the state will necessitate travel that is less than optimal.				
<i>Richmond Candidate Support Providers</i>				
Total travel for Year 2				

	Cost per trip	Number of people per trip	Number of trips	Total
Year 3 Travel				
Travel for NBPTS personnel to attend Steering Committee meetings to oversee PBCS. 3 day meeting.				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel for general oversight of the Program. 2 day meeting				
Trips to Maine				
Trips to Richmond				

Local Travel for Site based personnel to fulfill their managerial, observational, and professional development responsibilities. (Note: These costs may be re-categorized as contractual at a later date.)	Number of miles	Rate per mile		Total
<i>Maine Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Richmond Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Maine Candidate Support Providers.</i> While the goal of the Program is to have NBCTs with the closest proximity to the schools in the Program, the geographic location of the sites and the limited number of NBCTs in the state will necessitate travel that is less than optimal.				
<i>Richmond Candidate Support Providers</i>				
Total Travel for Year 3				

	Cost per trip	Number of people per trip	Number of trips	Total
Year 4 Travel				
Travel for NBPTS personnel to attend Steering Committee meetings to oversee PBCS. 3 day meeting.				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel for general oversight of the Program. 2 day meeting				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel, or consultants, to oversee face-to face candidate support provider training.				

<i>Local Travel for Site based personnel to fulfill their managerial, observational, and professional development responsibilities. (Note: These costs may be re-categorized s contractual at a later date.)</i>	Number of miles	Rate per mile		Total
<i>Maine Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Richmond Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Maine Candidate Support Providers.</i> While the goal of the Program is to have NBCTs with the closest proximity to the schools in the Program, the geographic location of the sites and the limited number of NBCTs in the state will necessitate travel that is less than optimal.				
<i>Richmond Candidate Support Providers</i>				
Total Travel for Year 4				

	Cost per trip	Number of people per trip	Number of trips	Total
Year 5 Travel				
Travel for NBPTS personnel to attend Steering Committee meetings to oversee PBCS. 3 day meeting.				
Trips to Maine				
Trips to Richmond				
Travel for NBPTS personnel for general oversight of the Program. 2 day meeting				
Trips to Maine				
Trips to Richmond				

Local Travel for Site based personnel to fulfill their managerial, observational, and professional development responsibilities. (Note: These costs may be re-categorized as contractual at a later date.)	Number of miles	Rate per mile		Total
<i>Maine Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Richmond Program Administrator Travel:</i> The Schools of Excellence Program Administrators expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the Program administration.				
<i>Maine Candidate Support Providers.</i> While the goal of the Program is to have NBCTs with the closest proximity to the schools in the Program, the geographic location of the sites and the limited number of NBCTs in the state will necessitate travel that is less than optimal.				
<i>Richmond Candidate Support Providers</i>				
Total Travel for Year 5				

Five Year Travel Cost Summary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<i>Travel Costs</i>						

4. Equipment

Equipment is defined as tangible, non-expendable, personal property having a useful life of three years and an acquisition cost of [REDACTED] or more per unit. Equipment is anticipated to have a three year life, and accordingly will be required only in the first and fourth years of the Project.

Year 1	Number of items	Cost per unit	Total
<i>Laptop Computers and specialized software:</i> Laptop computers are necessary to supply the needs of six new employees; laptops will be necessary given the high mobility of all Program staff	6		
<i>Laptop Docking Stations:</i> These will allow personnel to dock their laptops in the Program office, giving them immediate access to office hardware such as desktop printers	6		

<i>Laser Color Printer/Copier/Fax</i> A dedicated printer/copier/fax is essential to promote efficiency of the Program. (Note: It might be necessary to provide a separate ink-jet fax/printer and a color laser printer/ copier; and the amount for both is priced accordingly.)	3	
Total Equipment Year 1		

Year 4	Number of items	Cost per unit	Total
<i>Laptop Computers and specialized software</i>	6		
<i>Laptop Docking Stations</i>	6		
<i>Laser Color Printer/Copier/Fax</i>	3		
Total Equipment Year 4			

Five Year Equipment Summary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Equipment						

5. Supplies

Standard office supplies (paper, pens, staples, folders, etc.) are necessary for the smooth operation of the Program offices. This category also includes printing and third-party duplication costs, which include, but are not limited to, the production of the guides for candidate support providers. General supplies and duplicating costs are required only for the Richmond and Maine sites, as no indirect costs are included in the currently proposed contract with each of them. Supplies for NBPTS are included in the indirect cost rate currently in effect with the US Department of Education.

Five Year Supplies Cost Summary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Candidate Support Provider Trainer Guides						
General supplies and duplicating/printing costs for Maine						
General supplies and duplicating/printing costs for Richmond						
Total						

6. Contractual

The majority of the work for the Program will be performed by the (1) State of Maine and certain LEAs in the state of Maine acting in a subcontractor capacity and (2) the Richmond Public Schools. Their work has been segmented into four service grouping, as described below:

A. Program Administration

The State of Maine (“Maine”) and Richmond Public Schools (“Richmond”) will each hire a dedicated/full-time Program administrator (with part-time assistance as necessary) who will manage the Program in their respective jurisdictions. Each will work closely with NBPTS, the state, districts, schools, and steering committee to facilitate meetings to create and implement the optimal Performance Based Compensation System for each local education authority. In addition to frequently interacting with the entities noted above, the Program administrators will provide NBPTS written and oral reports pertaining to accomplishment of benchmarks of the Program in order for NBPTS to best ensure that the components of the Program are being met on a timely basis. NBPTS is responsible for identifying necessary corrective action if Program benchmarks are not being accomplished on a timely basis. The Program administrators will participate in a minimum of two (2) in-person meetings per year, as requested by NBPTS. The Program administrator will also be responsible for ensuring the creation of a sustainability plan for each site.

The cost structure of the site-based Program administration is as follows:

Program Administrators: An amount not to exceed [REDACTED] (inflated at 3% for years 2-5 of the grant period) for each of the Program administrator’s salary and benefits on an annualized basis. Up to an additional [REDACTED] for the Maine and [REDACTED] for Richmond will be available (upon justification) per year for part-time salaries and benefit costs for the administration of the Program. The differential in the potential incremental funding for Maine versus Richmond is directly related to the higher number of teachers involved in the program and the need to oversee the creation of potentially five (5) variants of the core PBCS developed in Maine to reflect the specific needs of each of the participating school districts.

Utilization of State/District Personnel and other resources to administer the program: A fixed fee of [REDACTED] per twelve (12) month period during the term of the contract to defray the cost of resources contributed to the Program.

Travel Expenses: NBPTS shall pay Maine and Richmond for documented expenses, not to exceed [REDACTED] and [REDACTED] respectively, per trip, for up to two individuals to each attend meetings required by NBPTS in the first year of the Agreement, with the maximum amount of [REDACTED] per trip inflated at 3% per year.

B. Creation and implementation of a Performance Based Compensation System (“PBCS”)

Maine and Richmond will each create a PBCS that incorporates, at a minimum, the submission of entries for National Board Certification or participation in *Take One!* and components of student growth that meet the definition included in the USDE’s Teacher Incentive Fund (“TIF”) guidelines. The system will be created using input from a Steering Committee, consisting of relevant stakeholders to ensure buy-in of the final PBCS. The Program Administrator will work with the Steering Committee and District/State personnel to:

1. Create the rubrics on which incentive compensation will be based, using input from key stakeholders. The rubrics will align student data, teacher and principal evaluation data, and teacher and principal professional development.
2. Develop data systems that will provide necessary data on which the aforementioned rubrics will be applied.
3. Create activity specific implementation plans, with relevant dates, with assistance from members of the NBPTS staff to:
 - a) develop and implement communication systems to explain the PBCS to schools and stakeholders.
 - b) provide necessary training on PBCS to: (i) School leaders on how the elements of the PBCS work together as a school reform model; and (ii) Teachers on the elements of the PBCS, which shall include participation in *Take One!* or National Board Certification for teachers, principals, or teacher leaders, as appropriate. .
 - c) collect appropriate student achievement data necessary to implement PBCS.
 - d) utilize a peer review system to evaluate teachers as a component of PBCS.
 - e) make compensation payments to teachers and principals in accordance with the PBCS created under this Paragraph B.

The cost structure for the creation and implementation of PBCS is provided below:

1. *Creation of Rubrics:* Included in the cost of the Program administrator and staff time provided by Maine, Richmond, and other stakeholders.
2. *Creation of Data Systems:* NBPTS shall pay Maine and Richmond, respectively, an amount not to exceed [REDACTED] in the first year of the TIF grant and [REDACTED] in each of the remaining years of the TIF grant for documented expenses incurred for development, enhancement, maintenance, and operations of the data system.
3. *Communication Systems:* Included in the cost of the Program administrator and staff time provided by Maine, Richmond, and other stakeholders.
4. *Training:* Included in the cost of the Program administrator and staff time provided by Maine, Richmond, and other stakeholders.
5. *Student Achievement Data:* An amount not to exceed [REDACTED] per year for each student in each school participating in the Program
6. *Peer Review System:* An amount not to exceed [REDACTED] per school year for each teacher being peer reviewed as a component of PBCS.
7. *Incentive Stipends for an Individual Teacher:* Amounts will be based on rubrics and shall not exceed a maximum amount of [REDACTED] per teacher in any year of the grant, with the average amount being below the maximum amount.

C. Implementation of the Mentoring Program

Maine and Richmond will each provide mentoring services to novice teachers, but will do so using the methodology that best meets their respective needs. Maine will enhance Maine's Mentoring and Induction Program to best meet the needs of the Program and Richmond intends to use the services of the New Teacher Center for mentoring its novice teachers. In both sites, seasoned teachers will provide mentoring services to novice teachers, with appropriate guidance.

The cost structure of the mentoring program is as follows:

1. *Mentoring Program Creation/Utilization:* The estimated costs for the initial and ongoing enhancements to the Maine Mentoring and Induction Program to meet the specific needs of the Program are budgeted at [REDACTED] in the planning year of the TIF grant and [REDACTED]

per year, for the remaining years of the grant. The cost for Richmond's use of services from the New Teacher Center is estimated to be approximately [REDACTED] over the five-year period.

2. *Stipends for Mentoring Services:* Seasoned teachers will be paid a maximum of [REDACTED] per school year for mentoring a novice teacher.

D. Incorporation of National Board Certification and *Take One!* in the Program

Both of the sites will establish a system to encourage all teachers who are not currently National Board Certified Teachers to participate in *Take One!* or National Board Certification and will incorporate certification for principals and teacher leaders when these certifications are introduced by NBPTS. The Program administrator for each of the sites will engage an NBPTS Program Site Coordinator ("Site Coordinator") for each school. The Site Coordinator will coordinate all activities identified by NBPTS as critical to the success of the Program and will tailor/enhance the specified activities to meet the needs of the schools in the Program. Critical to the success of teachers participating in the Program is strong candidate support and the creation of a rich and fruitful professional learning community. The Site Coordinator will engage NBCTs to provide facilitation support for teachers participating in *Take One!* and National Board Certification. All NBCTs providing facilitation support will receive the National Board's Candidate Facilitator training.

The costs associated with the utilization of *Take One!* and Certification to be paid to the sites by NBPTS are as follows:

1. *Site Coordinator Fee:* a maximum of [REDACTED] per year in the first year, inflated for cost of living adjustments in subsequent years.
2. *Candidate Facilitation Fees:* estimated to be [REDACTED] per *Take One!* participant, [REDACTED] per first-time candidate for National Board Certification and [REDACTED] per retake candidate for National Board Certification in the initial year of the Program, and inflated for cost of living adjustments in subsequent years. The costs may be repositioned by product, depending on the needs of the teachers in the Program.
3. *Participation in *Take One!* or Certification:* Teachers are anticipated to dedicate their own time, without compensation, for the many hours of work associated with National Board Certification and *Take One!* that must occur outside of their teaching hours.

The budgeted contractual payments to Maine and Richmond total [REDACTED] and [REDACTED] respectively, for the five-year period of the grant. The individual components of the contractual amounts are contained in Attachment I to this Budget Narrative. These amounts do not include the assessment fees for *Take One!* and National Board Certification. The contractual payment to Maine and Richmond and payments to experts engaged by NBPTS to create certain components of the Program and to evaluate the Program are contained in this category and are enumerated in the table on the following page.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Technical Expertise to create and oversee PBCS						
Evaluate the effectiveness of the Maine and Richmond Schools for Excellence Programs						
Payments to candidates support provider faculty members who deliver training to NBCTs for them to provide support to <i>Take One!</i> participants and National Board Certification candidates.						
Creation of a Implementation Guide for Facilitators and Site Coordinators						
Subtotal						
Contractual payments to Maine under a contract to implement the Schools for Excellence Program.						
Contractual payments to Richmond under a contract to implement the Schools for Excellence Program.						

7. Other

NBPTS will seek reimbursement for its costs to deliver and assesses the *Take One!* and Certification entries. In no event, however, will NBPTS seek reimbursement for amounts in excess of the market price. Current public prices per candidate/participant are [REDACTED] for the presumed quantity of *Take One!* participants (using bulk pricing), [REDACTED] for a first-time candidate, and [REDACTED] for a Retake candidate. These product costs will not be paid to the sites, to in-turn, be paid to NBPTS. Reimbursement for these costs will remain at NBPTS. NBPTS currently anticipates that the market price of the teacher leader assessment will be [REDACTED] and the market price of the principal assessment will be [REDACTED]. The total budgeted costs for Maine and Richmond, respectively, are provided below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Maine National Board Certification and <i>Take One!</i> participant assessment fees						
Richmond National Board Certification and <i>Take One!</i> participant assessment fees						
Total Other						

10. Indirect Costs

NBPTS has an established indirect cost rate from the US Department of Education. The rate is 20% of the total of salaries and benefits. Only the salary and benefit costs of employees of NBPTS were included in the calculation.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
A rate of 20% was applied to the National Board’s salary and benefit costs						

Summary

Based on each of the costs enumerated above, NBPTS requests the following amounts under this grant proposal:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs						

In addition to the requested grant-funded costs, Maine and Richmond employees and certain stakeholders in Maine will contribute time -- both on the job and off the job --to perform tasks under the program. The in-kind contributions of time relate to (1) the creation and oversight of PBCS and (2) educators providing time outside of the classroom to participate in either *Take One!* or National Board Certification activities without compensation from grant proceeds. The budget assumes that educators will contribute 25 hours for *Take One!*, 50 hours for first-time teacher certification, 25 hours for retake exercises for teacher certification, 60 hours for each of two years for principal certification, and 50 hours for teacher leader certification. The hours expended participation in either *Take One!* or National Board Certification far exceed the numbers of hours expended outside of the “classroom.” However these hours are not included under the assumption that they are not directly related to the grant. For example, the National Board Certification process takes hundreds of hours to complete, but only 50 are used in the calculation, as it is presumed that much of the time expended for the process occur as a part of the teaching experience—thus adding to the richness of the program.

Fringe benefit costs are budgeted at 30% and indirect costs are budgeted at 8% of salary and benefit costs. The table below provides a summary of the in-kind contributions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel						
<i>Maine</i>						
Creation and oversight of PBCS						
Time expended outside of the classroom for participation in Take One! or National Board Certification						
Total Maine						
<i>Richmond</i>						
Creation and oversight of PBCS						
Time expended outside of the classroom for participation in Take One! or National Board Certification						
Total Richmond						
Total Personnel						
2. Fringe Benefits @ 30%						
Total Direct Costs						
10. Indirect Costs @ 8% of salary plus fringe benefits						
Total Non-grant funding*						

The combination of grant funded costs plus non-grant funded costs provide total Program costs of \$33,406,780. Non-grant funding is anticipated to provide 19% of the total cost of the Project. The annual total costs of the Project are noted in the following chart.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Costs						

Payments to Maine under a contract to implement the Schools for Excellence Program.						
<i>Program Administration</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Dedicated Program administrator	██████	██████	██████	██████	██████	██████
Fixed fee to defray a small portion of the costs of State Department of Education personnel	██████	██████	██████	██████	██████	██████0
Part-time help	██████	██████	██████	██████	██████	██████
Travel (2 trips for 2 people at ██████)	██████	██████	██████	██████	██████	██████
Total Program Administration	██████	██████	██████	██████	██████	██████
<i>Creation/Implementation of PBCS</i>						
Data system	██████	██████	██████	██████	██████	██████
Student assessment	-	██████	██████	██████	██████	██████
Peer Review	-	██████	██████	██████	██████	██████
Stipends	██████	██████	██████	██████	██████	██████
Total Creation/Implementation of PBCS	██████	██████	██████	██████	██████	██████
<i>Mentoring Induction Program</i>						
Enhancement to Maine's mentoring program	██████	██████	██████	██████	██████	██████
Cost of mentoring	██████	██████	██████	██████	██████	██████
Total Mentoring Induction Program	██████	██████	██████	██████	██████	██████
<i>Implementation of Take One! and National Board Certification, excluding assessment fees</i>						
Site coordinator	██████	██████	██████	██████	██████	██████
Facilitation fees	██████	██████	██████	██████	██████	██████
Total implementation of Take One! and National Board Certification, excluding assessment fees	██████	██████	██████	██████	██████	██████
Total for Maine	██████	██████	██████	██████	██████	██████

Payments to Richmond under a contract to implement the Schools for Excellence Program.						
<i>Program Administration</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Dedicated Program administrator	██████	██████	██████	██████	██████	██████
Fixed fee to defray a small portion of the costs of State Department of Education personnel	██████	██████	██████	██████	██████	██████
Part-time help	██████	██████	██████	██████	██████	██████
Travel (2 trips for 2 people at \$800)	██████	██████	██████	██████	██████	██████
Total Program Administration	██████	██████	██████	██████	██████	██████
<i>Creation/Implementation of PBCS</i>						
Data system	██████	██████	██████	██████	██████	██████
Student Assessment	██████	██████	██████	██████	██████	██████
Peer review	-	██████	██████	██████	██████	██████
Stipends	██████	██████	██████	██████	██████	██████
Total Creation/Implementation of PBCS	██████	██████	██████	██████	██████	██████
<i>Mentoring Induction Program</i>						
New Teacher Center fees	██████	██████	██████	██████	██████	██████
Cost of mentoring	██████	██████	██████	██████	██████	██████
Total Mentoring Induction Program	██████	██████	██████	██████	██████	██████
<i>Implementation of Take One! and National Board Certification, excluding assessment fees</i>						
Site coordinator	██████	██████	██████	██████	██████	██████
Facilitation fees	██████	██████	██████	██████	██████	██████
Total implementation of Take One! and National Board Certification, excluding assessment fees	██████	██████	██████	██████	██████	██████
Total for Richmond	██████	██████	██████	██████	██████	██████