

# **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 # S385A100125**

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:
	new award

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: School District of Pittsburgh

* 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:

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

Prefix:	Mrs.	* First Name:	Erika
Middle Name:	G		

\* Last Name: Lagana

Suffix:

Title: Coordinator of Public Sector Development

Organizational Affiliation:

School District of Pittsburgh

\* Telephone  
Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email:

[REDACTED]

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund

**13. Competition Identification Number:**

Title:

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

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

Differentiating Compensation in Pittsburgh

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: 14

\* b. Program/Project: 14

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2010

\* b. End Date: 8/31/2015

**18. Estimated Funding (\$):**

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

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Mr. \* First Name: Mark

Middle Name:

\* Last Name: Roosevelt

Suffix:

Title: Superintendent of Schools

\* 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:  
School District of Pittsburgh

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

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

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

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

(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 2.6%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 School District of Pittsburgh

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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:** Mark Roosevelt

**Title:** Superintendent of Schools

**Date Submitted:** 07/01/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: School District of Pittsburgh Address: 341 S. Bellefield Avenue City: Pittsburgh State: PA Zip Code + 4: 15213-  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> U.S. Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (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: Mark Roosevelt Title: Superintendent of Schools Applicant: School District of Pittsburgh Date: 07/01/2010	
<b>Federal Use Only:</b>	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.

<b>APPLICANT'S ORGANIZATION</b>
School District of Pittsburgh
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
Prefix: Mr.      First Name: Mark      Middle Name:
Last Name: Roosevelt      Suffix:
Title: Superintendent of Schools
Signature: _____      Date:
_____      07/01/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

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

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

### **Estimated Burden Statement for GEPA Requirements**

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : Fulfillment of GEPA

File : [GEPA.doc](#)

## **Fulfillment of the General Education Provisions Act (GEPA), Section 427**

Pittsburgh Public Schools (PPS) will fulfill the requirements of GEPA, Section 427, as they relate to *Differentiating Compensation in Pittsburgh* in the following manner:

1. PPS has adopted explicit practices to ensure equal access and treatment for all constituents who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age and disability. First, we have affirmed, as a matter of Board Policy, that “The Pittsburgh Public School District is an equal opportunity education institution and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, age or disability in its activities, programs or employment practices as required by Title II of ADA, Title VI, Title IX and Section 504.” Furthermore, in January 2010 the Board of Directors adopted the Equity in Learning Policy, a statement of Board position on maintaining high expectations for all students and eliminating persistent disparities among students reflected by race, ethnicity, language, or disability and directs the administration to act to support the policy.

2. All stakeholders, i.e. students, parents, and school staff will have equitable access to, and opportunities to participate in and/or benefit from this plan. This will be accomplished by broad exposure of the plan in our schools and throughout our communities and by the fact that it impacts every school and every teacher. Where there are specific challenges (e.g., determining the process by which our three special education center schools and our Student Achievement Center can participate in the STAR program), we have already put in place a plan to address these challenges.

3. PPS has expertise through its Office of Human Resources, Business Opportunities Program (which oversees equitable bidding and procurement practices for women and minority business owners), and the district’s Equity Advisory Panel (which monitors the District’s efforts to improve equity in the school system, including reducing current racial disparities in achievement) can draw upon resources which may be needed to insure that all stakeholders are treated in a way that promotes sensitivity towards traditionally underrepresented groups.

4. All programs and activities which are part of this initiative will participate in such a way, and deliver services which convey practices that encourage inclusion, and that heighten respect for individual and cultural differences.

5. Accommodations and adaptations will be made for any stakeholder who has special needs

(e.g., converting procedures to Spanish or Braille, providing someone to use American Sign Language at training sessions).

6. Prior to any scheduled events, meetings or activities, we will make efforts to determine whether special accommodations are needed and if so, make every provision possible to include rather than exclude anyone who chooses to participate in the activities related to this initiative.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mr. Samuel K Franklin

Address:

\* Street1: [REDACTED]  
Street2:  
\* 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 :  
File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **Z:\Lees\2010 TIF\2010 TIF\Final Versions\Final Abstract.doc**

*Abstract: Differentiating Compensation in Pittsburgh  
TIF Main Competition*

Pittsburgh teachers have signaled that they are choosing to lead the transformation of public education across the country. On June 14, 2010, in a 1,169 to 537 vote, teachers approved a landmark and comprehensive five-year collective bargaining agreement centered around a common mission of what matters most - advancing the teaching profession in a way that is aligned with improving student achievement.

The historic agreement is anchored in the goals set forth in the *Empowering Effective Teachers* plan. Co-authored by the school district and Pittsburgh Federation of Teachers in 2009, and funded in part by a \$ [REDACTED] grant from the Bill & Melinda Gates Foundation, the plan changes the way the district hires, supports, compensates and evaluates teachers.

This agreement, the *Empowering Effective Teachers* plan, and the past five years of successful reform have Pittsburgh positioned to prove that effective teachers can move a vast majority of urban students to achievement levels that lead to college success or workforce certification.

Now this federal TIF grant for the Main Competition would enable the complete realization of this plan, providing the funding, the time, and the additional pieces of the management structure necessary to get to the core of the change that is needed in public education.

This PBCS proposal, *Differentiating Compensation in Pittsburgh*, is an essential part of our plan, and its magnitude is proportional to our bold vision. We request \$ [REDACTED] to build and make sustainable an entirely new compensation system with an approach to performance-based compensation that is mature, thoughtful, and complete.

- It recognizes the complexity of measuring teacher effectiveness, and embraces the challenge of ensuring that these measures, and the compensation system they inform, are not just about summative decisions or singular rewards, but are primarily used to improve practice, and increase the capacity of teachers and principals to raise student achievement.
- It provides significant earning opportunities for effective teachers linked to a number of measures and offered at many levels including district, school, cohort, and individual, as well as through new roles for teachers who demonstrate and maintain effectiveness.

We will measure the impact of this system against five goals: 1) Implement a planning period over the first year of the grant in order to demonstrate comprehensive implementation of each of the five core elements of the TIF project; 2) Implement a comprehensive compensation system based on student growth; 3) Increase the percentage of teachers who have a record of effectiveness; 4) Increase student achievement; and 5) Implement multiple measures of teacher effectiveness, including value-added measures.

# Project Narrative

## Application Narrative

### Attachment 1:

Title: **PPS Final TIF Narrative** Pages: **103** Uploaded File: **Z:\Lees\2010 TIF\2010 TIF\Final Versions\PPS Final TIF Narrative.pdf**

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**Introduction.** Pittsburgh educators – from the school district’s board room to the kindergarten classroom – are embracing change in their roles, responsibilities, and compensation. We do not mean the kind of short-lived change that is too often featured in grant application narratives. Instead, it is profound change, enormously ambitious change, the still-evolving, many-faceted outcome of genuine cooperation among adults to make a lasting improvement in children's life prospects. We are confident that the change Pittsburgh has undertaken will make the Pittsburgh Public Schools (PPS) the ideal location – a national laboratory – for research on one of thorniest issues facing our country and its future: how an entire public school district, not just a few schools, can fully develop and appropriately compensate the people who educate our children and do so effectively.

Pittsburgh’s groundbreaking work in this area to date includes:

- Building a climate in which partnership and cooperation steadily grow between a school district and a teachers’ union, the **Pittsburgh Federation of Teachers (PFT)**. Mark Roosevelt, Superintendent, and John Tarka, PFT President, are visionary leaders who embody this collaboration, which has as a common goal the transformation of urban education so all students can achieve success;
- Developing with the PFT the *Empowering Effective Teachers (EET)* plan that won support in November 2009 from the Bill & Melinda Gates Foundation (BMGF); and
- Crafting an unprecedented five-year collective bargaining agreement approved by union membership on June 14, 2010.

This work will be the subject of later sections in this narrative. Before we describe our past efforts and our *Differentiating Compensation in Pittsburgh* plan for the next five years, however,

we will present background information on the district and evidence to demonstrate that a high proportion of our students face circumstances that put them "at risk of educational failure or otherwise in need of special assistance and support" (as specified in Priority 5 [Competitive Preference], part (1), in the *Notice Inviting Applications*). We will next present a table of data for the 50 schools targeted in this proposal, showing that each school meets the definition of "High-Need" that qualifies it for Teacher Incentive Fund (TIF) support. Then, in the "Need for the Project" section, we will outline the specific difficulties our district faces in ensuring that all PPS students have access, daily and in every classroom, to effective teachers.

**Background.** Half a century ago, Pittsburgh schools' commitment to change made national news. An article in the *Saturday Review* noted that "what makes Pittsburgh unusual...[is] the fact that the school system...managed to take the initiative – to lead rather than follow....[T]he entire system was oriented to new approaches and attitudes" (*SR*, November 19, 1966, p. 83). As one interviewee noted, "If we [in the Pittsburgh Public Schools] can't do it, then no city can." In those days when steel mills lined the rivers, PPS operated 88 elementary schools and 23 secondary schools serving 77,000 students.

Over the next decades, however, Pittsburgh's mills disappeared, and the city's population fell by 45 percent (334,563 in the 2000 Census). Displaced families moved out of the region; others with access to well-paid jobs moved to the growing suburbs and sent their children to suburban schools. A few teachers followed, joining talented young colleagues eager to begin their careers outside city limits. Gradually, the quality of a PPS education came into question. By 2007, five of the city's high schools – five schools whose alumni included Erroll Garner, Edith S. Sampson, Malcolm Cowley, Billy Strayhorn, Phyllis Hyman, Romare Bearden, Gene Kelly, John Edgar

Wideman – earned the label "dropout factories" in a widely publicized Associated Press report.<sup>1</sup>

Today, the city of Pittsburgh – declared the nation's "most livable" in 2010 by Forbes.com – has famously rebuilt itself into a hub of high-tech industry, green construction, and world-renowned medical facilities. By contrast, until very recently, the city's public school system has struggled to regain its credibility among parents and the wider community. A much-smaller PPS now serves 27,974 students in 66 schools: 18 elementary schools; 14 K-8 schools; 7 middle schools; 8 Accelerated Learning Academies; 4 secondary schools with grades 6-12; 9 secondary schools with grades 9-12; 2 alternative programs; and 4 special-use schools. In the 2009-10 school year, these schools opened their doors to a student population 56.9% African-American, 34.4% White, 5.4% Multi-racial, 1.9% Asian, 1.3% Hispanic, and 0.11% Native American, with 2% of all students English Language Learners of primarily Mexican and Somali Bantu origin.

The challenges our school district faces make us representative of many districts, but foundational elements have come together in Pittsburgh that uniquely qualify us to take the lead. We are well positioned for success in creating the changes we seek:

- Ours is a city and a school district of **manageable size**, facing many of the challenges that larger districts confront, but without the complexities of scale that might limit the progress we make during the 5-year TIF grant period.
- With over \$ [REDACTED] in commitments to **The Pittsburgh Promise**® (a community commitment to help students and families of PPS pay for education beyond high school by offering any PPS graduate who meets its academic and attendance requirements as much as [REDACTED] [REDACTED] annually in “last-dollar” scholarships for up to four years, applicable at over 100 postsecondary institutions), our community has taken a giant step toward eliminating a

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<sup>1</sup> This report was based on work done in 2004 by Robert Balfanz and Nettie Legters at the Center for the Social Organization of Schools, Johns Hopkins University.

family's ability to pay as an obstacle to higher education for at least a generation of students.

- We have reshaped, in partnership with the PFT, the **terms under which teachers new to our district will be hired, developed, awarded tenure, and rewarded for academic leadership** in our schools. In a 1,169 to 537 vote, teachers last month approved a landmark comprehensive five-year collective bargaining agreement<sup>2</sup> centered on advancing the teaching profession in a way that is aligned with improving student achievement (see Appendix 5 for an overview of the settlement agreement).
- We have built, and now have in place, **crucial alliances and strategic partnerships** with organizations beyond our city, including the American Federation of Teachers (AFT), The New Teacher Project (TNTP), Mathematica Policy Research, Inc., Urban Teacher Residency United, the Danielson Group, and the Bill & Melinda Gates Foundation and their network of Intensive Partnership for Effective Teaching sites.
- We are several years into our ***Excellence for All* reform agenda**<sup>3</sup> and have made steady progress in laying the foundation for change and in building the belief across Pittsburgh that significant improvement is possible.
- We have **strong local support** from a consortium of local foundations known as the *Fund for Excellence*, as well as such partners as the Institute for Learning (IFL) at the Learning Research and Development Center, University of Pittsburgh.
- We can draw on the **experience we have gained through operating our PBCS for school principals**, which was awarded TIF funding in 2007. In addition, using district funds, we have instituted a performance bonus program for Assistant Superintendents and other key

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<sup>2</sup> See [http://www.pft400.org/6-2-10\\_Summary\\_of\\_Professional\\_Agreement.pdf](http://www.pft400.org/6-2-10_Summary_of_Professional_Agreement.pdf)

<sup>3</sup> The agenda may be viewed at:

<http://www.pps.k12.pa.us/14311071716911330/blank/browse.asp?a=383&bmdrn=2000&bcob=0&c=63246>

administrators (2009).

- **Our *Empowering Effective Teachers* plan<sup>4</sup> and our recently approved collective bargaining agreement provide a blueprint** we can follow in transforming our schools. As part of this blueprint:
  - The District and the Pittsburgh Federation of Teachers (PFT) realized that the work of the *Empowering Effective Teachers* plan must be anchored in an equitable, fair and rigorous evaluation system that more effectively supports, empowers and recognizes teacher practice. In May 2009 a design team consisting of approximately 120 educators, principals and leaders from the District and PFT began the development of **our Research-Based Inclusive System of Evaluation (RISE)**. To provide time for thoughtful design and testing, RISE was piloted in 24 of our 66 schools in 2009-10, and is currently being expanded to all schools in 2010-11. Throughout, the design team has continued to work to refine the tool and respond to user input, and design team leaders from the PFT and the Danielson Group have provided support through regular site visits. This collaborative process created strong ownership for RISE and its ability to improve teaching in every school, as evidenced by the results of the RISE pilot survey included as Appendix 10.<sup>5</sup>
  - We have **radically changed the way novice teachers are inducted into our schools**. To empower, support, and prepare novice teachers to meet the diverse needs of urban

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<sup>4</sup> The entire *Empowering Effective Teachers* plan can be viewed at:  
[http://www.pps.k12.pa.us/143110824102116477/lib/143110824102116477/downloads/PPS\\_EmpoweringEffectiveTeachers\\_FINAL090731\\_1500.pdf](http://www.pps.k12.pa.us/143110824102116477/lib/143110824102116477/downloads/PPS_EmpoweringEffectiveTeachers_FINAL090731_1500.pdf)

<sup>5</sup> RISE information may be viewed at:  
<http://www.pps.k12.pa.us/143110127103415203/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=62537>

students and to be successful in the classroom, core subject teachers new to the district will now complete a year-long residency program at one of the soon-to-be established Teacher Academies, which will be opened in, and transform, existing high-need PPS schools. The Teacher Academy experience will include rigorous evaluation linked to performance standards. Upon successful completion of the residency program, only effective teachers will be eligible to become a teacher of record in a PPS classroom.

- We have **changed the awarding of tenure** so that it now signifies the district's confidence in a teacher's capacity to advance student learning. Effective core subject teachers who successfully complete the year-long residency and have a positive impact on student growth will earn tenure after four years, instead of the previous three.
- We have welcomed the unprecedented opportunities offered through the American Recovery and Reinvestment Act (ARRA), have **considered strategically where specific ARRA programs can help us jump-start components** of the *Empowering Effective Teachers* plan, and have redirected our efforts accordingly.
- Lastly, to ensure fiscal stability, **we have crafted a set of realistic budget projections** that anticipate our work's costs over the project period and beyond, and **have designed a sustainability plan** that will carry our effort well into the future.

In short, Pittsburgh is now close to achieving what many have considered impossible: proving that, with the right conditions in place, a school district can move the vast majority of urban students to achievement levels that will lead to college success or workforce certification. But to make it all work, and to demonstrate to the wider educational community that it *can* work, we urgently need the additional support that a TIF grant provides.

Given that support, however, we can confirm (in the spirit of that Pittsburgher interviewed by

the *Saturday Review* long ago): *if the challenges of teacher development and compensation can be solved in an urban school district – and we have excellent reasons for our confidence that they can – then Pittsburgh is the place where it will happen.*

***The high-need students that we serve.*** In the district overall, our students are struggling to achieve. Though improvement has begun at the elementary and middle school levels, significant gains have not taken hold in our high schools (see Tables 1 and 2 below). At present, only one of our high schools has made Adequate Yearly Progress (AYP),<sup>6</sup> while three are in School Improvement II, two are in Corrective Action I, and four are in Corrective Action II. Too many of our students lose their academic bearings during the transition to high school, and by 11<sup>th</sup> grade, no more than half earn scores of proficient or above on the Pennsylvania Systems of School Assessment (PSSA).

**Table 1: Percentage of All PPS Students Scoring Proficient or Above On PSSA Mathematics Test in Two Recent Years, by Grade-Level**

School Year:	Grade Level						
	3	4	5	6	7	8	11
2005-06	71.0	70.3	58.1	51.1	51.3	46.4	40.2
2008-09	71.3	70.2	63.2	61.1	60.5	57.9	43.0

*Source: Pennsylvania Department of Education, PSSA Mathematics and Reading District Level Proficiency Results, 2006 and 2009.*

**Table 2: Percentage of PPS Students Scoring Proficient or Above On PSSA Reading Test in Two Recent Years, by Grade-Level**

School Year:	Grade Level						
	3	4	5	6	7	8	11
2005-06	52.0	53.6	46.4	50.4	52.6	57.6	50.9
2008-09	62.0	55.8	51.8	46.4	53.9	69.9	50.1

*Source: Pennsylvania Department of Education, PSSA Mathematics and Reading District Level Proficiency Results, 2006 and 2009.*

Student achievement in PPS, as in most of the nation’s school districts, has historically

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<sup>6</sup> That school, the Pittsburgh Creative and Performing Arts High School (CAPA), does not qualify for inclusion in this application for Teacher Incentive Fund support.

reflected racial and economic divisions. In 2009, across all grades, African American students were less likely to achieve scores of proficient or advanced on PSSA tests than were white students. Table 3 summarizes these disparities by grade level for two recent years. As the data show, gaps in achievement have narrowed somewhat over the past several years. They remain far too large, however, and become larger as students progress through high school.

**Table 3: Percentage-Point Disparities between African American and White Students In PSSA Mathematics Scores in Two Recent Years**

School Year:	Grade Level						
	3	4	5	6	7	8	11
2005-06	20	27	32	29	28	34	39
2008-09	23	22	25	25	27	30	39

*Source: Pittsburgh Public Schools Real Time Information Database*

As our achievement data reflect, a large proportion of today’s PPS students face a steep struggle to succeed. To gauge the proportion of our students who are at high risk, our Office of Information and Technology prepared a report that was released to district administrators and principals in June 2010. The following indicators (based on end-of-year data from 2007-08) were used in the risk calculation:

- Grade Point Average  $\leq 2.00$ ;
- A below-basic performance level on the Pennsylvania System of School Assessment (PSSA), DIBELS, or 4Sight tests;
- More than 20 days absent;
- 1 or more suspensions;
- Age at least 1½ years above appropriate age for grade level;
- Free or reduced-price lunch status;
- Single-parent home; and
- One or more transfers.

Students who met criteria on at least 50% of these indicators were identified as “high risk” with a strong possibility of needing enhanced programs and/or services. Table 4 summarizes the study’s findings, offering a profile of student risk levels in our district by grade level. (Results for individual schools appear in Table 5: Profile of PPS Target Schools.)

After kindergarten, as Table 4 shows, the percentage of high-risk students in each grade tends to increase, peaking in high school at grade 10, where fully 49% of students qualify as “high risk.” Grades and achievement test scores falter in those years, and students’ absences and suspensions reach their high points, suggesting an increasing disengagement from school.

**Table 4: Grade-Level High Risk Percentages – Overall and by Indicator**

Grade	% High Risk	N	Percent High Risk On:							
			GPA	Test	Absence	Suspen.	Age	Lunch	Parent	Mobil.
<b>K</b>	54	1409	0	0	3	2	0	61	95	12
<b>1</b>	27	2142	3	3	19	6	3	76	92	8
<b>2</b>	17	2082	13	13	16	12	3	78	90	9
<b>3</b>	19	2079	10	22	11	16	5	76	90	9
<b>4</b>	18	2081	5	24	10	19	6	76	88	8
<b>5</b>	18	1961	6	22	11	24	7	77	89	7
<b>6</b>	20	1797	4	34	14	31	5	79	86	8
<b>7</b>	27	1641	11	26	18	40	9	81	85	13
<b>8</b>	26	1759	17	20	20	46	7	75	86	13
<b>9</b>	37	2046	26	19	31	43	16	73	86	13
<b>10</b>	49	2004	40	23	45	48	14	72	85	14
<b>11</b>	48	1894	37	32	46	48	12	67	82	16
<b>12</b>	39	1718	28	28	41	42	7	63	80	15

High risk indicators: GPA:  $\leq 2.00$  grade average; TEST: a score of below basic in reading; ABSENCES:  $\geq 20$  days; SUSPENSIONS:  $\geq 1$  suspension; AGE:  $\geq 1.5$  years over appropriate grade-level age; LUNCH: free or reduced lunch; PARENT: all residential status categories other than dual parent; MOBILITY:  $\geq 1$  transfer. High risk students meet the criteria on at least 50% of the indicators.

Source: Pittsburgh Public Schools Office of Information and Technology, June 17, 2010.

Given the high levels of risk and the struggle for achievement that the data reveal, it is perhaps not surprising that many PPS students do not complete high school. A RAND Corporation study conducted in 2006 found that only approximately 65% of PPS students who arrive in 9<sup>th</sup> grade continue their schooling through graduation (Engberg and Gill, *Estimating Graduation and Dropout Rates with Longitudinal Data: A Case Study in the Pittsburgh Public Schools*). Even more disturbingly, the figure for African American students is 58%, and for African American males, 51%.

**High-Need Schools Documentation.** Table 5 below presents data on each of the 50 schools that we propose to serve in this TIF project. In addition to supplying the “most current data on the percentage of each identified school’s students who are eligible for free or reduced-price lunch subsidies” as required in the TIF *Notice Inviting Applications* (FR, p. 28742), we also supply school-specific information on student demographics and achievement, the percentage of students who are eligible for special education services, and the percentage who meet the criteria for designation as “high-risk,” described above.

**Table 5: Profile of PPS Targeted Schools (≥50% Free/Reduced-Price Lunch Eligibility)**

School	% F/R Lun.	Gr. Lev.	# of Stus.	Ethnicity <sup>a</sup> (percent)			% High Risk <sup>b</sup>	% Sp. Ed.	% PSSA Basic & Below in Highest Grade Tested	
				AA	Wh	Oth			Math	Read.
<i>Elementary Schools:</i>										
P. Allegheny E.	80.9	K-5	467	67.2	25.3	7.4	19	13.3	36.6	28.2
P. Arsenal E.	83.9	PK-5	236	70.3	14.4	15.2	28	16.1	71.8	76.9
P. Banksville	62.1	PK-5	240	15.8	64.6	19.6	21	23.3	25.0	35.7
P. Beechwood	74.9	PK-5	356	20.2	53.3	26.4	16	15.7	35.4	47.9
P. Concord	64.0	K-5	325	15.1	74.8	10.2	13	10.8	35.0	42.5
P. Dilworth	73.6	PK-5	379	56.5	33.0	10.6	16	12.1	31.7	36.6
P. Fort Pitt	93.4	PK-5	221	95.5	3.2	1.4	23	18.1	38.3	63.8
P. Fulton	90.0	PK-5	320	86.2	7.5	6.3	28	14.1	10.8	65.2
P. Grandview	90.4	K-5	295	34.3	50.0	15.8	30	17.6	44.5	68.9
P. Liberty	52.7	K-5	403	58.1	24.6	17.4	11	9.4	13.6	16.9

P. Minadeo	54.9	PK-5	521	41.1	42.0	16.9	17	13.1	30.5	34.1
P. Morrow	85.5	PK-5	390	59.5	28.5	12.1	25	17.2	34.4	43.1
P. Northview	95.1	PK-5	306	89.5	4.2	6.2	42	21.6	70.7	70.1
P. Phillips	68.2	K-5	299	36.1	49.8	14.0	13	14.1	18.3	36.7
P. Roosevelt	77.0	PK-5	486	21.2	69.8	9.1	15	14.2	18.9	14.9
P. Spring Hill	89.3	K-5	262	35.5	52.3	12.2	32	11.5	33.3	47.9
P. Whittier	82.7	K-5	268	36.6	47.4	16.0	21	16.4	20.4	30.6
P. Woolslair	86.6	K-5	224	60.3	27.2	12.5	28	18.8	44.1	58.8
<i>K-8 Schools:</i>										
P. Arlington	86.6	PK-8	429	59.4	31.0	9.5	41	18.9	35.5	28.9
P. Brookline	59.3	K-8	554	9.4	83.0	7.6	7	18.4	8.9	14.3
P. Carmalt	68.7	K-8	553	47.2	44.7	8.1	12	16.8	30.7	13.8
P. Faison-Prim. <sup>c</sup>	87.6	PK-4	452	97.8	0.2	2.0	30	12.2	41.0	68.7
P. Faison - Int.	90.6	5-8	240	97.9	0.4	1.6	45	21.7	77.8	62.5
P. Greenfield	70.6	K-8	400	34.3	50.0	15.8	17	18.3	42.2	35.6
P. King	89.0	K-8	533	79.2	12.2	8.6	42	21.0	50.0	44.2
P. Lincoln-Pri. <sup>c</sup>	93.2	K-4	316	98.4	0.3	1.3	30	14.6	18.6	45.8
P. Lincoln-Inter.	91.7	5-8	203	98.0	1.0	1.0	30	35.5	35.9	35.9
P. Manchester	87.2	K-8	245	89.4	4.5	6.1	35	26.9	63.7	54.6
P. Mifflin	60.3	PK-8	397	36.0	61.2	2.8	19	15.1	34.0	20.8
P. Miller	92.1	PK-5 <sup>d</sup>	180	97.8	0.0	2.2	29	11.7	76.0	60.0
P. Montessori	53.9	PK-8	287	52.3	37.4	10.3	16	12.5	65.0	35.0
P. Murray	89.8	PK-8	330	75.2	17.3	7.6	41	27.0	42.5	37.5
P. Schaeffer-Pri. <sup>c</sup>	88.5	K-3	188	62.8	22.9	14.4	32	15.4	35.5	46.7
P. Schaeffer-Int.	91.7	4-8	174	63.8	24.1	12.1	29	20.7	56.8	48.7
P. Stevens	87.4	K-8	334	71.9	21.9	6.3	36	23.1	68.2	45.5
P. Sunnyside	81.4	K-8	361	79.5	12.5	8.0	18	19.7	43.0	29.1
P. Weil	89.0	PK-8	257	98.0	0.0	1.9	40	17.5	65.0	50.0
P. Westwood	71.6	K-8	337	46.0	43.3	10.7	20	20.8	53.0	29.4
<i>Middle Schools:</i>										
P. Alleg. Middle	80.1	6-8	311	59.5	31.5	9.0	16	19.9	41.7	34.0
P. Arsenal Mid.	90.5	6-8	305	77.0	13.1	9.8	38	24.6	44.5	47.7
P. Classical	72.7	6-8	324	45.4	46.0	8.6	12	19.1	23.7	17.8
P. Schiller	86.1	6-8	218	62.4	31.2	6.4	23	14.2	48.3	25.9
P. South Brook	60.1	6-8	407	15.5	75.9	8.6	16	18.7	32.6	18.7
P. South Hills	75.1	6-8	449	36.1	51.2	12.7	21	24.9	35.7	21.3
P. Sterrett	63.1	6-8	377	61.5	30.2	8.2	18	12.7	25.0	11.3

<i>Secondary Schools:</i>										
P. Allderdice <sup>c</sup>	62.6	9-12	1371	36.4	54.8	8.8	18	10.9	47.5	34.3
P. Brashear	60.4	9-12	1193	35.5	56.8	7.7	30	19.6	51.3	52.0
P. Carrick	74.5	9-12	865	36.2	58.5	5.3	42	23.6	53.9	42.7
P. Langley	79.2	9-12	463	65.2	27.4	7.3	51	27.4	53.5	57.0
P. Oliver	79.3	9-12	460	82.6	12.8	4.6	63	26.3	79.2	69.8
P. Peabody	78.8	9-12	457	92.8	3.7	3.5	54	27.1	79.8	74.0
P. Perry	67.2	9-12	773	66.6	29.2	4.1	38	14.9	65.7	61.1
P. Westinghouse	84.4	9-12	326	97.9	0.0	2.1	58	23.9	86.7	75.5

<sup>a</sup> Due to rounding, totals for subgroups may not equal 100%.

<sup>b</sup> See note to Table 4 for indicators used to calculate “high risk.”

<sup>c</sup> Several PPS K-8 schools hold classes for different grade levels in separate buildings.

<sup>d</sup> Until 2009-10, Miller was a K-8 school. Its high-risk and PSSA data reflect that previous status.

<sup>e</sup> This high school’s free and reduced-price lunch rate was calculated using feeder pattern data.

*Sources: PPS Real Time Information Database, June 2010; PPS Office of Information and Technology, June 2010; Pennsylvania Department of Education, 2009 PSSA Mathematics and Reading School Level Proficiency Results.*

**(a) Need for the Project.**

**(a)(1) Extent to which the high-need schools (as defined in the Notice Inviting Applications) whose educators would be part of the PBCS have difficulty—**

- (i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and**
- (ii) Retaining highly qualified or effective teachers and principals.**

**In 2007, PPS successfully applied for TIF funding to support a PBCS serving principals** (this program currently operates in all 50 schools targeted in this TIF application). A description of our existing program for principals, now completing its 3<sup>rd</sup> year, may be viewed at:

<http://www.pps.k12.pa.us/14311043013230450/site/default.asp?14311071716911330Nav=|&NodeID=5373>.

Because that program is still under way, and because the present application seeks TIF funding to extend our PBCS to serve *teachers* (along with certain other school-based personnel), we will focus the remainder of this application narrative on our teacher performance-based compensation program. The *Need for the Project* section will focus on difficulties that our district faces in recruiting and retaining **highly qualified and effective teachers** for our high-need schools.

As we have noted, far too many of Pittsburgh's students do not complete high school, and even more perform at unacceptably low levels. Because of the numerous challenges our students face, it is critical that we increase our students' exposure to effective teachers. Increasing teacher effectiveness requires identifying how teachers are performing and linking that information to relevant and targeted professional development opportunities.

Measuring effective teaching remains a work in progress. In May 2009, an analysis conducted in partnership with the SAS Institute suggested that in a subset of grades 3-8 reading and mathematics teachers, only 28% produced student gains that were significantly above the state average (i.e., more than two standard errors above the PA mean). While suggestive, this number was extrapolated through a value-added proxy for effectiveness. We believe that such a definition of effectiveness, which fails to control for a variety of factors, is not sufficiently robust. As a result, we are moving to a more robust and sophisticated method, a Value-Added Measure (VAM). This fall, our technical partner, Mathematics Policy Research, Inc., will calculate VAM for the first time and will continue to do so annually, refining the measure each time.

**Mathematica** is a nonpartisan research firm that provides a range of research and data-collection services, including program evaluation and policy research, survey design and data collection, research assessment and interpretation, and program performance/data management to help clients make evidence-based policy and program decisions. Currently, Mathematica is collaborating with the Pittsburgh Public Schools, the Pittsburgh Federation of Teachers (PFT), and the American Federation of Teachers (AFT) in the work to develop multiple measures of effective teaching, including value-added measures (VAM).

Additionally, in 2009, in collaboration with the PFT, we identified strategic reforms to

address the process by which teaching vacancies in Pittsburgh schools are filled, as well as the processes through which teachers, once hired, transition into our schools.

**(a)(1)(i) *Recruiting Highly Qualified or Effective Teachers in PPS High-Need Schools.***

***The Staffing Process.*** In order to capture the specific difficulties PPS faces in recruiting effective candidates for hard-to-staff subjects and specialty areas in our high-need schools, it is necessary to understand how our vacant teaching positions are filled. Each year, schools project vacancies for the coming school year. These vacancies are primarily the result of teacher retirements, resignations, and budgetary or enrollment changes. Historically, consideration for filling vacancies has been given first to existing teachers and then to external candidates.

One consequence of the traditional hiring process is that vacancies in Pittsburgh schools have frequently been filled very late – often within weeks or days of the new school year’s opening day. Other districts with earlier hiring dates have therefore routinely siphoned off attractive candidates, as have non-teaching job offers when candidates simply could not afford the delay.

In order to be better placed to capture the best candidates, we revised our hiring strategies to fill vacancies for the 2010-11 school year. PPS signed a memorandum of understanding with the Pittsburgh Federation of Teachers to move up processes including budgeting, scheduling, and enrollment projections. Transfers, for example, will now begin earlier in the year; in 2009-10 they began in April. The transfer process is one of site-based selection where candidates interview with the principal, PFT representative, and a site-based selection team. Ultimately, a transfer is granted if the school recommends the candidate and the candidate selects the school from available offers.

At the end of May 2010, final offers were made where transfer matches occurred. As a result of this process, there were approximately 100 open opportunities where no teacher matched.

Consequently, these openings were assigned by forced-placement.

Predictably, many of our highest-need schools were also schools with the highest number of forced-placements: King (32% of the school's teaching staff), Peabody (26%), and Westinghouse (22%). These schools were also the ones with the highest number of requests to transfer out. The consequence of this turnover is doubly damaging to these schools – many teachers are leaving and, of those who remain, many do not want to be there.

As the teacher staffing process continues, schools with vacancies and no individuals internally with the proper certifications to fill those vacancies will begin looking externally for new teachers. However, principals in high-need schools continue to be frustrated at the lack of internal veterans interested in taking open assignments and on the resulting reliance on new and less experienced staff to fill these challenging openings.

Just as it is difficult to recruit internal candidates to teach at high-need schools, it is often equally difficult to recruit highly qualified and effective external candidates to teach in critical need subject areas such as science, mathematics, and special education.

To identify high-potential teachers for our schools, the PPS Human Resources team, in 2009, began using multiple screening measures, including application reviews and Gallup *TeacherInsight* (a research-based assessment that helps identify candidates whose attitudes, beliefs, and behaviors are predictive of teaching success). PPS chose to include *TeacherInsight* in our screening processes in 2009 because Gallup has researched the effectiveness of the tool and considers it to be fair and unbiased.

For the 2010-11 school year, Human Resources screenings yielded the following information on our applicant pool in high-need subjects and specialty areas:

**Table 6: Human Resources Screening Results**

Certification Area	# of Applicants Who Passed Initial Screening	% of Applicants Who Passed Initial Screening
[REDACTED]	[REDACTED]	[REDACTED]

*Source: PPS Office of Human Resources, June 2010.*

As these figures show, fewer than half (often fewer than a third) of the applicants in these high-need subjects and specialty areas were able to pass our initial screening. For the upcoming school year, the PPS HR team has had difficulty recruiting teachers for hard-to-staff subject areas such as chemistry and special education.

Concerns about the difficulty of attracting and recruiting effective teachers in these critical need areas in future years are compounded when the district considers that (1) hiring needs are lower than usual this year because of budget cuts, (2) similar economic conditions in surrounding districts have reduced the level of competition for quality teachers in southwestern Pennsylvania, and (3) projections lead us to anticipate needing significantly higher numbers of candidates in science, mathematics and special education in future years.

**(a)(1)(ii) *Retaining Highly Qualified or Effective Teachers in PPS High-Need Schools.***

Teacher turnover is substantial in PPS schools. As a result of ordinary attrition, resignations, and budgetary and enrollment changes, over 200 teaching positions need to be filled for the 2010-11 school year. As of March 2010, a total of 205 teachers had submitted requests to transfer from the schools where they worked. This number represents 11% of the district’s total school-based teaching staff. From a single school, the highest number of transfer requests was 21, representing 55% of that school’s staff.

To explore the issue of PPS teacher mobility in depth, *A+ Schools*, a local independent community organization that advocates for improvement in public education in Pittsburgh, commissioned a 15-month study beginning in 2008 that examined the distribution and mobility of teachers across PPS and analyzed related policies and practices. This research was performed by the Learning Policy Center (LPC) at the University of Pittsburgh, which draws on resources of the University's School of Education, the Learning Research and Development Center, the Institute for Learning, as well as other organizations. The study included a quantitative analysis of three years of PPS staffing data, along with interviews with PPS personnel, school board members, and union representatives. Researchers tracked the movement of teachers in PPS from fall 2006 to spring 2009, a period that included two summers (when most teacher movement occurs). The technical report on this work was released January 11, 2010.<sup>7</sup>

One key question the A+ Schools study explored was the movement of teachers between higher-need and lower-need schools in our district. Using demographic data from 58 PPS schools, the researchers calculated a *vulnerability index* for each school they studied, based on four variables: (1) the percentage of students who received free and reduced-price lunches; (2) the number of disciplinary incidents per 100 students; (3) the percentage of students who attained the advanced level on the 2007-08 PSSA in reading; and (4) the percentage of students who attained the advanced level on the 2007-08 PSSA in mathematics. Among the study's findings were the following:

- The district's most vulnerable schools – defined as those schools with the highest percentage of low-income students, higher number of disciplinary incidents, and lower student achievement – had more teachers moving in and out of them.

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<sup>7</sup> *A+ Schools' Tools, Rules and Schools Initiative Learning Policy Center Technical Report*, available at [http://www.aplusschools.org/pdf/SRT/SRT\\_techreport.pdf](http://www.aplusschools.org/pdf/SRT/SRT_techreport.pdf).

- When teachers moved from one school to another within the district, they most often moved from more to less vulnerable schools.
- On average, teachers who moved within PPS began in schools that were more vulnerable (more than 4 tenths of a standard deviation higher in vulnerability). For each year, teachers who moved decreased their school-level vulnerability by almost 2 tenths of a standard deviation.
- Schools that were harder to staff (as indicated by the proportion of teachers leaving the school) were more vulnerable, served a greater percentage of black students, and had lower percentages of teachers with level 2 certification and master's degrees.
- Significantly fewer teachers in the most vulnerable schools had five or more years of teaching in the district, level-2 teaching certification, or National Board for Professional Teaching Standards certification.
- In the most vulnerable schools, nearly half (46%) of the teachers left within three years.

Throughout the A+ Schools study, the authors applaud PPS's adoption and the Bill & Melinda Gates Foundation's funding (two months earlier) of the EET plan, acknowledging that "the findings and recommendations made in this report substantiate the need for change and support the EET plan's goal of focusing attention on our most vulnerable schools" (*Technical Report*, p. 1). The report's documentation of the need for greater support for those who teach at our most vulnerable schools, and of the consequences if the support is not provided, underlines the importance of the teacher development and support initiatives that will be described in below in *Program Design*.

The key to dramatic gains in student achievement is having a highly-effective teacher in every classroom, every day. One of our initiatives to retain effective teachers in hard-to-staff

subjects and specialty areas will be to launch six promotional, high impact career ladder roles. These roles will be linked to substantial differentiated compensation for those teachers with proven effectiveness who are able to increase learning outcomes for students and advance the practice of their colleagues through the new PBSC which will serve to distinguish and reward highly-effective teacher practice. To further ensure retention, provisions were embedded in the collective bargaining agreement which stipulates that teachers in career ladder roles will serve a term of three (3) years, (except for the PRC where the term will be two (2) years encompassing the 9th to 10th grade loop), during which any requests for transfers will not be honored. Additionally, both internal and external communications related to recruitment and selection of effective teachers for Career Ladder roles will advance the awareness of what schools and subject areas pose our greatest challenges and, therefore, require our strongest support.

**(a)(2) Extent to which student achievement (as defined in the *Notice Inviting Applications*) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels.**

**Mathematica Policy Research, Inc.** assisted PPS in preparing this TIF application by identifying and researching appropriate “comparable” schools whose achievement is higher than the 50 schools we have targeted. To determine the degree to which student achievement in our target schools is lower than achievement in comparable schools within Pennsylvania, Mathematica conducted a search using the Pennsylvania Department of Education’s data on school size, type, student population and achievement. (The methodology used in determining comparable schools is discussed in Section (a)(3) below.) This research identified comparable schools on the basis of size, grade level, and poverty level, and then generated:

- (1) An average across school types, which supplies the mean number of comparable Pennsylvania schools in each category (elementary, K-8, middle, and high school) whose

PSSA achievement in mathematics and reading (reported separately) is greater than the achievement of Pittsburgh’s targeted schools in that category; and

- (2) For each PPS targeted school, a calculation of the number of comparable schools in Pennsylvania whose achievement exceeds that school’s in each of the two subject areas.

We report Mathematica’s findings on part (1) here. Appendix 6 contains a table displaying part (2) findings, the detailed school-by-school information.

The search revealed that, for each of PPS’s targeted schools, there is at least one comparable school in Pennsylvania, and in the majority of cases 10 or more (max. = 89), whose academic performance is higher. This is the case even though the average share of economically disadvantaged students in Pittsburgh schools is double that of the state average, thus limiting the number of schools to compare. As Table 7 indicates, the average number of higher-performing comparable schools per PPS school is greatest at the elementary level and lowest at the high school level, reflecting in part the proportion of schools of each type in the Commonwealth.

**Table 7: Average Number of Higher-Performing Comparable Schools in Pennsylvania Per PPS Targeted School, By School Type**

School Type	Average Number (per Target School) of Comparable PA Schools Performing Higher on the PSSA in Mathematics	Average Number (per Target School) of Comparable PA Schools Performing Higher on the PSSA in Reading
Elementary	26.39	28.39
K-8	15.00	16.94
Middle	6.29	5.71
High School	3.25	6.13

Source: Mathematica Policy Research, Inc., June 2010.

**(a)(3) Definition of what the applicant considers a “comparable” school for the purposes of paragraph (2) of this selection criterion.**

Mathematica employed the following process to determine higher-performing “comparable” schools: First, schools were matched on the basis of their type (elementary, middle, high, K-8). The school’s average number of tested students per grade was used as a size measure. A band for

each targeted school was then created that included schools in Pennsylvania within a +/- 50% size range. Finally, a range of +/- 10 percentage points was used in comparing the share of economically disadvantaged students.

To create a workable dataset, PSSA scores from 2007-08 at the school-grade level were used (the 2008-09 data do not report school-grade level sample sizes for subgroups smaller than 10). Variables were created to represent each school's share of economically disadvantaged students, size averaged by grade, school type, and proportion of students scoring proficient or better. Since performance data were given separately for mathematics and reading, analysis on the two subjects was conducted separately as well. To obtain a poverty measure, the number of tests scored in both mathematics and reading for students considered economically disadvantaged was divided by the total number of tests scored in these subjects. To obtain the size averaged by grade, the total number of tests scored was divided by the total number of grades tested. Finally, to obtain the proportion of students scoring proficient, the proportions of students scoring advanced or proficient (since a student scoring advanced would also be considered proficient) were combined, and a weighted average based on grade size was determined for each school. Mathematica then created a program to determine, for each of PPS's target schools, the number of schools in the state outside Pittsburgh that met the criteria for school type, poverty, and size, but exceeded the PPS school in academic achievement. Results yielded by the application of this definition of "comparable school" are reported in Section (a)(2) above and, in further detail, in Appendix 6.

**(b) Project Design**

**(b)(1) The PBCS is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth.**

On November 19, 2009, the Bill & Melinda Gates Foundation announced its support of four *Intensive Partnership for Effective Teaching* sites that have developed groundbreaking plans to improve teacher effectiveness. PPS was selected to be one of those four sites and will receive \$40 million (over a five-year period) towards the implementation of our *Empowering Effective Teachers (EET)* plan. A truly collaborative effort, EET was designed with input from teachers and principals, the AFT, the PFT, Board members, and civic and community members. It revolutionizes the way PPS will hire, support, compensate, and evaluate teachers in order to measurably improve outcomes for students. In October 2009, the Board institutionalized our district's commitment to effective teaching by adopting an Employment of Effective Teachers Policy (see Appendix 7).

Fortunately, we approach the intensive work of increasing teacher effectiveness from a position of strength:

- Through a collaborative, trust-based relationship with PFT, the district has addressed issues such as curriculum design, innovative staffing for new schools, and teacher evaluation.
- For the past four years, the district has taken the first steps toward improving student achievement through the deliberate implementation of strategies outlined in the *Excellence for All* reform agenda [in 2009, the District made Adequate Yearly Progress (AYP) for the first time, becoming the largest district in Pennsylvania to reach this goal], including focusing on improving school leadership as the necessary first step. Supported in large part by a federal Teacher Incentive Fund grant awarded to PPS in 2007, the Pittsburgh Urban Leadership System of Excellence (PULSE) initiative is the district's comprehensive accountability system to recruit, train, support, evaluate, improve, and compensate principals in order to enable their success toward the academic achievement and growth of students.

While it is fundamentally about developing and constantly improving principal leadership, the system also encompasses principal evaluation and compensation that rewards principals based on school-wide student achievement growth. In addition, in 2009, the district allocated funds to begin implementing a performance incentive program for our Deputy Superintendent, Assistant Superintendents for School Management, and Chief of Research, Assessment and Accountability (see Appendix 8 for a description of this program).

- We are addressing the disproportionately low achievement levels among our African American Students. We have established an Equity Advisory panel, created Accelerated Learning Academies [schools which include a partnership with the America's Choice School Design, additional instructional time (extended school day and school year) and frequent monitoring of individual student progress], implemented a high-level course in African American history, and are ensuring a culturally inclusive curriculum - all aimed at reinforcing the students' sense of belonging.
- District governance and management have worked hard and made tough decisions. Using student achievement as the lens through which we dealt with our excess capacity, the district closed 25% of its schools in 2006, which resulted in annual operating savings of \$14.7M and restored the confidence of state and community leaders. All told, the Board has supported \$48M in budget reductions over the past three years.
- Pittsburgh teachers have signaled that they are choosing to lead the transformation of public education across the country. As noted previously, on June 14, 2010, teachers approved a landmark, comprehensive five-year collective bargaining agreement centered on a common mission of what matters most – advancing the teaching profession in a way that is aligned with improving student achievement. The agreement embraces the heart of EET, its three

strategic priorities and seven core initiatives (see Table 8 and Table 9 below) as well as a teacher compensation structure that allows for significant differentiation anchored in student growth.

<b>Table 8: EET 3 Strategic Priorities</b>	
1. Increase the number of highly-effective teachers.	
2. Increase the exposure of high-need students to highly effective teachers	
3. Ensure that all teachers work in learning environments that support their ability to be highly effective.	

<b>Table 9: EET 7 Core Initiatives</b>	
<b>Promise-Readiness Corps</b>	A team of highly-effective teachers collectively responsible for supporting students transitioning into high school, and ensuring they arrive at 11th grade Promise-Ready.
<b>Teacher Practice and Evaluation</b>	A research-based inclusive system of teacher evaluation based on continual improvement of practice and the value that a teacher adds to student growth over time.
<b>Human Resources Effectiveness</b>	A Human Resources team proficient in attracting, retaining and supporting highly-effective teachers while enabling earlier hires and enhancing services to our schools and colleagues.
<b>Positive Teaching and Learning Environment</b>	A teaching and learning environment in every school that establishes and reinforces positive student behaviors and a culture of Promise-Readiness.
<b>The Teacher Academy</b>	A teaching academy in existing schools where some of our most effective teachers will coach new and experienced teachers, resulting in improved student performance.
<b>Career Ladders</b>	More flexible career choices with greater earning and promotional opportunities for highly-effective teachers.
<b>IT System</b>	A system of data tools addressing the needs of teachers and enhancing capabilities, decisions and practices of educators.

With these elements in place, and with funding through the U. S. Department of Education’s TIF grant program, we are poised to impact student outcomes in ways that could be replicated across urban districts nationwide.

**Project Goals and Objectives.** The goals and objectives of the district’s *Differentiating Compensation in Pittsburgh* proposal are shown in Table 10 below.

**Table 10 : Differentiating Compensation in Pittsburgh Goals and Objectives**

<b>Goal 1: Implement a planning period over the first year of the grant in order to demonstrate comprehensive implementation of each of the five core elements of the TIF project.</b>	
<i>Obj. 1.a.:</i>	By the end of the first year of the grant period, the district will have a plan for effectively communicating to teachers, administrators, other school personnel and the community at-large the components of the district's PBCS.
<i>Obj. 1.b.:</i>	By the end of the first year of the grant period, the district will have gathered input that is needed to implement the grant from teachers and principals in each of the schools to be served by the grant..
<i>Obj. 1.c.:</i>	By the end of the first year of the grant period, the district will have rigorous, transparent, and fair evaluation systems for teachers and other personnel that take into account student growth as a significant factor and ensure a high degree of inter-rater reliability.
<i>Obj. 1.d.:</i>	By the end of the first year of the grant period, the district will have a data-management system that can link student achievement data to teacher and human resources systems.
<i>Obj. 1.e.:</i>	By the end of the first year of the grant period, the district will have a plan for ensuring that teachers and principals understand the specific measures of teacher effectiveness included in our PBCS, and teachers receive professional development that enables them to use data generated by these measure to improve their practice.
<b>Goal 2: Implement a comprehensive compensation system based on student growth.</b>	
<i>Obj. 2.a.:</i>	Beginning with the 2011-12 school year, the amount of the district's personnel budget that is paid to teachers for effective performance will increase by an average of 4.6% each year in comparison to the amount paid to teachers for effective performance in each prior year.
<i>Obj. 2.b.:</i>	Beginning with the 2011-12 school year, the number of teachers who indicate that they understand the specific measures of teacher effectiveness included in the district's PBCS and are able to use data generated by these measures to improve their practice will increase each year by at least 10%.*
<i>Obj. 2.c.:</i>	Beginning with the 2011-12 school year, the number of teachers who indicate that they are able to use data generated by these measures to improve their practice will increase each year by at least 10%.*
<i>Obj. 2.d.:</i>	Beginning with the 2011-12 school year, the number of teachers who indicate that the use of the specific measures of teacher effectiveness included in the district's PBCS supports and encourages their personal growth will increase each year by at least 10%.*
<b>Goal 3: Increase the percentage of teachers who have a record of effectiveness.</b>	
<i>Obj. 3.a.:</i>	Beginning with the 2011-12 school year, the number of teachers in PPS schools who have a record of effectiveness will increase by 4% each year in comparison to the statistics for the prior year.*
<i>Obj. 3.b.:</i>	Beginning with the 2011-12 school year, the number of teachers in PPS's high-need schools who have a record of

	effectiveness will increase by 4% each year in comparison to the statistics for the prior year.*
<i>Obj. 3.c.:</i>	Beginning with the 2011-12 school year, the number of teachers who have a record of effectiveness who stay in high need schools will increase by up to 2% each year in comparison to the statistics for the prior year.**
<b>Goal 4: Increase student achievement.</b>	
<i>Obj. 4.a.:</i>	Beginning with the 2011-12 school year, the number of students who are proficient in mathematics on the Pennsylvania System of School Assessment (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades) will increase 9 percentage points over four years or increase each year by 1.5, 2, 2.5, and 3 percentage points respectively over the number who were proficient in each prior year.
<i>Obj. 4.b.:</i>	Beginning with the 2011-12 school year, the number of students who are proficient in reading on the Pennsylvania System of School Assessment (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades) will increase 9 percentage points over four years or increase each year by 1.5, 2, 2.5, and 3 percentage points respectively over the number who were proficient in each prior year.
<i>Obj. 4.c.:</i>	Beginning with the 2011-12 school year, the number of students who qualify for free/reduced price lunch who are proficient in mathematics on the Pennsylvania System of School Assessment (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades) will increase 11 percentage points over four years or increase each year by 2, 2.5, 3, and 3.5 percentage points respectively over the number who were proficient in each prior year.
<i>Obj. 4.d.:</i>	Beginning with the 2011-12 school year, the number of students who qualify for free/reduced price lunch who are proficient in reading on the Pennsylvania System of School Assessment (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades) will increase 11 percentage points over four years or increase each year by 2, 2.5, 3, and 3.5 percentage points respectively over the number who were proficient in each prior year.
<i>Obj. 4.e.:</i>	Beginning with the 2011-12 school year, the internal achievement gap between the district's black and white students will decrease 5 percentage points over four years or decrease each year of the grant period by .5, 1, 1.5, and 2 percentage points respectively as measured by performance on the Pennsylvania System of School Assessment in mathematics (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades). At the same time, the external achievement gap between district black students and white students in Pennsylvania will decrease 5 percentage points over four years or decrease each year of the grant period by .5, 1, 1.5, and 2 percentage points respectively as measured by performance on the Pennsylvania System of School Assessment in mathematics (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades).
<i>Obj. 4.f.:</i>	Beginning with the 2011-12 school year, the internal achievement gap between the district's black and white students will decrease 7 percentage points over four years or decrease each year of the grant period by 1, 1.5, 2, and 2.5 percentage points respectively as measured by performance on the Pennsylvania System of School Assessment in reading (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades). At the same time, the external achievement gap between district black students and white students in Pennsylvania will decrease 7 percentage points over four years or decrease each year of the grant period by 1, 1.5, 2, and 2.5 percentage points respectively as measured by performance on the Pennsylvania System of School Assessment in

	reading (aggregate 3 <sup>rd</sup> -8 <sup>th</sup> and 11 <sup>th</sup> grades).
<i>Obj. 4.g.:</i>	Beginning with the 2011-12 school year, the number of students who are proficient in non-tested grades (9, 10 and 12) and subjects (science and social studies) as measured by performance on the Curriculum Based Assessment will increase 15 percentage points over four years or increase each year by 2, 3, 5, and 5 percentage points respectively over the number who were proficient in each prior year.
<i>Obj. 4.h.:</i>	Beginning with the 2011-12 school year, the number of students who are proficient in tested grades 6-8 and 11 in non-tested subjects (science and social studies) as measured by performance on the Curriculum Based Assessment will increase 15 percentage points over four years or increase each year by 2, 3, 5, and 5 percentage points respectively over the number who were proficient in each prior year.
<b>Goal 5: Implement multiple measures of teacher effectiveness, including value-added measures.</b>	
<i>Obj. 5.a.:</i>	By the 2011-12 school year, a fifth dimension of RISE, focused on evaluation of teachers in Career Opportunity roles will begin being implemented.
<i>Obj. 5.b.:</i>	Beginning with the 2011-12 school year, a value-added measure that is based on a valid and reliable measure of student growth (Pennsylvania System of School Assessment) will begin being used as one of multiple measures of reading and mathematics teacher effectiveness in determining teacher eligibility for Career Opportunity roles.
<i>Obj. 5.c.:</i>	Beginning with the 2013-14 school year, a value-added measure that is based on a valid and reliable measure of student growth (PPS Curriculum Based Assessments and new Keystone Exams for high school courses) will begin being used as one of multiple measures of social studies and science teacher effectiveness in determining teacher eligibility for Career Opportunity roles.
<i>Obj. 5.d.:</i>	By 2014-15, we will have expanded our portfolio of measures of effective teaching to include valid and reliable measures of the contribution of teachers to student learning including those teachers who serve non-tested grades and subjects.
<p><b>* We do not have baseline data for this objective and have used our professional judgment to make our best estimate on what the change will be. However, when baseline data are available, we will reassess our estimate based on actual evidence of the starting point.</b></p> <p><b>** Because all but 3 of the district’s schools are “high need,” our anticipated increase is appropriately modest for this objective.</b></p>	

*Empowering Effective Teachers* now stands as the fundamental component of the district’s “coherent and integrated strategy for strengthening the educator workforce,” and is aligned with our incentive program for principals and select central administrators.

**Performance-Based Compensation for Teachers.** Prior to the start of our new collective bargaining agreement on July 1, 2010, nearly all of PPS’s teacher compensation (97% in 2008) was driven by a 10-step salary schedule, which is based on factors that research demonstrates are not causally linked to student achievement: teachers’ educational attainment and years of service (Hanushek, 2004). In contrast, the new agreement dramatically differentiates the earnings opportunities for current teachers, based on their impact on student achievement and willingness to assume high-impact roles and responsibilities. Importantly, the agreement includes a new salary schedule that provides the opportunity for accelerated earnings growth by recognizing and rewarding differences in teacher practice, and eliminates the large increases that currently are awarded solely due to years of service.

Implementation of the performance-based compensation component of our agreement will require identification and development of accurate measures of teacher effectiveness. Thus, we will use the first year of our TIF grant period to complete critical components of EET related to full implementation of our PBCS, which will occur at the start of the 2011-2012 school year. At the time of submission of this proposal, the district has begun development of value-added measures that are tied to student growth and has a foundational differentiated system of teacher evaluation, RISE, that assesses four levels of performance across 24 components of practice—one of which takes into account student growth—and classroom-based observations conducted at least twice per year. A planning year will enable us to continue to work with the PFT and other critical partners to:

- Complete development of our VAM to measure teachers’ impact on student growth (Competitive Preference Priority 4);
- Draw selected components of practice from our foundational differentiated system of teacher evaluation to develop a “rigorous, transparent, and fair evaluation” model which will be used to implement our PBCS. This model will differentiate levels of effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations conducted at least twice per year. (Core Element 3);
- Identify multiple measures of teacher effectiveness that are both test and non-test based;
- Develop a plan for effectively communicating to teachers, administrators, other school personnel and the community at-large the components of the district’s PBCS (Core Element 1), as well as actively soliciting feedback on all aspects of the program;
- Gather input needed to implement the grant from teachers and principals in each of the schools to be served by the grant (Core Element 2);
- Complete development of a data-management system that can link student achievement data to teacher and human resources systems (Core Element 4);
- Develop a plan for ensuring that teachers and principals understand the specific measures of teacher effectiveness included in our PBCS, and for teachers to receive professional development that enables them to use data generated by these measures to improve their practice (Core Element 5).

What follows is a description of the district-based, school-based and individually-based opportunities that comprise our PBCS for teachers. Following completion of our planning year activities, we will have the capacity to offer each of these opportunities to our teachers. Please

note that support for two of the opportunities listed here (Number 3, the VIEW Pay Plan, and Number 6, the New Teacher Compensation Plan) are not included in our request for TIF funding; however, we chose to describe them here, because they represent important components of our overall strategy to improve the process by which we reward teachers and other personnel.

1. **An AYP Bonus** of \$ [REDACTED] will be awarded to all teachers at the top step of salary schedules in each year the district achieves the AYP Standard. This bonus replaces, in part, “automatic” wage increases historically awarded to teachers at the top of the salary schedule.
2. **The STAR (Students and Teachers Achieving Results) Schools Plan** will reward schools that create a culture of collective problem solving in order to achieve significant growth in student achievement. The annual growth in student achievement of PPS schools will be compared, by level, to the growth of schools in Pennsylvania. PPS schools that fall within the top 15% of the rank-ordered PA schools for growth, by level, will receive a school team bonus to be distributed to PFT-represented staff (Counselors/Social Worker; School Nurses & Dental Hygienists; Psychologists; Sign Language Interpreter/COTAs/PT Assistants; Preschool Teachers; Preschool Early Intervention Teachers; Family Service Specialists/Special Service Coordinators/Parent Involvement Coordinators/Health Coordinators/Nutrition Specialists; and Paraprofessionals/Technical Clerical Staff). In the case of secondary schools, significant student growth will be determined by multiple measures and may be based on relative growth.

It is the intention of the STAR Schools plan to reward at least eight (8) schools a year. Accordingly, if there are fewer than eight (8) schools in the top 15% of State-wide growth, then PPS school(s) up to that number will be identified in order of student growth, as long as such schools are within the top 25% of growth in the State, by level. Schools identified in

this manner may receive a pro-rated bonus to distribute. Bonus amounts for schools in the top 15% of State-wide growth will be as follows: PFT-represented fulltime professionals will receive \$ [REDACTED]; PFT-represented paraprofessionals and technical clerical will receive \$ [REDACTED]; and PFT-represented professionals who are assigned to the building for at least one full day will receive a pro-rated amount.

- 3. The VIEW (Voluntary Incentive Earnings at Work) from Pittsburgh Pay Plan** is an individual performance-pay plan which will be implemented as a pilot and available to 75 teachers initially, growing to 225 teachers at the end of the contract. Implementing a pilot individual PBCS enables us to refine our model before taking it to scale; permits us to invest our dollars prudently as we plan and adjust the program; and even more, creates a climate to build cachet, and hence demand, among teachers.

Teachers who choose to participate in this limited pilot plan agree to relinquish negotiated increments at the top of the salary schedule. In place of those increments, teachers have the opportunity to earn a bonus and have 40% of the bonus accrue to base salary annually. For tenured teachers on internal steps of the salary schedule, step advancement continues and no portion of the earned bonus accrues to base salary. Pilot participants may continue or exit at the end of the pilot. Those choosing to enter the successor plan will not be permitted to opt out. The maximum VIEW bonus is \$ [REDACTED] per participant annually based on the teacher's demonstration of student growth through value added measures (for teachers who teach core subjects ) or student learning outcomes (for teachers who do not have testing data for their work). Please note: as an opt-in/volunteer program, VIEW is ineligible for TIF funding and is not included in our TIF budget request.

**4. Career Ladder Opportunities** is a key initiative to focus on those most fundamental aspects of the activity of teaching by matching demonstrably effective educators with the students who need them most. In order to do this, new, high impact roles will be linked to differentiated compensation, encouraging teachers to view working in our most challenging schools and with our highest-need students as a mark of distinction. Our planning year will be instrumental in developing a rigorous selection process based upon teachers' record of effectiveness, as determined in significant part by their impact on student growth and classroom-based observations conducted at least twice per year. The strength of our selection process will be critical to our identification of teachers who are able to improve learning outcomes and who are uniquely qualified for each high impact role. The compensation provided will reflect their contributions to growth in student achievement and their ability to create positive student outcomes once in the Career Ladder role. Note: all Career Ladder positions will have a term of three (3) years, except for the Promise-Readiness Corps where the term will be two (2) years encompassing the 9<sup>th</sup> to 10<sup>th</sup> grade loop. These Career Ladder positions have special seniority status, and voluntary transfers during the Career Ladder term will not be honored. They will all have longer work days and work years. Six Career Ladder roles are articulated in the Plan and codified in the collective bargaining agreement:

**4.a. The Promise-Readiness Corps (PRC).** Historically, only three out of twenty 9<sup>th</sup> grade students in PPS go on to complete a post-secondary degree. There are two primary obstacles: money and college-readiness. As noted previously, The Pittsburgh Promise® has eliminated money as an obstacle. Enter the PRC, the largest of our career ladder roles, which is charged with focusing on our most critical area of need: ensuring that each 9<sup>th</sup> and 10<sup>th</sup>

grade student is shepherded to 11<sup>th</sup> grade Promise-Ready®. To accomplish this task in our eight high need secondary schools each tightly knit PRC, composed of highly effective and motivated teachers, must create a nurturing but firmly-grounded culture of expectations that promotes aspirations for higher education and ensures that students are on course to be eligible for The Pittsburgh Promise® scholarships.

Each PRC will consist of one counselor/social worker and 6-8 teachers (1-2 Language Arts teachers, 1-2 Mathematics teachers, a Science teacher, a Social Studies teacher, a Special Education teacher) with strong records of effectiveness who will be linked with a cohort of approximately 100-120 9<sup>th</sup> grade students. In recognition of the positive influence stable adult relationships have on a student's path toward postsecondary education, PRC members will remain with their cohort of students for two school years, until the cohort is promoted to the 11<sup>th</sup> grade. During these two years, the PRC will provide intensive, hands-on academic and social/emotional support to their cohort, closely tracking each student's development and modifying instructional methods and techniques based on each student's learning style.

In addition to earning a pay differential for their work, PRC members will be eligible to share a cohort bonus, as measured by growth in their students' academic achievement, attendance and course credits earned during the 9<sup>th</sup> and 10<sup>th</sup> grade years of high school. The annual differential for teachers in a PRC role will be \$ [REDACTED] + a cohort bonus. The bonus will be awarded based on value-added modeling of a team's contribution to student progress over the two (2) year looping cycle, rewarding better-than-expected results in student academic achievement, attendance and course credits earned. The school's counselor/social worker

who participates on the PRC team will not be eligible for the pay differential but will be eligible to receive the cohort bonus.

**4.b. Clinical Resident Instructors (CRIs)** will be effective teachers chosen to be faculty at the Teacher Academy who will serve as mentors and instructional coaches to new and experienced teachers. CRIs will formatively evaluate their mentees and work with other CRIs to evaluate other novice teachers as part of an aggressive tenure process. During their non-teaching time, CRIs will provide teacher residents with an intensive pre-lesson, lesson, and post-lesson observation cycle. In addition, the CRIs will provide a variety of professional development seminars at the Academy. CRIs also will deliver follow-up support, including school visits and distance-learning communication, to teachers upon their transition to their own school assignments. Finally, as Academy teachers, the CRIs also will provide the added benefit of working with a large number of high-need students. The CRIs will carry a lighter course load (one or two classes less), but will be assigned larger class sizes in order to teach the number of students equivalent to a typical teaching load. Given the presence of mentees in the classroom, enhanced class size will be well supported by both quality and quantity of instructors. The annual differential for the CRI role will be \$ [REDACTED]

**4.c. Instructional Teacher Leaders 2 (ITL2s).** Today, all PPS schools have Instructional Teacher Leaders who support colleagues who have identified needs (e.g., classroom management) and those with employee improvement plans. This is an elected role, with teachers self-nominating, their peers narrowing the field, and principals making the final selection. Elections take place every three years. Given that there are few parameters on the selection process (e.g., no eligibility criteria, nor a rigorous application process), ITL quality varies across schools. In addition, there is little ability to ensure consistency of quality or

approach employed across the ITLs.

The ITL role will be redesigned and expanded to address each content area in each secondary school (grades 6-12 and 9-12) and K-8 school. ITL2s will serve as content experts who ensure instructional quality and support teacher effectiveness. In addition to teaching 3-4 periods per day, ITL2s will be responsible for formatively evaluating their content peers in their own school, designing and delivering customized/differentiated professional development based on those formative evaluations and summatively evaluating teachers in their content area in other schools. The annual differential for the ITL2 role will be \$ [REDACTED].

**4.d. Turnaround Teachers.** Across low-performing K-5, K-8 and middle schools, there is a strong need for effective teachers who excel at content knowledge, instructional delivery, classroom management, student engagement, and the ability to effectively teach African American students. These distinguished teachers, chosen also for their strong ability to be cultural change agents, will agree to be placed in low-performing schools for “turn-around” assignments of up to three years. Teams of four Turnaround Teachers will assume three teaching vacancies at a high-need school. The annual differential for the Turnaround Teacher role will be \$ [REDACTED].

**4.e. Learning Environment Specialist (LES).** To support our strategic priority that “all teachers work in learning environments that support their ability to be highly effective,” we will place LESs in our highest need schools. Each LES will be a teacher distinguished in classroom management, with specialized training in student behavior management, demonstrated interpersonal skills, and the respect of peers and administrators. The responsibilities of this position include assisting their school’s Student Services staff in providing professional development sessions on current best practices in classroom

organization, behavior management, and other related strategies; modeling best practices for teachers; and working closely with the centrally-based Teaching and Learning Environment leadership team to design and implement school-based strategies for improving their school's learning environment. The annual differential for the LES role will be \$9,300.

**5. The Enrichment Period program** will reward teachers who have been found to be effective with an opportunity to provide extended learning time for students in the form of a one hour period that meets Monday through Thursday weekly after regular school hours. This extended time may come about if a school chooses to offer additional courses (e.g., foreign languages) beyond the normal school day or because the school is on a shift schedule and the teacher does not shift, but teaches one (1) or two (2) additional classes beyond the basic teacher work day. Such teachers can provide up to two enrichment periods and will receive a \$3,500 stipend per period.

**6. The New Teacher Compensation Plan** introduces a fundamentally different world to PPS teachers hired after July 1, 2010. Rather than following the path of performance pay plans which layer bonuses on top of traditional salary structures, Pittsburgh has broken the mold and implemented a new approach grounded in teacher practice research and based on evaluative data on a teacher's contribution to student outcomes.

Entitled "Career Ladder Salary Schedule" (see Appendix 2) this new, innovative performance-based teacher compensation structure provides both accelerated earnings opportunities for effective teachers and higher overall earnings potential. Such earnings can exceed \$100,000 per year, once the teacher receives tenure and is eligible to take on a Career Ladder role. The schedule features clear decision points for progression in a teacher's career, spanning four professional growth levels which correlate with higher earnings opportunities

as teachers demonstrate higher levels of performance on components of effective teaching practice and attain desired student growth.

**Retention and Tenure.** The Career Ladder Salary Schedule also recognizes the importance of tenure as a career milestone. Under the previous salary schedule, PPS teachers earn tenure after three years of satisfactory semi-annual performance evaluations. That decision goes relatively unnoticed— teachers who receive tenure are not recognized, either financially or socially, and neither the central office nor principals are systematically made aware that this milestone is approaching. Under the new plan, new teachers will receive tenure after four years instead of three years, and the tenure decision will be an opportunity for the district to celebrate a teacher’s accomplished instructional practice and demonstrated ability to drive student achievement over time.

Tenure decisions, and the assessment of teaching practice of both pre-tenure and tenured teachers, will benefit from better measures of teacher effectiveness and, therefore, be more data-driven. Our evaluation rubric includes accountability for student learning and the measures we are developing to identify a teacher’s contribution to student learning will support an emerging culture of accountability. In the future, decisions about which teachers receive tenure will consider the ability to grow student learning to an acceptable standard. The teacher rating process, the primary vehicle for retention decisions about current teachers, must done fairly, equitably and with high-quality support for struggling teachers to allow them the opportunity to improve. However, it will become more rigorous and will consider a teacher’s impact on student growth.

**(b)(1)(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel includes valid and reliable measures of student growth;**

**Measurement of Teachers' Contribution to Student Growth.** During the EET development process, the district and the PFT addressed performance pay and agreed that it would be salutary to have a teacher compensation plan that rewards teachers who effect growth in student achievement. To that end, the district and the PFT committed themselves to developing a valid and equitable compensation plan structure and achieving its implementation through the collective bargaining process. PPS and the PFT, recognizing the importance of partnering with experts, began working collaboratively with the American Federation of Teachers and Mathematica Policy Research, Inc. to develop multiple valid and reliable measures of effective teaching, including Value-Added Measures (VAMs). Over the planning year, this work will be advanced so that VAMs can be used as one of the measures to identify effective teachers.

**VAM Development.** Mathematica is ideally suited to assist Pittsburgh in further developing our comprehensive PBCS for educators. While we recognize the limitations of value-added models, we also agree with Mathematica's statement that: "Value-added provides a better indication of effectiveness than many measures in regular use today—such as average score levels or the rate of student proficiency—because it uses data on students' own prior achievement along with other types of information on students and schools. In particular, a VAM examines the trajectory of achievement of a group of students (school-wide or classroom-wide) from a baseline, while accounting for other factors that may affect student achievement and are outside the control of schools or teachers" (Memo to PPS, May 26, 2010).

We recognize that including tests other than PSSA in our VAM will provide a broader measure of achievement growth and one that is less subject to the problems associated with test preparation and narrowing of curriculum. Over our planning year, additional tests will be

identified, but we have begun with the PSSA mathematics and reading exams, the reliability and validity of which have been fully documented by the Pennsylvania Department of Education through a peer review process to insure its compliance with standards set by the U.S. Department of Education. (A report of this initial review can be found at

<http://www.ed.gov/admins/lead/account/nclbfinalassess/index.html>.)

Later this summer, Mathematica will report on VAM simulations run with anonymous, historical PPS PSSA data in reading and math (grades 4-8). Following the release of this report, PPS will engage in an intensive year of VAM development which will include inputs from three working groups: the VAM Technical Advisory Board, the VAM Development Team, and the Student Learning Subcommittee.

To further ensure that our VAMs are valid and reliable, we will convene a VAM Technical Advisory Board, which will meet for the first time in August 2010. The Advisory Board consists of a small group of professionals with expertise in VAM, as indicated in Table 11.

Members of the Board will visit PPS each fall to serve as a quality control panel by reviewing Mathematica’s calculation of value added estimates for PPS schools, teachers and programs, and suggesting areas of revision to increase the estimates’ applicability and reliability. Also, they will intermittently review reports and other products prepared by Mathematica in the VAM development and implementation process.

The technical expertise of the members of the Advisory Board exceeds that of any PPS staff currently participating in the VAM development and implementation process, and should truly help establish the PPS VAM as a “national laboratory” toolset.

**Table 11: VAM Technical Advisory Board**



Established in January 2010, the VAM Development Team consists of representatives from the PFT, PPS central administration, the AFT and Mathematica. The Team, which conducts bi-weekly conference calls, provides oversight for the VAM work, weighs in on key decisions in the VAM development process, and ensures that key milestones are met. This team also provides regular updates on the Measure of Effective Teaching (MET) project and identifies potential connections of the MET project to VAM work. To date, this team has provided Mathematica with input about the initial VAM analysis based on historical test data that will be delivered to PPS in August 2010; developed a plan for VAM rollout; and begun working on VAM reporting templates.

Currently, 44 volunteers have signed up for the VAM Student Learning Subcommittee: five principals, 32 teachers and seven other district staff. These numbers include three Special Education teachers, and one Early Childhood Supervisor. The goals of the VAM Student Learning Subcommittee are to:

- Gain a deeper understanding of the strengths, limitations and potential uses of VAM and other measures associated with student learning.
- Study the use of VAM and other measures of student learning as they relate to the component of RISE that involves student assessment data.
- Assist in developing ways to report VAM and other measures so that all teachers can use the information to increase their value added.
- Share actively in decision-making and planning for system-wide and sustained professional

development on using insights from VAM and other measures to improve practice.

- Help with disseminating information to the schools about VAM and other measures.

**(b)(1)(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school.**

PPS high-performing teachers will have the opportunity to receive differentials and awards that range from [REDACTED] to [REDACTED] each. As detailed in section (b)(1), per person award amounts in ascending order by type are:

- AYP bonus = [REDACTED]
- Teaching of Enrichment Periods = [REDACTED] per class
- Promise Readiness Corps cohort bonus = \$ [REDACTED]
- School-based pay for performance = [REDACTED]
- Learning Environment Specialist differential = [REDACTED]
- Promise Readiness Corps differential = [REDACTED]
- Instructional Teacher Leader 2 differential = [REDACTED]
- Turnaround Teacher differential = [REDACTED]
- Clinical Resident Instructor differential = [REDACTED]

Eight of these nine awards fall above the lower limit cited in work by Odden and Wallace (2007) included in a research synthesis by the Center for Educator Compensation Reform. Their research indicates that the average bonus award, to be effective, should be at least 4% to 8% of base pay. As the average teacher salary in PPS is [REDACTED] a single performance payment (e.g., Clinical Resident Instructor differential) equals up to 18.3% of the typical salary and should have a marked incentive effect.

Moreover, individual performance awards within the PBCS can be combined in ways that

create even more substantive incentives. Teachers who are both effective and enterprising in our PBCS can earn payments two to three times as large as those earned by others. For example:

- [REDACTED] for participation in the Promise Readiness Corps;
- [REDACTED] for teaching two enrichment classes;
- [REDACTED] if he or she is a teacher at the top step of the salary schedule in a year when PPS makes AYP; and
- [REDACTED] if his or her school also achieves an award through STARS.

Such a teacher’s performance awards would thus total [REDACTED] even if he or she did not volunteer for the VIEW plan. If the teacher chose to volunteer for VIEW and earned the maximum VIEW bonus of [REDACTED] the total would rise to [REDACTED].

A subtle, but very real, sweetening of our performance awards comes from the fact that Pittsburgh’s cost of living is relatively low. Table 12 compares Pittsburgh’s cost of living with that of 10 other major cities.

**Table 12: Other U.S. Cities’ Cost of Living in Comparison with Pittsburgh’s**

City	Cost of Living, Expressed as % of Cost of Living in Pittsburgh
Baltimore, Maryland	131%
Boston, Massachusetts	143%
Chicago, Illinois	122%
Cleveland, Ohio	105%
Denver, Colorado	113%
Los Angeles, California	158%
New York, New York	185%
Philadelphia, Pennsylvania	133%
Richmond, Virginia	113%
Washington, D.C.	149%

Source: [www.payscale.com](http://www.payscale.com) Cost-of-Living Calculator, June 30, 2010.

Consequently, a teacher receiving a performance payment in Pittsburgh, more than a peer receiving the same payment elsewhere, will be able to realize a substantive improvement in his

or her standard of living. We therefore anticipate that our PBCS will play an important role in efforts to recruit and retain the best teachers available for hard-to-staff subjects and specialty areas in our targeted high-need schools.

**(b)(1)(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.**

Because we are in the early stages of formulating our VAM, which will necessarily undergo vigorous scrutiny by all involved parties, we cannot produce a definitive list of measures of effectiveness at this time. This work will be developed during the planning year. However, as is shown by the multiple initiatives detailed in this section and the contractual commitments already firmly made, we will be able to define the necessary metrics within the schedules described.

Over the course of the planning year, PPS and the PFT will work collaboratively to define in detail how teachers will be determined to be “effective” for the purposes of the proposed PBCS. Because great teaching is multi-dimensional, we believe it should be viewed through multiple measures, none of which are sufficient to stand alone. As noted previously, we acknowledge the limitations of VAMs, particularly when used alone. Challenges include (1) the inability to calculate value-added results for all teachers in a school because only a limited number of grades and subjects are tested; (2) ensuring that the testing environment does not interfere with how students approach the test; (3) limitations of the tests themselves (e.g., the PSSA mathematic and reading tests have been found to be valid and reliable but questions remain regarding the validity of the newer science test); and (4) statistical limitations related to small school or class size.

The *Empowering Effective Teachers* plan recognizes and respects the complexities and the limitations of the measures that exist for evaluating effectiveness. This is why our plan includes increasing data integrity and improving the environments in which our teachers teach and our

students learn. This is also why our plan calls for the implementation of multiple measures of effective teaching:

- **Research-based Inclusive System of Evaluation (RISE).** As noted previously, we have the benefit of having already developed a foundational differentiated system of teacher evaluation called RISE. The RISE process itself is a methodical approach to improving teacher practice that includes self-examination, collaboration, access to professional development and a collegial approach to building learning communities. While the RISE process itself will not be linked to PBCS in order to preserve its critical role of improving teacher practice through honest reflection, its four domains (Planning and Preparation, The Classroom Environment, Teaching and Learning and Professional Responsibilities) and 24 components effectively capture the complexity of teaching and learning (see note on page 5 for a link to RISE information). Based on The Danielson Group’s “The Framework for Teaching: Components of Professional Practice,” a research-based set of components of instruction that are aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the components of RISE can be used in multiple ways. Over the course of our planning year, PPS and the PFT will select from these 24 components when designing a rubric to conduct classroom-based assessments that will be tied to our PBCS.
- **Measures of Effective Teaching (MET).** In 2009, PPS and the PFT received a second grant from the Bill & Melinda Gates Foundation to participate in the MET research project, which will introduce us to multiple possible measures of teacher effectiveness. During the 2009-2010 school year, we began participating in this groundbreaking two-year national project which is designed to help educators and policymakers identify and

support good teaching by improving the quality of information available about teacher practice. The project seeks to include multiple measures of teacher effectiveness that are both test and non-test based and is studying an array of data, including, but not limited to, supplemental student assessments, student feedback, videotaped classroom observations, teacher feedback on the learning environment and teachers' ability to recognize and diagnose student misperceptions. Over our planning year, PPS and the PFT will carefully examine the measures identified via MET to decide whether any are appropriate to be included in the PBCS.

- **Additional Measures of Effective Teaching. During our planning year, we will continue to explore multiple measures** of effective teaching in partnership with the PFT and leading national experts from Mathematica and the American Federation of Teachers (AFT). Throughout this process, we will be guided by the following principles.

**New and enhanced evaluation systems will be:**

- Fair, objective and transparent, so that evaluations are well defined, well understood, and consistent across schools and from year to year
- Informed by the expertise and needs of Pittsburgh's teachers, to ensure that the measures are not merely theoretical but rooted in actual day-to-day practice
- Multi-faceted and detailed, so that teachers have access to rich information that they can use to understand all aspects of their practice
- Useful to teachers in their continual development as professionals, with processes to use the information in multiple constructive ways—not just “accountability”

**(b)(2) Has the involvement and support of teachers, principals, and other personnel including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose**

**of collective bargaining that is needed to carry out the grant.**

While there are various models for designing PBCSs around the country, it could be argued that the collaborative model of a union and district stretching themselves far beyond one another's previous expectations in order to bring such a system into existence is best exemplified in Pittsburgh. As noted previously, PPS recently signed a 5-year collective bargaining agreement (CBA) with the PFT ([http://www.pft400.org/6-2-10\\_Summary\\_of\\_Professional\\_Agreement.pdf](http://www.pft400.org/6-2-10_Summary_of_Professional_Agreement.pdf)). This agreement is historic for two reasons: (1) it is the longest CBA ever signed between PPS and the PFT and (2) it was developed via a collaborative approach built on the belief that we can do more for our students if we meet as partners versus adversaries. Groundbreaking in terms of labor relations, instead of both parties arriving with their lists drawn up and bargaining back and forth, the past year of negotiations continued the spirit of collaboration developed during the design of the EET Plan. Foregoing the use of lawyers for negotiations, teachers, principals, PFT representatives and central administrators met in April 2010 for a three-day Cooperative Convening and arrived at recommendations for how to approach some of the more complex details of the plan that required collective bargaining. Having the voice of teachers at the table during the Convening brought an element of integrity to the work that the negotiation team could not have brought alone. Furthermore, that integrity is carried forward through the contract's requirements that programs be developed and refined through collaborative efforts.

The PFT membership approved the new agreement by a vote of 1,169 to 537, providing a solid foundation for our planning year, when we will draw upon the experience of our teachers to assist in the development of the various components of our PBCS. What follows is a description of past and future EET development activities that further illustrate the involvement and support of teachers, principals and other personnel that is critical to the successful implementation of our

plan.

**RISE Development.** In May 2009, the RISE Design Team consisting of approximately 120 teachers, principals, and district and PFT leaders, spent four days developing the RISE evaluation system. The Design Team then met throughout the 2009-2010 school year—while RISE was being piloted—and continued to refine the RISE process. Teachers have contributed countless hours to create a tool that will be fair to, and be seen as fair by, their colleagues.

**STAR Schools Plan Development.** District and PFT representatives, including practicing teachers, will engage in preparation and planning during the 2010-2011 school year for the launch of STAR Schools plan at the start of the 2011-2012 school year. Planning will encompass refinement of the provisions below, as well as implementation details. Preparation and planning will also occur to determine how to include the district's three special education center schools, Conroy, McNaugher, and Pioneer, as well as the district's alternative education school, the Student Achievement Center.

**VIEW Development.** The VIEW Pay Program must be a well-designed and sustainable project planned and launched by our own teachers with District support over a carefully scheduled and monitored time line. To that end, during the 2010–2011 school year, a team of 12 teachers and two administrators will work together after school hours to study individual performance pay programs and to refine the pilot Pittsburgh VIEW Pay Program.

**(b)(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year.**

The key to dramatic gains in student achievement is having a highly-effective teacher in every classroom, every day. The new performance-based compensation structure will further distinguish and reward highly-effective teacher practice based on multiple measures grounded in

student growth. In addition, the high impact Career Ladder roles will be linked to substantial differentiated compensation for those teachers who are able to increase learning outcomes for students.

As noted previously, one of the principles we will follow in exploring measures of effective teaching is: “new and enhanced evaluation systems” must be “fair, objective and transparent, so that evaluations are well defined, well understood, and consistent across schools and from year to year.” We have also set an objective (see Table 10) to accomplish the intent of Core Element 3 by the end of our planning year and, thus, not only have an evaluation system in place that is “fair, objective, and transparent” but also includes the rigor that accompanies a system that takes into account student growth as a significant factor.

PPS and the PFT will continue to explore and will ultimately identify the most appropriate measures of teacher effectiveness to include in our PBCS. As we’ve noted previously, good teaching can not be determined by one measure alone. As well, observation-based assessment must examine the performance of teachers across various categories of practice; therefore, our selection of appropriate components from the 24 components of the rubric that is currently used in the RISE process will enable us to design a fair process for conducting classroom-based observations that will be tied to our PBCS.

Also noted previously, the rubric used in the RISE process is based on The Danielson Group’s *The Framework for Teaching: Components of Professional Practice*. *The Framework for Teaching* is aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, which outline “the knowledge, dispositions, and performances deemed essential for all teachers regardless of the subject or grade level being taught” (Council of Chief State School Officers, 2010). The INTASC standards were drafted in 1992 by a committee of

teachers, teacher educators, and state agency officials and have since been adopted by 38 states. Thus, we are assured that we will draw from components of practice that align with the consensus nationally on what teachers should know and be able to do.

PPS and the PFT have also agreed to develop a fifth domain of the rubric, containing the leadership qualities and role responsibilities specific to career ladder roles. To continue in a Career Ladder role, teachers must exhibit a preponderance of proficient and distinguished performance in the fifth domain.

Successful implementation of our observation process will require a strong focus on preparing and supporting the principals and teachers who will conduct the observations. Principal and teacher evaluators must receive intensive training to establish inter-rater reliability across the evaluation rubric and to assure that all teachers are evaluated and rated on an equivalent basis. Thus, the evaluators must be trained to fully understand the rubric; to use evaluation tools such as evidence collection forms; and to collect and archive additional forms of evidence. Having teachers as evaluators will bring the relevance that is important if a system is to be accepted and viewed as fair.

**(b)(4) Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems.**

With a newly ratified teacher's union contract that supports linking student achievement to compensation, existing funding from the *Empowering Effective Teachers* grant, and strategic realignment of the district's IT systems, PPS has the resources and capacity to successfully integrate student achievement and human resources systems by the end of the 2010-2011 school year. Much of this work is already underway.

Strategic realignment of our IT efforts and a comprehensive data warehouse are the core

reforms that will make possible this new data-management system, which links student achievement data to teacher and principal payroll and human resource systems. Using the existing Real Time Information (RTI) program, a web-based, password-protected online data management system developed by the district as a baseline, work is underway to transition student data into a secure data warehouse where it can be integrated with other data types, assessment results, and teacher compensation information. The result is an agile and responsive system that can create complex reports and analytics, and allow our teachers to respond to instructional needs on a day-to-day basis. The system's user interface will be a new web-based, secure, and teacher-accessible portal that will include ready access to all data systems and reports.

PPS has partnered with three leading IT vendors to provide the core functionality of the portal and to lead the technical integration of an accurate, secure, and flexible data warehouse. Work on the teacher portal has started with the help of the GlobalScholar Pinnacle product. Starting in the Fall of 2010, teachers will be using a new integrated gradebook to manage day-to-day grades, state and district assessment results, and their own evaluations. Teachers, principals, administrators and supporting staff will all access the same web-based tool, though their access rights will be determined by their positions. Teachers, for example, will have access to their students' grades, assessments, evaluations, and their own employment information. By contrast, principals will have access to all teacher gradebooks, school-wide assessments, their own evaluation results and content relevant to their position as instructional leaders.

Much of this work involves integrating existing data into cross-functional systems. Two leading vendors will support this effort. Ciber, Inc. will lead the technical integration of existing data-management systems into the web-based portal using a secure data warehouse. The

creation of the data warehouse itself will be led by the leading K-12 warehouse firm eScholar who works with some of the largest school districts in the United States, as well as the Pennsylvania Department of Education. Developing a data warehouse will allow for real-time secure access to information about instruction, student achievement, and teacher performance, and will additionally allow for the creation of comparative analyses across the datasets – across schools, year-by-year, instructional methods used, and other pertinent comparisons.

These efforts are defined by six strategic tools and projects:

1. ***Strengthen the capabilities of a business intelligence (BI) engine.***

A robust BI engine will make complex, as-needed reporting viable. Implementation is ongoing through 2010-2011 to support the ability to report, track, analyze and project student, teacher, school and district performance based on both refined reporting and ad hoc analysis.

2. ***Improved technical infrastructure flexibility and architecture.***

Funds such as E-Rate and other competitive dollars have helped fund the development of technical infrastructure and the advanced functionality of our current data center.

Construction on a fully synchronized back-up data center will also begin in the Spring of 2011 to further enhance the flexibility and reliability of our data systems.

3. ***Implement enhancements for calculation of VAM.***

With our partner Mathematica on board to produce VAM, the statistical work will be transitioned into the data-management system starting in the first quarter of 2011.

4. ***Addition of new systems and integration of existing systems.***

The priorities of our strategic IT realignment are not simply to increase data availability, but also to maximize existing functionality. To that end, data within the data warehouse

will be integrated into our HR data system, professional development data system, and financial data system.

**5. *Implement strategy-specific application enhancements.***

Enhancements to the student data and HR systems will permit collection and analysis of this data as well as provide for automation of performance-based pay for new teachers.

Functionality will be embedded into the role-based portal and supported through strategic training and new school-based responsibilities beginning in 2010/2011.

**6. *Develop curriculum and task force for new data systems.***

To ensure maximum return on our investments in technology, we plan to use three training approaches as needed to support users through the pilot and roll-out phases of our new data systems: 1) train the trainer; 2) vendor-led training; and 3) computer-based training.

Throughout our IT development and data management planning, the district and the PFT are acutely aware of the sensitive nature of collecting data tied to individuals, whether students, teachers, or administrators. We maintain stringent confidentiality standards and ensure that access to that information is strictly limited by need-to-know principles in compliance with the **Family Educational Rights and Privacy Act (FERPA)**, including the regulations in 34 CFR Part 99, as well as applicable state and local requirements. Nonetheless, the district has begun to develop additional confidentiality rules, standards, and security measures to support all IT initiatives. We will monitor these rules and access methods regularly, in light of ongoing changes in personnel assignments and information security technology.

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

**Professional Development.** We recognize that building teachers' effectiveness requires identifying how teachers are performing and using that to shape further professional development. Since the establishment of our *Excellence for All* reform agenda in 2006, PPS has continuously expanded and improved professional development for our teachers, school leaders and central administrators. Accordingly, our EET plan includes a high-quality professional development component that will address the needs of experienced and novice teachers, as well as teachers who have a strong record of effectiveness (and are eligible to receive additional compensation for their performance) and those who need the application of specific tools and skills to improve their practice and increase their capacity to raise student achievement.

The EET plan includes the following:

**1. The Teacher Academy.** The Academy will provide customized professional development opportunities for teachers to collaboratively plan, teach, observe and reflect on their practice. Its sequenced implementation includes:

- **Enhanced summer induction** will begin in the summer of 2010 when new/novice teachers will receive three weeks of summer training (replacing a three-day orientation in prior years) and an additional 10 days of training throughout the school year. Upon successful completion, residents will be eligible to teach as a teacher of record.
- Beginning in 2011-12, a **year-long residency** program for novice teachers in core content areas prior to placement as a teacher of record when new teachers will work daily with CRIs, participate in various foundational courses and seminars, and teach in classrooms outside of the Academy (field placements).
- Beginning in 2011-12, an **alternative pathway to teaching** for career changers

and recent graduates pursuing certification in Math, Science and/or Special Education.

- Beginning in January 2012, **immersion opportunities** for experienced teachers to participate in up to six weeks of differentiated professional development modules/seminars that are aligned to the RISE rubric and self-select/design an enrichment activity.

**2. Professional Development Management System (PDMS).** PDMS will link teachers and administrators to professional development opportunities tailored to their evaluation profile through our new IT Systems. By cataloging training opportunities for teachers, this system will help evaluate the quality of the opportunities, and automate the process of tracking certification requirements.

**3. Career Ladder Roles.** These roles will challenge and reward experienced teachers who have a proven track record of effectiveness while also creating new cohorts of experts to deliver professional development to their peers. Career Ladder teachers are required to participate in a five-day summer orientation tailored to address the specific responsibilities included within the role. Components of the training will center on strategies for building successful work teams and team building activities, building monitoring skills, ensuring inter-rater reliability, developing and enhancing their leadership skills and training on evidence-based adult learning. The following provisions have been embedded into the new collective bargaining agreement to support all teachers in Career Ladder roles, including new and experienced teachers, with the tools and skills they need to continue building effective practices in the classroom and raise student achievement:

- A term of three (3) years, except for the PRC where the term will be two (2) years encompassing the 9th to 10th grade loop;
  - An extended eight-hour day, allowing for collaboration, student advising, data review, and other professional responsibilities. The eight hour day may be implemented flexibly depending on the career ladder role responsibility; and
  - An extended school year, the length of which will vary based on the professional responsibilities of each role.
4. **RISE.** With a successful pilot year complete, we have only begun to capitalize on the potential for the RISE process and the rich dialogue and data that result from it can and will be utilized for professional growth in many ways. It will enable the District to tailor professional development to the highest needs of teachers so that their strengths are nurtured and their weaknesses supported and developed. It will enable administrators at each school to more effectively individualize the support and professional development they provide. And it will enable teachers to be effective leaders in their own professional growth, helping them access support and focus on areas of strength or areas for growth. RISE is a powerful tool, primarily designed to help teachers improve practice and impact student growth. Through the integration of RISE into new IT systems that is currently in process we will further enhance the ability of teachers and administrators to utilize the four domains of RISE and its alignment with the Framework for Teaching to effectively design and deliver professional development.
5. **Supported Growth Module.** Approximately one-third (1/3) of experienced teachers from RISE pilot schools will engage in a rigorous, year-long study targeted specifically toward improving their practice in one or more components of the RISE framework.

Teachers will meet with their principal regularly for support and feedback.

- 6. Training on Using PBCS Measures of Teacher Effectiveness.** We recognize that building teachers' effectiveness requires identifying in clear and common terminology how teachers are performing and linking that to professional development. Throughout this proposal and in the sections directly above, we have listed some of the strategies by which this training will be delivered. Additionally, over the course of the 2010-2011 planning year, PPS and the PFT will design a coherent and integrated communications approach that is aligned to the professional development plan to ensure that teachers and principals understand each of the measures of teacher effectiveness that will be included in the PBCS, as well as how they can use data generated by the measures individually, and as part of an overall profile, to improve their teaching practice.
- 7. Assess the Effectiveness of Professional Development.** PPS is committed to capturing lessons learned and using them to inform our ongoing strategies related to teacher effectiveness. Understanding the impact of our teacher effectiveness initiatives is essential to our ability to make "course corrections." Currently, we survey all participants involved in any professional development sessions and are working with our IT vendors to develop the next generation of tools to analyze the effectiveness of these opportunities and to point the way to yet more improvements. We have identified several areas of inquiry, which are included in Table 16 in Section (d), *Quality of Local Evaluation*, and will contract with an external evaluator to regularly assess the effectiveness of our professional development along with the other components of our *Differentiating Compensation in Pittsburgh* project.
- 8. Capacity to Implement the Professional Development System.** Our plan includes

innovative structures to increase the capacity of teachers and principals for raising student achievement that are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. In order to ensure these structures fully realize their potential to revolutionize the way teachers experience professional development, we need to focus our attention on building the details of the professional development systems, and effectively link them together. For this reason we request as a component of our proposal a full-time position focused on integrating professional development into our new systems.

**Communications.** PPS will ensure delivery of thorough and consistent communications regarding the complex components of our PBCS (Core Element 1) with the same attention to communications planning and execution that led to the two-to-one ratification of the teachers contract, which was anchored by the EET plan. We have structured a team dedicated to developing and implementing a cohesive communications strategy and sequenced tactical plan that targets PPS teachers, administrators, and other school personnel, as well as students, families, legislators, civic and business leaders, and the community at large. This team includes: a communications coordinator in the Office of Teacher Effectiveness, an experienced and well-staffed Communications department, the expertise of key PFT leaders, and the strategic consulting services of a public relations and graphic design firm.

In launching the EET plan, and thereby providing a foundation of understanding for the successful contract ratification, we have proven our capacity to communicate effectively with appropriate frequency and through multiple channels. Key communications efforts (archived at [www.empoweringeffectiveteachers.net](http://www.empoweringeffectiveteachers.net)) include: district-wide school-based training, hosting a two-day Cooperative Convening with teachers and administrators to tackle core components of

the plan requiring collective bargaining; producing a bi-weekly eNews Update, developing a direct mail series, dedicating a full issue of *The Pittsburgh Educator* newsletter to explaining the plan, and posting daily FAQs to the EET website.

During our planning year we will articulate and launch a system for communicating the components of the PBCS to all appropriate internal and external stakeholders by December 2010. We will augment our internal communications capacity by tapping the expertise of proven communications consultants. (See Adequacy of Support section for more information.)

**Engagement.** Furthermore, we recognize that there is a difference between effective communication and true teacher engagement in design and implementation of the system. We are already working to create a flexible engagement model based on the current versus desired level of stakeholder engagement. This engagement plan will include a tiered approach to teacher engagement that includes opportunities for deep and substantive engagement of individuals over time, as well as more informal one-time or short term opportunities for teachers to experiment with aspects of the plan and provide input and feedback. The design will build upon and complement: current opportunities for teachers to be engaged in the work (e.g., RISE and Promise-Readiness Corps design teams); and existing communications processes already in place (e.g., the facilitator trainings, and the bi-weekly eNews Update). In our budget we request support for as many as 40 teachers to participate in up to 30 hours per year on planning groups or cross-functional initiative teams.

**(c) Adequacy of Support for the Proposed Project**

**(c)(1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks.**

*The right management structures are in place to achieve our project objectives on time and within budget.* Over the last five years, PPS has established the performance-oriented culture

and organizational structure needed to implement our PBCS effectively. The right leadership is in place, milestones and timelines are established, and our work is well under way.

Therefore, with our TIF proposal we will not create a new office to implement the initiative. Instead, we will enhance our current structure by addressing specific capacity gaps and adding strategically to existing teams and departments that are beginning to carry out our EET plan.

*Our Human Resources (HR) function is leading the way.* In our *Empowering Effective Teachers* plan, we committed to restructuring, reconstituting, and redefining roles within our Human Resources Department. Since March 2009 we have begun transforming HR by:

- **Realigning the leadership and reporting relationship of HR.** In March 2009, the Superintendent placed HR under the supervision of the Deputy Superintendent, in order to integrate school-based needs with HR services.
- **Restructuring HR into two areas: Talent Management and Performance Management.**
  - **Talent Management** will lead Career Ladder positions recruitment, hiring, and staffing processes and help launch these new roles, working with our Office of School Management; Office of Curriculum, Instruction, and Professional Development; Office of Research, Assessment and Accountability; and Communications to ensure that teachers entering these roles for the first time understand their responsibilities, receive the training and support they need to be successful, and carry out their responsibilities as the new positions are introduced. Talent Management will also integrate these new positions into our recruitment and hiring processes and our Human Resources Information Systems (HRIS) through a comprehensive IT Systems project jointly managed by the Office of Teacher Effectiveness and our Information & Technology Department.

- **Performance Management** will lead the development of our district-wide, school-level, cohort, and individual performance-based compensation initiatives, as well as the operational aspects of the *Career Ladder Salary Schedule for New Teachers Effective July 1, 2010* in the collective bargaining agreement. This work includes the more rigorous tenure process enabled by our improved growth measures, improved HR function, and the Teacher Academy.
- **Creating a culture of data use, accountability and customer service.** HR now conducts weekly leadership meetings, attended by the Deputy Superintendent, to ensure progress against critical EET milestones. The team has begun capturing, using, and reporting on critical metrics such as vacancies, retirements, and teacher placement information in the meetings, and has developed a data dashboard to display metrics clearly. A Recruiting Coordinator, hired in February, serves as a dedicated point of contact for teacher applicants and principals, improving customer service.
- **Focusing resources on high-priority teacher effectiveness initiatives through investments in human capital and other resources.** HR has engaged expert consultants and The New Teacher Project to provide extra supports to attract and retain effective teachers in high-need schools and implement an alternative certification program in math, science, and special education as part of the Teacher Academy. We have also upgraded technology supports for critical HR effectiveness initiatives.

*Research, Assessment and Accountability (RAA) is developing valid measures.* As noted earlier, the RAA office is developing our value-added measures with Mathematica Policy Research, Inc. and the American Federation of Teachers, starting with a VAM that applies to mathematics and reading teachers in grades 4-8 and working to expand to other subjects and

grade levels each year. At the same time, our Office of Curriculum, Instruction and Professional Development together with HR will continue to lead the implementation of RISE.

*The Office of Teacher Effectiveness (OTE) is managing our EET plan.* In November 2009, we opened a new Office of Teacher Effectiveness, utilizing a portion of the \$40 million grant from the Bill & Melinda Gates Foundation. The OTE is a project management team working cross-functionally to implement the bold vision articulated in the *Empowering Effective Teachers* plan. An executive director, four project coordinators, a three-person IT systems team including a Director of Technology Initiatives, a communications lead, and an assistant serve as the hub for our teacher effectiveness work. Team members embed themselves in the work of all PPS departments, closely collaborating with (and sometimes sharing offices with) personnel from these departments to build systems, such as our new IT tools, that will become part of that department's daily operations. This deep collaboration ensures that new systems are built and coordinated by the people who will ultimately manage them.

*The EET Steering Committee is making tough decisions.* District and PFT leaders sit on the EET Steering Committee, co-chaired by Superintendent Mark Roosevelt and PFT President John Tarka. The committee meets at least twice a month to make the difficult decisions necessary to keep each of the plan's initiatives on track. The Steering Committee includes the Deputy Superintendent, the Vice Presidents of the PFT, the district's four Assistant Superintendents, the Chiefs of PPS departments, and the Chief of Staff.

*Cross-functional collaboration is shaping each initiative.* Cross-functional initiative teams with a PFT and PPS co-chair, as well as a project coordinator from the OTE, are already in place and meeting weekly to manage work, make decisions, and bring issues to the Steering Committee. These teams focus on the Teacher Academy, IT systems, Teaching and Learning

Environment, Teacher Practice and Evaluation, and Career Ladders.

In addition to these five teams, special working teams bring key decision makers together to focus on critical and complex aspects of the effort including:

- **The new salary schedule**, including development of “desired” and “acceptable” growth standards for the New Teacher Salary Schedule and assessment of components of effective teaching as it pertains to this new schedule;
- **The Enrichment Period** as extended learning time and opportunity for additional earnings for highly effective teachers;
- **Specific Career Ladder positions** (such as Turnaround Teachers) that require further development;
- **Differentiation of professional development** and its integration into new IT systems;
- **Payroll matters** related to performance-based compensation;
- **Inclusion in the STAR program of our center schools** (three special education center schools, as well as our alternative center school);
- **Developing a fifth domain of RISE** pertinent to Career Ladder positions and integrating it into RISE tools and processes.

*Other organizational assets ensure successful management.* Over the past five years, we have established other functions supporting this work:

- We have an **experienced team implementing a performance-based compensation program for our principals** via our 2007 TIF grant. Over the next five years, this team will merge with our HR function and our new systems to sustain their work and integrate management. We are already engaged in planning this transition.
- We have secured funding and established structures for **teacher engagement**. Notable

contributions of teachers to date include the development of RISE, facilitation of training sessions about the EET plan, and participation on design teams to develop standards for the Promise-Readiness Corps. Through a grant from the *Fund for Excellence*, a consortium of local foundations, we are working with a contractor to deepen teacher engagement in implementation, and have a full-time teacher on special assignment who will start in the OTE in September 2010, focusing on engaging teachers during our planning year.

- We have a dedicated **communications** lead in the OTE, and have invested in a team of local consultants who are helping us develop the materials and approach necessary for communicating our EET plan to our teachers and community. This year we communicated daily with all teachers through a daily “Question of the Day” and a bi-weekly eNewsUpdate, and developed a train-the-trainer model of approximately 120 teachers representing every PPS school about the plan. We believe that effective communications and engagement efforts contributed to the two-to-one ratification vote on our landmark collective bargaining agreement.
- **Our Career Ladder teachers will help lead the work.** With as many as 400 teachers entering new Career Ladder roles, PPS gains an entirely new organizational asset – institutionally supported teacher leaders who will understand, communicate, and model effective practices and help share information and lead professional development.

With these essential structures already in place (or coming online in the near future) we are in the fortunate position of having an organization design that, with additions provided through TIF, can achieve our project objectives.

*We will use TIF funds to address specific gaps, and secure and focus existing capacity.*

Since we have the management structure and key personnel in place to implement our new

compensation initiatives, we will be able to put TIF grant funds to use immediately and efficiently. To reveal specific areas where additional capacity is required, we have conducted a gap analysis. The four positions in Table 13, to be supported by TIF, will be added to address the specific identified gaps we see within existing management structures. The three positions in Table 14, which enable us to secure and focus existing capacity, will concentrate exclusively or in part on implementing components articulated in this TIF proposal.

In addition, several identified gaps will be filled through consultant contracts:

- We will engage communications consultant support (██████████) per year, years 1-3; (██████████) per year, years 4-5) to coordinate the assembling, packaging, and dissemination of all information concerning the PBCS to all stakeholders. The introduction of PBCS, due to its revolutionary nature, will generate many questions and concerns about its implications for every level of the PPS staff. The consultant(s) will work extensively to design the communications plan during the first year, then roll it out, adjusting as needed during Years 2 and 3; and finally continue to follow, at a significantly reduced level, updates as the plan achieves stability.
- We will engage pay-for-performance consultant support (██████████) per year, years 1-3). This specialist will bring experience and expertise in designing the implementation and transition to a PBCS for organizations similar to PPS. Issues such as how best to design interfaces into the functional leadership would be an example of tasks dealt with by this effort.

*We are also bringing capacity to this work through other funding sources.* Our intensive partnership with the Bill & Melinda Gates Foundation supports the OTE. A Broad Resident will work in Talent Management and focus on Career Ladders with the OTE Project Coordinator.

The *Fund for Excellence* is assisting with consulting support for complex aspects, including work with the Danielson Group on the development of RISE, and The New Teacher Project on model staffing and the introduction of alternative routes to certification in math, science, and special education.

The following three **management charts** show the a) in-kind management contribution of the District, b) new positions identified to address specific gaps, and c) existing management capacity included in this proposal. Together, these charts identify a total of 6.5 FTEs (1.9 In-kind, 2.0 Additional roles, and 2.6 existing staff members supported by and fully focused on the implementation of TIF funded items. Although significant, this is not a complete picture of the district commitment to implementing our plan. Since we are working so cross-functionally, and since the work is embedded in the daily efforts of every department, it is difficult to identify where it starts and stops. Everyone is contributing to its implementation.

The individuals introduced in these charts are introduced in more detail in the subsequent section of the document, and resumes are provided in Appendix 1. Job descriptions for the new positions are included in Appendix 9.

The **implementation charts** outline the project's management plan and demonstrate how the goals and objectives of our project will be achieved in a timely manner. Additionally, the charts clearly define the responsibilities of personnel, timelines (dates of completion), and action steps/milestones for accomplishing each task on time and within budget.

**Table 13a: In-kind Match Salaries of Key Leadership**

<b>Position</b>	<b>Role</b>	<b>In-kind Match</b>	<b>Reports to:</b>	<b>Project Years</b>
<b>Sam Franklin, Executive Director, Office of Teacher Effectiveness (Project Director)</b>	Manages the seven initiatives that compose our <i>Empowering Effective Teachers</i> plan including all milestones, timelines and metrics through the Office of Teacher Effectiveness. Facilitates Steering Committee meetings and works with each of the OTE staff members to monitor weekly progress through reports that identify risks and articulate mitigation strategies, track progress against milestones, and identify relevant activities and tasks.	.6 FTE	Superintendent	1-5
<b>Jody Spolar, Chief of Performance Management</b>	Continues her work of co-leading the development of RISE and observation-based measures of effective teaching, as well as leading other major components of the plan including the implementation of performance-based compensation. Ms Spolar serves as chief spokesperson in teacher collective bargaining and in the administrator meet-and-discuss process.	.15 FTE	Deputy Superintendent	1-5
<b>Paulette Poncelet, Chief of Research, Assessment, Accountability</b>	Manages the development of the district’s Value-Added Measure, as well as other assessment-based measures of teacher effectiveness.	.15 FTE	Superintendent	1-5
<b>Marni Pastor, Director, Talent Management</b>	Oversees recruiting and teacher placement (including Career Ladder roles) and the district’s HR effectiveness work, an important part of PPS's plan to support and empower teachers.	.25 FTE	Chief of Talent Management	Moves to .10 in years 3-5
<b>Pierce Kilduff, Project Manager, HR Effectiveness</b>	Is a two-year Broad Resident in the Office of Talent Management and is a new member of the PPS Talent Management team, serving as the Project Manager, HR Effectiveness. During his residency, he will manage critical work streams in the implementation of the EET plan. His initial focus will be on supporting the Career Ladders recruitment and selection process.	.75 FTE	Director, Talent Management	1-2
	TOTAL FTEs focused on implementation of TIF funded systems	1.90		

**Table 13b: Additional Roles to Build Needed Capacity**

<b>Position</b>	<b>Role</b>	<b>FTE to TIF</b>	<b>Reports to:</b>	<b>Project Years</b>
<b>HR Project Coordinator, PBCS</b>	Will integrate performance-based compensation programs into district systems, including payroll and IT, and lead cross-functional teams to determine the application and communication of measures of student growth to the PBCS.	.8 TIF/.2 other PPS grants or direct funding	Chief of Performance Management	1-5
<b>Program Manager, School-Based Support for Career Ladder Roles</b>	During the first three years of implementation, as we design and introduce Career Ladder positions and as many as 400 teachers move into these roles for the first time, we will have a significant need to work with principals and teachers to (1) ensure they understand the roles and responsibilities of these new positions; (2) are provided the tools and materials they need to succeed in their new roles; (3) receive the training and support they need when starting the new role and during their first years in it; and (4) follow through with their additional responsibilities.	.5-.75 TIF/ .5-.25 other PPS grants or direct funding	OTE Project Coordinator, Career Ladders	1-5
<b>Project Manager, Professional Development</b>	To ensure our teachers and principals understand the specific measures of effectiveness included in the performance-based compensation programs and are able to use data generated by these measures to improve their practice, this person will plan and coordinate professional development including integration of professional development into new IT systems which will be capable of linking teachers to professional development that is customized to their evaluation profile and their measures of effectiveness.	1.0	Chief Academic Officer	1-5
<b>Compensation Analyst</b>	The Compensation Analyst will support efforts to embed the new salary schedule and performance components in PPS systems, including payroll and IT; collaborate with PPS and PFT staff to communicate the new schedule to potential recruits and new teachers; and assist with communication to teachers relating to the PBCS.	.5 TIF/.5 PPS	Director, Talent Management	1-5
	TOTAL FTEs focused on implementation of TIF funded systems	2.0 – 2.25		

**Table 13c: Existing Capacity Supported by TIF Proposal**

<b>Name/Position</b>	<b>Role</b>	<b>FTE to TIF</b>	<b>Reports to:</b>	<b>Project Years</b>
<b>Grace Tan, Project Coordinator, Teacher Practice and Evaluation</b>	Manage development & implementation of performance-based compensation programs for teachers, in partnership with HR Performance Management. Co-lead, with HR Project Coordinator, a cross-functional team for the design, development, modeling, testing and implementation of performance-based compensation programs.	0.8 TIF/.2 BMGF	Executive Director, Office of Teacher Effectiveness	1-5
<b>Camara Watkins, Project Coordinator, Career Ladders</b>	Facilitate a cross-functional working team for the design, development, coordination and implementation of the six Career Ladder positions detailed in the EET plan. As the work transitions from design to implementation, she will participate in the HR implementation team tasked with the development, staffing processes, and hiring of Career Ladders positions, as well as managing implementation of Career Ladder positions in their start-up years.	0.8 TIF/.2 BMGF	Executive Director, Office of Teacher Effectiveness	1-5
<b>Dr. Mary Wolfson, MET Coordinator (Transitioning to Project Manager, RAA in November 2011)</b>	Is currently the MET Project Coordinator, supported by the Measures of Effective Teaching (MET) Research Project which supports development of our Value-Added Measure and the exploration of other measures of effective teaching. This position is secured through October 2011; however, the development and expansion of these measures needs to go on. Our Value-Added Measure will be utilized in 2011-12, and we will work to expand the application of this and other measures over the life of the grant. Dr. Wolfson will continue to coordinate VAM work and multiple measures work in this project.	1.0	Director, Research, Assessment, Accountability	2-5
	TOTAL FTEs focused on implementation of TIF funded systems	2.6		

## Table 14: Implementation Charts

**Acronyms:** AFT - American Fed. of Teachers  
 CAO - Chief Academic Officer  
 CFO - Chief Financial Officer  
 CIO - Chief Information Officer  
 COO - Chief Operating Officer  
 CPM - Chief of Performance Mgmt.  
 CRAA - Chief of Res., Assess., Acct.

CRI - Clinical Resident Instructor  
 CTM - Chief of Talent Management  
 ITL2 - Instructional Teacher Leader  
 LES - Learning Environment Spec.  
 OTE - Office of Tchr. Effectiveness  
 PFT - Pittsburgh Fed. of Teachers  
 PRC - Promise-Readiness Corps

**Note:** Though not listed in every action line of these charts, the PFT will serve as a key resource in all aspects of the *Differentiating Compensation in Pittsburgh* program

### Project Year 1 (September 1, 2010 – August 31, 2011)

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
First cohort of teachers on new salary schedule enters PPS	[REDACTED]	[REDACTED]	Sept. 2010	2.a
RISE integrated into new IT systems	[REDACTED]	[REDACTED]	Oct. 2010	1.c, 1.d, 2.b, 2.c., 2.d
RISE pilot completed, RISE launches in all PPS schools	[REDACTED]	[REDACTED]	Oct. 2010	1.c, 1.d
Initial Value-Added Measure calculated using current data; report on VAM analysis of schools (identified) and teachers (de-identified)	[REDACTED]	[REDACTED]	Oct. 2010	1.c
Team of 12 teachers and 2 admin. convene to work together after school to study individual performance pay programs & refine VIEW; milestones for planning year established	[REDACTED]	[REDACTED]	Oct. 2010	1.b, 1.d, 2.a
Work plan complete for addressing particularly complex issues in CBA, incl. but not limited to	[REDACTED]	[REDACTED]	Oct. 2010	1.b, 1.a, 1.d

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
cross-functional working group(s) to address: 1. <b>New Salary Schedule:</b> Development of “desired” and “acceptable” growth standards for the New Teacher Salary Schedule and assessment of components of effective teaching as it pertains to this new schedule; 2. The <b>Enrichment Period</b> as extended learning time and opportunity for additional earnings for highly effective teachers; 3. <b>Career Ladder positions</b> requiring further development; 4. <b>Payroll matters</b> related to performance-based compensation. 5. Developing <b>5<sup>th</sup> domain of RISE</b> pertinent to Career Ladders positions; integrating it into RISE tools & processes. 6. <b>Teacher engagement</b> in the planning year for measures, Career Ladder positions, performance based compensation initiatives				
Cost savings/reallocation planning process launches	[REDACTED]	[REDACTED]	Oct. 2010	2.a
Partnership launched with The New Teacher Project to improve staffing of high-need schools & build alternative certification pathway	[REDACTED]	[REDACTED]	Oct. 2010	3.a, 3.b
District-wide working group with teacher liaisons from every school begins meeting to develop tools to improve teaching and learning environments district-wide	[REDACTED]	[REDACTED]	Oct. 2010	1.b
Principal performance incentive team co-located with teacher performance team; Year 1 hires & position changes are complete	[REDACTED]	[REDACTED]	Oct./Nov. 2010	

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
Board opens Career Ladder positions	[REDACTED]	[REDACTED]	Nov. 2010	2.a
Sites determined for Turnaround Teachers and Learning Environment Specialists	[REDACTED]	[REDACTED]	Nov. 2010	
Work plan, including actions and milestones, complete for: 1. Differentiation of <b>professional development</b> and its integration into new IT systems; 2. <b>Communications</b> related to performance-based compensation & effectiveness measures	[REDACTED]	[REDACTED]	Dec. 2010	1.a, 1.d
Individual VAM results delivered to individual teachers	[REDACTED]	[REDACTED]	Feb./Apr. 2011	1.c, 1.d
Initial group of highly effective teachers selected for Career Ladder positions (up to 24 Turnaround Teachers, 10 LES, 50 CRI, and 106 PRC) with VAM as a component in determining eligibility	[REDACTED]	[REDACTED]	Mar./Apr. 2011	5.b, 3.a, 3.b, 2.a
Report of supplementary teacher VAM analyses, simulation of PRC cohort bonus (historical data)	[REDACTED]	[REDACTED]	Apr./May 2011	1.c
RISE and other measures survey administered	[REDACTED]	[REDACTED]	May/June 2011	2.b, 2.c, 2.d
Recognition event for newly tenured teachers	[REDACTED]	[REDACTED]	May/June 2011	3.a
Career Ladder Positions Orientation/Training completed for teachers entering new Career Ladder positions	[REDACTED]	[REDACTED]	Aug. 2011	2.b, 2.c., 2.d
Expanded summer induction completed for all new teachers	[REDACTED]	[REDACTED]	Aug. 2011	2.b, 2.c., 2.d

**Project Year 2 (September 1, 2011 – August 31, 2012)**

<b>Action Steps/Milestones</b>	<b>Personnel Responsible</b>	<b>Additional Resources</b>	<b>Done By</b>	<b>Goals/Obj.</b>
Promise-Readiness Corps Career Ladder launches in 8 high schools	[REDACTED]	[REDACTED]	Sept. 2011	5.b, 3.a, 3.b
Turnaround Teachers, LES, and CRI positions launched	[REDACTED]	[REDACTED]	Sept. 2011	5.b, 3.a, 3.b
Refined Value-Added Measure calculated, (expanded to additional grade levels)	[REDACTED]	[REDACTED]	Sept. 2011	1.c
School start-times adjusted to accommodate Career Ladder roles and Enrichment Period extended learning time	[REDACTED]	[REDACTED]	Sept. 2011	
RISE process fully integrated into IT systems; 2 <sup>nd</sup> wave of new IT systems launched, including single teacher portal & majority of new features	[REDACTED]	[REDACTED]	Sept. 2011	1.c, 2.b, 2.c., 2.d
The Teacher Academy opens	[REDACTED]	[REDACTED]	Sept. 2011	2.b, 2.c., 2.d, 3.a, 3.b
The Enrichment Period launches	[REDACTED]	[REDACTED]	Sept. 2011	3.a, 3.b,
75 Teachers begin school-year participating in VIEW; 14 person design-team continues to meet, troubleshoot, provide oversight	[REDACTED]	[REDACTED]	Sept. 2011	2.a
5th Domain of RISE integrated in RISE process & used for evaluating Career Ladder roles; to be revised annually	[REDACTED]	[REDACTED]	Sept. 2011	5.a
AYP Bonus paid to top step teachers if PPS	[REDACTED]	[REDACTED]	Sept./Oct.	2.a

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
attains AYP	[REDACTED]	[REDACTED]	2011	
Individual VAM results delivered to individual teachers	[REDACTED]	[REDACTED]	Oct./Nov. 2011	
Board opens Career Ladder positions	[REDACTED]	[REDACTED]	Nov. 2011	2.a
Enrichment period launched; provides extended learning time & opportunity for add'l earnings for highly effective teachers	[REDACTED]	[REDACTED]	Jan. 2011	
Experienced teachers rotate into Teacher Academy	[REDACTED]	[REDACTED]	Jan. 2012	2.b, 2.c., 2.d, 3.a, 3.b
Second group of highly effective teachers selected for Career Ladder roles (up to 90 K-8 ITL2s, 44 9-12 ITL2s, + 106 PRC and any vacancies in other Career Ladders)	[REDACTED]	[REDACTED]	Mar./Apr. 2012	3.a, 3.b, 2.a
RISE and other measures survey administered	[REDACTED]	[REDACTED]	May/June 2012	2.b, 2.c, 2.d
Recognition event for newly tenured teachers	[REDACTED]	[REDACTED]	May/June 2012	3.a
Career Ladders Orientation/Training completed for teachers entering new Career Ladder roles	[REDACTED]	[REDACTED]	Aug. 2012	2.b, 2.c., 2.d
Expanded summer induction completed for all new teachers	[REDACTED]	[REDACTED]	Aug. 2012	2.b, 2.c., 2.d, 3.a, 3.b

**Project Year 3 (September 1, 2012 – August 31, 2013)**

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
PRC, Turnaround Teachers, LES, & CRI	[REDACTED]	[REDACTED]	Sept.	2.a, 3.a,

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
Career Ladders positions begin 2 <sup>nd</sup> year	[REDACTED]	[REDACTED]	2012	3.b
ITL2s 9-12, and ITL2s in K-8 launch the 5 <sup>th</sup> and 6 <sup>th</sup> Career Ladder roles to be introduced	[REDACTED]	[REDACTED]	Sept. 2012	2.a, 3.a, 3.b
125 teachers begin school-year participating in VIEW; 14-person design-team continues to meet, troubleshoot, provide oversight	[REDACTED]	[REDACTED]	Sept. 2012	2.a
Refined Value-Added Measure calculated (expanded to additional assessments and subjects including science & social studies)	[REDACTED]	[REDACTED]	Sept. 2012	
3 <sup>rd</sup> wave of new IT systems introduced, including advanced features for customized delivery of professional development	[REDACTED]	[REDACTED]	Sept. 2012	
PRC Cohort Bonus awarded for 1 <sup>st</sup> time to cohorts who started as volunteers in 2010-11, before Career Ladder position launched	[REDACTED]	[REDACTED]	Sept. 2012	2.a
STAR: 1 <sup>st</sup> payments made to schools in top 15% of state-wide growth or top 8 schools in PPS	[REDACTED]	[REDACTED]	Sept./Oct. 2012	2.a
AYP Bonus paid to top step teachers if PPS attains AYP	[REDACTED]	[REDACTED]	Sept./Oct. 2012	2.a
Individual VAM results delivered to individual teachers	[REDACTED]	[REDACTED]	Oct./Nov. 2012	
Board opens Career Ladder positions	[REDACTED]	[REDACTED]	Nov. 2012	2.a
Experienced teachers rotate into Teacher Academy	[REDACTED]	[REDACTED]	Jan.2013	2.b, 2.c., 2.d, 3.a, 3.b

<b>Action Steps/Milestones</b>	<b>Personnel Responsible</b>	<b>Additional Resources</b>	<b>Done By</b>	<b>Goals/Obj.</b>
RISE and other measures survey administered	[REDACTED]	[REDACTED]	May/June 2013	2.b, 2.c, 2.d
1 <sup>st</sup> recognition event for newly tenured teachers in new salary schedule (tenure milestone - teachers who started Sept. 2010)	[REDACTED]	[REDACTED]	May/June 2013	2.a, 3.a
3 <sup>rd</sup> group of highly effective teachers selected for Career Ladder roles (106 PRC + any vacancies in other Career Ladders)	[REDACTED]	[REDACTED]	Mar./Apr. 2013	3.a, 3.b, 2.a
Career Ladders Orientation/Training completed for teachers entering new Career Ladder roles	[REDACTED]	[REDACTED]	Aug. 2013	2.b, 2.c., 2.d
Expanded summer induction completed for all new teachers	[REDACTED]	[REDACTED]	Aug. 2013	2.b, 2.c., 2.d, 3.a, 3.b

**Project Year 4 (September 1, 2013 – August 31, 2014)**

<b>Action Steps/Milestones</b>	<b>Personnel Responsible</b>	<b>Additional Resources</b>	<b>Done By</b>	<b>Goals/Obj.</b>
PRc, Turnaround teachers, LES, and CRI positions begin 3 <sup>rd</sup> year	[REDACTED]	[REDACTED]	Sept. 2013	2.a, 3.a, 3.b
ITL2s 9-12, and ITL2s in K-8 begin 2 <sup>nd</sup> year	[REDACTED]	[REDACTED]	Sept. 2013	2.a, 3.a, 3.b
Refined Value-Added Measure calculated, results delivered to individual teachers (code for calculating Value-Added Measures integrated into district IT systems)	[REDACTED]	[REDACTED]	Sept. 2013/Oct. 2013	
AYP Bonus paid to top step teachers if PPS	[REDACTED]	[REDACTED]	Sept./Oct.	2.a

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
attains AYP	[REDACTED]	[REDACTED]	2013	
Refined IT systems utilized district-wide	[REDACTED]	[REDACTED]	Sept. 2013	
PRC Cohort Bonus awarded for the 2 <sup>nd</sup> time to the first Career Ladder PRC group	[REDACTED]	[REDACTED]	Sept. 2013	2.a
175 teachers begin school-year participating in VIEW; 14 person design-team continues to meet, troubleshoot, provide oversight	[REDACTED]	[REDACTED]	Sept. 2013	2.a
STAR payments made to schools in top 15% of statewide growth or top 8 schools in PPS	[REDACTED]	[REDACTED]	Sept./Oct. 2013	2.a
Experienced teachers rotate into Teacher Academy	[REDACTED]	[REDACTED]	Jan. 2014	2.b, 2.c., 2.d, 3.a, 3.b
Fourth group of highly effective teachers selected for Career Ladder roles (106 PRC + any vacancies in other Career Ladders)	[REDACTED]	[REDACTED]	Mar./Apr. 2014	2.a, 3.a, 3.b
RISE and other measures survey administered	[REDACTED]	[REDACTED]	May/June 2014	2.b, 2.c., 2.d
Recognition event for newly tenured teachers on new salary schedule (tenure milestone)	[REDACTED]	[REDACTED]	May/June 2014	3.a
Career Ladders Orientation/Training completed for teachers entering new Career Ladder roles	[REDACTED]	[REDACTED]	Aug. 2014	2.b, 2.c., 2.d
Expanded summer induction completed for all new teachers	[REDACTED]	[REDACTED]	Aug. 2014	2.b, 2.c., 2.d, 3.a, 3.b
Refined Value-Added Measure calculated; valid and reliable measures of effectiveness for non-tested grades and subjects applied	[REDACTED]	[REDACTED]	Aug./Sept. 2014	5.d
First level-decision made for teachers in new	[REDACTED]	[REDACTED]	Aug./	2.a, 5.d

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
salary schedule based on attaining desired performance levels through observation & attaining “desired” or “acceptable” student growth standard	[REDACTED]		Sept. 2014	

**Project Year 5 (September 1, 2014 – August 31, 2015)**

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/Obj.
PRC, Turnaround Teachers, LES, and CRI positions begin 4 <sup>th</sup> year	[REDACTED]	[REDACTED]	Sept. 2014	2.a, 3.a, 3.b
ITL2s in 9-12 and ITL2s in K-8 begin 3 <sup>rd</sup> year	[REDACTED]	[REDACTED]	Sept. 2014	2.a, 3.a, 3.b
225 teachers begin school-year participating in VIEW, 14-person design team continues to meet, troubleshoot, provide oversight (last pilot year)	[REDACTED]	[REDACTED]	Sept. 2014	2.a
PRC Cohort Bonus awarded	[REDACTED]	[REDACTED]	Sept. 2014	2.a
AYP Bonus paid to top step teachers if PPS attains AYP	[REDACTED]	[REDACTED]	Sept./Oct. 2014	2.a
STAR payments made to schools in top 15% of state-wide growth or top 8 schools in PPS	[REDACTED]	[REDACTED]	Sept./Oct. 2014	2.a
Experienced teachers rotate into Teacher Academy	[REDACTED]	[REDACTED]	Jan. 2015	2.b, 2.c., 2.d, 3.a, 3.b
4 <sup>th</sup> group of highly effective teachers selected for Career Ladder roles (106 PRC + any vacancies in other Career Ladders)	[REDACTED]	[REDACTED]	Mar./Apr. 2015	3.a, 3.b, 2.a

Action Steps/Milestones	Personnel Responsible	Additional Resources	Done By	Goals/ Obj.
RISE and other measures survey administered	[REDACTED]	[REDACTED]	May/June 2015	2.b, 2.c, 2.d
Recognition event for newly tenured teachers on new salary schedule (tenure milestone)	[REDACTED]	[REDACTED]	May/June 2015	3.a
Career Ladders Orientation/Training completed for teachers entering new Career Ladder roles	[REDACTED]	[REDACTED]	Aug. 2015	2.b, 2.c., 2.d
Expanded summer induction completed for all new teachers	[REDACTED]	[REDACTED]	Aug. 2015	2.b, 2.c., 2.d, 3.a, 3.b
Refined Value-Added Measure calculated; valid and reliable measures of effectiveness for non-tested grades and subjects applied	[REDACTED]	[REDACTED]	Aug./Sept. 2015	5.d
Level-decision made for teachers in new salary schedule based on attaining desired levels of performance through observation and attaining “desired” or “acceptable” student growth standard	[REDACTED]	[REDACTED]	Aug./Sept. 2015	2.a, 5.d
TIF grant period complete; final reports submitted			By Dec. 31, 2015	

**Sustaining into the Future: Year 6 and Annually Thereafter (September 1, 2015 – Ongoing)**

Action Steps/Milestones	Personnel Responsible	Additional Resources	Goals/ Obj.
PRC, Turnaround Teachers, LES, and CRI positions begin year	[REDACTED]	[REDACTED]	2.a, 3.a, 3.b
ITL2s in 9-12 and ITL2s in K-8 begin year	[REDACTED]	[REDACTED]	2.a, 3.a, 3.b
VIEW implemented according to input of	[REDACTED]	[REDACTED]	2.a

Action Steps/Milestones	Personnel Responsible	Additional Resources	Goals/ Obj.
design team during last year of the pilot PRC Cohort Bonus awarded	[REDACTED]	[REDACTED]	2.a
AYP Bonus paid to top step teachers if PPS attains AYP	[REDACTED]	[REDACTED]	2.a
STAR payments made to schools in top 15% of state-wide growth or top 8 schools in PPS	[REDACTED]	[REDACTED]	2.a
Experienced teachers rotate into Teacher Academy	[REDACTED]	[REDACTED]	2.b, 2.c., 2.d, 3.a, 3.b
Highly effective teachers selected for Career Ladder roles (106 PRC + any vacancies in other Career Ladders)	[REDACTED]	[REDACTED]	3.a, 3.b, 2.a
RISE and other measures survey administered	[REDACTED]	[REDACTED]	2.b, 2.c, 2.d
Recognition event for newly tenured teachers on new salary schedule (tenure milestone)	[REDACTED]	[REDACTED]	3.a
Career Ladders Orientation/Training completed for teachers entering new Career Ladder roles	[REDACTED]	[REDACTED]	2.b, 2.c., 2.d
Expanded summer induction completed for all new teachers	[REDACTED]	[REDACTED]	2.b, 2.c., 2.d, 3.a, 3.b
Refined Value-Added Measure calculated; valid and reliable measures of effectiveness for non-tested grades and subjects applied	[REDACTED]	[REDACTED]	5.d
Level-decision made for tchrs. in new salary schedule based on attaining desired levels of performance via observation & attaining desired or acceptable student growth standard	[REDACTED]	[REDACTED]	2.a, 5.d

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

### **Key personnel in PPS**

**Samuel Franklin, PPS's Executive Director of the Office of Teacher Effectiveness**, will serve as **Project Director (0.6 FTE in-kind)** for this initiative. As OTE's Executive Director, he manages the seven initiatives that compose our *Empowering Effective Teachers* plan. The majority of the work in our TIF proposal is embedded in these initiatives, including all of the Career Ladder roles, measures of effectiveness, performance-based compensation initiatives, and the systems in HR and IT necessary to implement them.

Mr. Franklin will manage and support all milestones, timelines and metrics through the Office of Teacher Effectiveness. In his role as Executive Director of OTE, he facilitates Steering Committee meetings and works with each of the OTE staff members to monitor weekly progress through reports that identify risks and articulate mitigation strategies, track progress against milestones, and identify relevant activities and tasks.

The OTE is designed to operate cross-functionally, with team members embedded in other departments working side-by-side with the people who will ultimately own and manage the new processes. Mr. Franklin works with other Executive Cabinet members to make sure that this strategy is working properly. He manages a comprehensive wiki site that creates a detailed record of the project, manages all budgets associated with the plan, and coordinates reporting on project metrics to the Bill & Melinda Gates Foundation, the *Fund for Excellence*, and other funders. Mr. Franklin reports directly to the Superintendent.

Mr. Franklin was formerly Project Manager in PPS's Office of Strategic Initiatives, with responsibility for the design and implementation of the Pittsburgh Science & Technology

Academy, a new public magnet school for grades 6-12. He began developing the Academy in 2006 with a team of graduate students at Carnegie Mellon University's Heinz College, in partnership with PPS. Before coming to Pittsburgh, he taught middle school mathematics and science for three years as a Teach for America corps member in Oakland, CA. He holds an M.S. degree in Public Policy and Management from the Heinz College and a B.A. degree in Political Science from Kenyon College in Gambier, Ohio. (See Appendix 1 for resume.)

**Linda Lane, Ed.D., PPS's Deputy Superintendent**, oversees our Talent and Performance Management departments, where key areas of our PBCS are implemented. Dr. Lane also oversees PULSE, which reports to her through PPS's Assistant Superintendent for K-8 and Middle Schools. Dr. Lane and the Assistant Superintendent will continue to oversee this work and manage the transition process as the performance-based compensation program for principals merges with the new performance-based compensation work-streams over the next two years. Because both Talent Management and Performance Management in the HR Office receive Dr. Lane's close attention, she will play a key role in the success of our TIF initiative. (See Appendix 1 for resume.)

**Jerri L. Lippert, Ed.D., Chief Academic Officer (.15 FTE)**, will continue her present work of co-leading the development of RISE and observation-based measures of effective teaching, and will also lead other major components of the plan, including professional development and the Teacher Academy. As a former PPS principal and assistant principal, Dr. Lippert brings to the table an on-the-ground understanding of the challenges PPS teachers face, as well as in-depth knowledge of the city and region. (See Appendix 1 for resume.)

**Jody Spolar, Chief of Performance Management (.15 FTE in-kind)**, will continue her work of co-leading the development of RISE and observation-based measures of effective

teaching, as well as leading other major components of the plan including the implementation of performance-based compensation. Ms Spolar serves as chief spokesperson in teacher collective bargaining and in the administrator meet-and-discuss process. In 2009, Ms. Spolar served as the district's lead for the Bill & Melinda Gates Foundation's *Empowering Effective Teachers* competition. Ms. Spolar and the Superintendent this year negotiated the historic teacher contract heralded as "forward-looking" in the *Pittsburgh Post-Gazette*. (See Appendix 1 for resume.)

**Paulette M. Poncelet, Ph.D., PPS's Chief of Research, Assessment and Accountability (.15 FTE in-kind)**, manages the development of the district's Value-Added Measure, as well as other assessment-based measures of teacher effectiveness. Formerly the Director of Research and Evaluation in the Cleveland Municipal School District, Dr. Poncelet came to PPS in January 2007. She holds a Ph.D. in Education Policy from Cleveland State University, as well as a B.A in Sociology and an M.S. in Technical Education with a specialization in Curriculum and Instruction from the University of Akron. (See Appendix 1 for resume.)

**Marni Pastor, Director, Talent Management (.25 FTE in-kind to the project in Years 1-2, and .1 FTE in-kind in Years 3-5)** oversees recruiting and teacher placement (including Career Ladder roles) and the district's HR effectiveness work, an important part of PPS's plan to support and empower teachers. Prior to her role in HR, Ms. Pastor worked for the Office of Strategic Initiatives on initiatives to attract and retain students in PPS. As a result of this work, Pittsburgh saw its lowest declines in enrollment in a decade and increases over projections in the number of kindergarteners.

Ms. Pastor is an alumna of the Broad Residency in Urban Education. Prior to joining PPS, she was a consultant at The Boston Consulting Group. She is a graduate of Northwestern University and the Harvard Business School. (See Appendix 1 for resume.)

**Pierce Kilduff (.75 FTE in-kind)** is a two-year Broad Resident in the Office of Talent Management and is a new member of the PPS Talent Management team, serving as the Project Manager, HR Effectiveness. During his residency, he will manage critical work streams in the implementation of the EET plan. His initial focus will be on supporting the Career Ladders recruitment and selection process. Prior to joining PPS, he served as senior program director for Teach For America's New York City region, where he crafted and implemented a fresh support structure for the region's charter school corps members. (See Appendix 1 for resume.)

### **Key personnel at Mathematica**

**Brian Gill** (Ph.D., Jurisprudence and Social Policy, University of California at Berkeley; J.D., U.C. Berkeley) is a **senior social scientist and associate director at Mathematica Policy Research in Cambridge, MA**. His work over the past decade has addressed a variety of topics in K-12 education policy, including charter schools, measurements of teacher and school effectiveness, and the implementation of No Child Left Behind.

Dr. Gill designed the first school-based value-added metrics used in PPS and now directs the project working with the district and the PFT to provide value-added estimates and other measures of teacher performance, as part of a comprehensive union-management effort to support and improve teaching effectiveness. (See Appendix 1 for resume.)

### **Key personnel to be covered by TIF funds**

**Grace Tan, Coordinator, Teacher Practice & Evaluation (.8 FTE)**, joined PPS in March 2010 as part of the newly formed Office of Teacher Effectiveness. She is responsible for supporting initiatives in the district that pertain to Teacher Practice & Evaluation (e.g., RISE, VAM, Measures of Effective Teaching) to ensure coordinated development and implementation. She will also be responsible for co-leading a cross-functional team for the design, development,

modeling, testing, and implementation of the performance-based compensation programs detailed in the EET plan.

Previously, as a Partner at The New Teacher Project, Ms. Tan oversaw alternate certification programs and HR effectiveness initiatives for various client districts around the country. She also worked as a management consultant at Accenture, focusing on corporate strategy. Ms. Tan holds an MBA from the Tuck School of Business, Dartmouth College, and a B.S. in Journalism and Economics from Northwestern University. (See Appendix 1 for resume.)

**Camara Watkins, LMSW (.8 FTE)** serves as the Coordinator for Career Opportunities and the Promise-Readiness Corps in the Office of Teacher Effectiveness. She is leading the development of a program that will incentivize highly effective teachers to remain in the classroom and teach the highest-need students. She has developed a strategic plan for program and talent development while partnering and collaborating with collective bargaining units.

Previously a Forensic Social Worker for the Legal Aid Society in New York City, she worked with lawyers, judges, schools, and child protective agencies to provide representation and advocacy for youth in family court. She is committed to strengthening communities by embracing diversity and has worked with urban populations in San Francisco, Oakland, and Riverside, California, Panama, and Costa Rica. Ms. Watkins completed her B.A. degree in southern California at La Sierra University and earned an M.S.W. degree at Columbia University, New York. (See Appendix 1 for resume.)

**Mary Wolfson (1.0 FTE, 11/1/11 through 8/31/15)** is currently a project coordinator in the Office of Research, Assessment & Accountability, overseeing the Measures of Effective Teaching (MET) research project. As MET project coordinator, she has worked collaboratively with principal investigators and their research teams to pilot multiple measures of effective

teaching throughout the district. She is also responsible for managing multiple projects related to the integration of these measures into PPS decision-making systems. In November 2011, she will transition into full-time work on *Differentiating Compensation in Pittsburgh*, coordinating work on the VAM and multiple measures.

Ms. Wolfson has a background in applied research in education including experience in conducting program evaluation, mathematics learning research, and early childhood policy research. Additionally, she is well versed in statistical analyses and adept at advanced statistical modeling of multi-level effects related to learning. She earned a Ph.D. from the Department of Psychology in Education, University of Pittsburgh, where she also earned her master's degree. Ms. Wolfson holds a B.S. in Education degree from Indiana University of Pennsylvania (IUP), and is dually certified in Elementary and Special Education. (See Appendix 1 for resume.)

**Job descriptions** for the four positions described in Table 13 above can be found in Appendix 9.

### **The Empowering Effective Teachers Steering Committee**

A 21-member Steering Committee was formed in 2009 to guide the implementation of the EET plan. Because the work we are proposing through TIF is tightly related to *Empowering Effective Teachers*, the EET Steering Committee will also serve as Steering Committee for this initiative. Among the committee's members are representatives from the Pittsburgh Federation of Teachers.

**Mark Roosevelt, PPS's Superintendent of Schools**, co-chairs the Steering Committee with PFT President John Tarka. Mr. Roosevelt was appointed as Superintendent of PPS in August of 2005. Since that time he has pursued an aggressive academic reform agenda, "Excellence for All." The district now has a rigorous core curriculum; many innovative new school designs; and

a nationally recognized program to recruit, train, support and compensate principals as instructional leaders. In 2009, the Bill & Melinda Gates Foundation endorsed the district's groundbreaking plan to maximize teacher effectiveness with a \$ [REDACTED] dollar grant.

Mr. Roosevelt's initiatives have already produced substantial student achievement gains. In 2009 the district met all of its state and federal targets set under the No Child Left Behind Law, a significant accomplishment for an urban district.

Mr. Roosevelt was also the visionary force behind The Pittsburgh Promise®, a remarkable initiative that guarantees as much as \$ [REDACTED] per year in college scholarship dollars for all PPS graduates who meet its academic standards.

Before arriving in Pittsburgh, Mr. Roosevelt had established himself as a public-sector change agent with a proven track record in educational reform. As Chair of the Massachusetts State Legislature's Education Committee, he co-authored and steered to passage the Education Reform Act of 1993. In 1994, Mr. Roosevelt was the Democratic nominee for Governor of Massachusetts. He holds a Juris Doctorate from Harvard Law School and a Bachelor of Arts from Harvard College. He is a graduate of the Broad Urban Superintendent's Academy.

**John Tarka, President, Pittsburgh Federation of Teachers,** also co-chairs the Steering Committee. Longtime leader in the Pittsburgh and Pennsylvania Federation of Teachers, Mr. Tarka was unanimously approved by the PFT Executive Board to complete the unexpired term of President Albert Fondy through June 2008, and continues to lead the PFT. He is nationally respected as a strong leader and advocate on behalf of teachers.

For fifteen years, Mr. Tarka taught English and Speech at Pittsburgh's Westinghouse High School, where he also coached football and track and served as PFT Building Representative. In 1982, he was selected as one of 10 finalists in the PA Teacher of the Year competition. In 1983,

he was recruited to and taught at the Schenley High School Teacher Center, where he headed the English Department. He has been a member of the PFT’s Executive Board for nearly 30 years.

Other members of the Steering Committee, along with their roles in implementing the EET plan, are listed in Table 15.

The Steering Committee meets three times per month to monitor program progress and advise on overall implementation strategies, focusing on milestones to be achieved, risks, and challenges. Twice per year, the Steering Committee leadership convenes with the support of the Gates Foundation to look at and address risks and reflect on progress.

**Table 15: Steering Committee Membership**

<b>Name</b>	<b>Title</b>	<b>Role in <i>Empowering Effective Teachers</i></b>
Linda Lane	Deputy Superintendent	Oversees Talent and Performance Management as well as School Management and Curriculum and Instruction
Paulette Poncelet	Chief of Research, Assessment & Accountability	Manages the development and use of Value-Added Measure, assessments
Jerri Lippert	Chief Academic Officer	Manages the the Teacher Academy, leader in the design and implementation of RISE, development of Instructional Teacher Leader and Clinical Resident Instructor Career Ladder roles, expanded summer induction, and other aspects of the plan
Derrick Lopez	Assistant Superintendent for High Schools	Leads all PPS high schools, integration of all aspects of the plan into these schools, plays leading role in the Promise-Readiness Corps initiative and Career Ladder role
Barbara Rudiak	Assistant Superintendent for Elementary Schools	Leads all PPS elementary schools, integration of all aspects of the plan, sponsor for implementation of components of new IT systems district-wide
Jeannine French	Assistant Superintendent for K-8 and Middle Schools	Leads all PPS K-8 and middle schools, integration of all aspects of the plan into these schools, participating in development of Value-Added Measure
Christiana Ottuwa	Assistant Superintendent for Accelerated Learning Academies	Leads all PPS ALAs, integration of all aspects of the plan into these schools
Marni Pastor	Director, Talent	Oversees recruiting and teacher placement

	Management	(including into Career Ladder roles) and the district's HR effectiveness work, an important part of PPS's plan to support and empower teachers
Lisa Fischetti	Chief of Staff	Manages communications, development, and public relations efforts related to the plan
Chris Berdnik	Chief Operating Officer/ Chief Financial Officer	Leads the finance and sustainability efforts, oversees the implementation of new IT systems
Edward Jones	Project Manager, Office of Strategic Initiatives	Co-chair of the Positive Teaching and Learning Environment initiative team, lead role in the development and implementation of the Promise-Readiness Corps
Nancy Kodman	Executive Director, Office of Strategic Initiatives	Co-chair of the Promise-Readiness Corps initiative team
Nina Esposito-Visgitis	Pittsburgh Federation of Teachers	Leader in the design and implementation of RISE, communications and professional development related to the plan, and Teacher Practice and Evaluation initiative team
Sylvia Wilson	Pittsburgh Federation of Teachers	PFT Co-chair of the HR Effectiveness initiative
Pete Camarda	Executive Director of Budget Development	Manages school district budgets
Tracey Gilliard	Budget Development Supervisor	Manages budgets specific to the plan
Mary Van Horn	Pittsburgh Federation of Teachers	Leader in the design and implementation of RISE, PFT Co-chair of the Teacher Academy initiative team
William Hileman	Pittsburgh Federation of Teachers	Co-chair of the Positive Teaching and Learning Environment and Promise-Readiness Corps initiative teams, leader in development of Value-Added Measure, Teacher Practice and Evaluation initiative team
George Gensure	Pittsburgh Federation of Teachers	Co-chair of the IT systems initiative team and participant in several teams including Promise-Readiness Corps

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

The resources that we bring to this plan are substantial and, in conjunction with TIF funding, will provide the support that we need to prove effective teachers can move a vast majority of urban students to achievement levels that lead to college success or workforce certification.

*We have accessed additional private and public funding sources.* We have already brought significant **private funding** to bear upon this plan, including \$ [REDACTED] from the Bill & Melinda Gates Foundation and an initial \$ [REDACTED] from the *Fund for Excellence*. We are working with this same consortium of foundations and with our partners at the Bill & Melinda Gates Foundation to leverage additional private funds to realize our plan and integrate it into the district's daily operations.

- **The Bill & Melinda Gates Foundation.** Our Intensive Partnership for Effective Teaching grant launched our plan with \$ [REDACTED] over six and a half years. Primary uses of this grant include:

- Supporting the development and implementation of our new IT systems;
- Project management including the Office of Teacher Effectiveness; and
- Supporting the residency program at the Teacher Academy, which introduces an entirely new way for teachers to enter the profession.

The Foundation is deeply involved in our work, visiting monthly to observe and problem-solve, linking our project teams to experts and resources, and fostering collaboration with other Intensive Partnership sites.

- **The *Fund for Excellence (FFE)*.** This consortium of local foundations has contributed \$1.7 million for:

- Model staffing initiatives in high-need schools;
- The introduction of an alternative certification pathway in mathematics, science, and special education through our partnership with The New Teacher Project;
- Teacher engagement in the design of initiatives;
- Training for teachers and administrators in culturally competent pedagogical

behaviors and strategies; and

- Communications with parents and students about components of the plan.

The FFE has also taken an active role in our efforts, participating in monthly meetings in order to understand, advocate, and help us leverage additional national private funding.

We are also working to access **public funds**. This TIF grant request complements a concurrent School Improvement Grant request that would contribute an additional \$ [REDACTED] over three years. Our EET plan also shaped the work of the PA Department of Education in the development of their Race to the Top proposal, and if our state is successful in this competition we anticipate an additional \$ [REDACTED] in funding.

- **School Improvement Grants (SIG).** We are now preparing a proposal (due July 19) to the State of Pennsylvania to support the costs of:
  - Additional staff at the Teacher Academy (including program directors),
  - Career ladder differentials for PRC teachers at five SIG-eligible high schools,
  - Additional RISE training and facilitation support,
  - Consultant support for implementation of the PRC and Teacher Academy, and
  - Our expanded summer induction program for teachers entering the district or moving into new career opportunities.
- **Race to the Top.** Pennsylvania’s proposal for Race to the Top funding is currently being reviewed at the Federal level. If funding is secured, PPS will be asked to develop a plan and corresponding budget describing how we will implement Race to the Top activities that our state has identified in its application, which already aligns with our EET plan.

*The Office of Teacher Effectiveness is working closely with our Finance team and our Development office to identify additional opportunities and carefully source this combination of*

public and private resources to the right components of the plan.

In addition to the outside funding support already noted, our \$ [REDACTED] in-kind staff time contribution bespeaks our commitment to this project's success. By deploying a significant percentage of the Executive Director of OTE's time on achieving this project's goals and objectives, we demonstrate the importance of our PBCS to the Pittsburgh Public Schools.

### **Sustaining our TIF initiatives beyond the grant period**

*We are committed to maintaining our PBCS.* The performance-based compensation programs in this proposal are components of the collective bargaining agreement developed in partnership with the PFT, ratified by PFT membership, and approved by the Pittsburgh Board of Public Education on June 14, 2010. This contract is evidence of a binding commitment to our new performance-based compensation programs, and is a clear assurance that the Board intends to cover 100% of the differentiated compensation costs after the five-year grant period.

We have previously committed to sustaining our performance-based compensation program for principals, which was awarded TIF funding in 2007. In the case of both that program and this, funds will be allocated after the five-year grant period directly from the district's general operating budget and will include all support necessary to cover the costs. For our proposed initiative, these costs will include the AYP bonus, STAR, the Promise-Readiness Corps cohort bonus, VIEW, the Enrichment Period, and the Career Ladders Salary Schedule, in addition to all costs associated with maintaining program infrastructure. We will assume an increasing share of the performance-based salary payments each year, starting with 10% of the total amount earned in 2011-12, 20% in 2012-13, 30% in 2013-14, and 70% in 2014-15.

We have already demonstrated our commitment to absorbing the costs of our program for principals by incorporating 30% of its costs into our general fund budget. In 2011-12 we will be

at 75%, and in 2012-13 we will have assumed 100% of its support.

*We will make the hard decisions necessary to sustain these systems.* We recognize that PPS's overall financial health will impact our plan's sustainability. If we continue the fiscal prudence of recent years (e.g., linking enrollment decline to cost reductions), we will be well positioned to maintain a balanced budget. That will enable us to apply additional cost savings (described below) toward our teacher effectiveness and performance-based compensation initiatives.

Since 2006, we have identified and captured \$ [REDACTED] of operational savings, enabling us to simultaneously reduce our structural deficit and invest in reform. We closed 25% of the district's schools in 2006, which resulted in annual savings of \$ [REDACTED] and restored the confidence of state and community leaders. All told, the Board has supported nearly \$ [REDACTED] in budget reductions over three years.

By 2012-13, we are committed to capturing additional savings of as much as \$ [REDACTED] per year by closing underutilized facilities, optimizing our teacher distribution, and improving operating efficiencies. While we anticipate that savings may need to be applied to other operating costs in the short-term, we expect that, as necessary, it will be applied to our teacher effectiveness efforts by 2014.

- **Facilities.** A facilities optimization study was completed this fall. Based on its findings, and its integration with our academic strategies, we are devising a plan that addresses, among other items, building consolidation and teacher distribution. Due to projected enrollment decline, we anticipate having to close buildings. Past consolidations and current enrollment trends suggest an estimated annual savings of \$ [REDACTED], beginning in 2012-13.
- **Teacher distribution.** Today, we operate at an approximately 14-to-1 student-to-teacher ratio, significantly lower than the average U.S. urban school, which operates at a 17-to-1

ratio. Through initiatives premised upon placing the best teachers in front of more students – including, for example, larger class sizes at the Teacher Academy, where there will be a higher adult-student ratio (e.g., a Clinical Resident Instructor plus 2-3 student teachers in each room) – we could increase student-teacher ratios to an average of 15-to-1 or greater, generating \$ [REDACTED] in annual savings.

- **Operating efficiencies.** Beginning in 2012-13, we anticipate capturing savings of \$ [REDACTED] per year, or 10-15% of spending from other categories, including but not limited to transportation, supplies, and property services.

*We recognize that culture change is a component of sustainability.* The success of the initiatives described here also hinges on changing mindsets and behaviors. Students, teachers, administrators, parents, and the community – all must have new expectations and be willing to act on them. We must act on four fronts to manage the required shift in mindsets and behaviors: (1) Communicating to foster understanding and conviction; (2) Reinforcing the new culture with formal processes and structures; (3) Building capability; and (4) Role modeling.

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

We recognize that in this proposal we are making a significant request. The nearly \$ [REDACTED] over five years would represent an extraordinary contribution by the Federal government. The costs are justified, however, because in our need to dramatically improve student outcomes, we are undertaking a comprehensive district-wide effort that will completely change how our teachers advance their profession – from the support that they get as a new teacher, to the IT systems that deliver the information they need in an easy-to-use format, to the way their evaluation system helps improve their practice and the way their compensation system rewards their performance. Just as the core problems of high-need students are deep and intricate, so too

must be the solutions to address them.

We have designed a program that is comprehensive and integrated, with opportunities for teachers that are significant. It offers differentiated compensation opportunities at many levels, from district to school, cohort to individual. It offers these opportunities in different ways, based on AYP, on student growth in comparison to other schools, on a cohort-growth model, on multiple measures of individual performance, and through access to unique career opportunities.

We have created an innovative structure for new teachers that distinguishes and rewards highly-effective teacher practice, based on multiple measures and grounded in student growth. We recognize and respect the limitations of existing measures for evaluating effectiveness, and we understand we must pay attention to data integrity and improve teaching and learning environments.

*All of this is part of our plan.* But to implement it in every aspect – which we believe we must do in order to be fully effective – requires a significant investment of funds.

Pittsburgh teachers have signaled their choice to lead the transformation of public education across the country. Their approval of a landmark five-year collective bargaining agreement proves that school districts and teachers unions can work together for real reform, and brings the stability we need to focus improving student achievement.

A TIF grant at this stage of our work will provide the time and resources we need if we are to mature and integrate these systems into our operations and our culture in a way that is truly sustainable. It will be an investment in a complete plan, built collaboratively, and funded by a coalition of private and public entities who believe PPS is uniquely positioned to become a national model for transforming public education.

**(d) *Quality of Local Evaluation***

- (d)(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in this notice), increasing the effectiveness of teachers, principals and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;**
- (d)(2) Will produce evaluation data that are quantitative and qualitative; and**
- (d)(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

This section provides an overview of the plan for evaluating the Pittsburgh TIF program. A preliminary set of evaluation questions has been developed, which are designed to address four broad areas, including: (1) program implementation; and impacts at the (2) district-, (3) teacher-, and (4) student-level. Table 16 shows the preliminary set of evaluation questions and how they are linked to the goals and objectives specified in this proposal:

<b>Table 16</b>	<b>Program Goals</b>				
<b>Evaluation Questions</b>	<b>Goal 1: Implement a planning period</b>	<b>Goal 2: Implement a comprehensive compensation system based on student growth</b>	<b>Goal 3: Increase the percentage of teachers who have a record of effectiveness</b>	<b>Goal 4: Increase student achievement</b>	<b>Goal 5: Implement multiple measures of teacher effectiveness, including value-added</b>
<b>Program Implementation</b>					
1. Are the key components of the program being implemented?	✓		✓		✓
2. How are incentives targeted? Who receives the incentives?	✓	✓			
3. To what extent are teachers aware of the incentives, career ladder opportunities, and other components?	✓	✓			
4. What contextual factors facilitate or inhibit implementation?	✓	✓			
<b>District Impacts</b>					

Table 16	Program Goals				
Evaluation Questions	Goal 1: Implement a planning period	Goal 2: Implement a comprehensive compensation system based on student growth	Goal 3: Increase the percentage of teachers who have a record of effectiveness	Goal 4: Increase student achievement	Goal 5: Implement multiple measures of teacher effectiveness, including value-added
5. To what extent are changes occurring in how personnel (i.e., effective teachers) are distributed among schools within the district?			✓		
6. Does the program result in decreased teacher attrition within the district, especially in high-needs schools?			✓		
7. To what extent are changes occurring in the district's teacher compensation system (as measured by the percentage of the district's personnel budget used for performance-related payments to effective teachers)?		✓			
<b>Teacher Impacts</b>					
8. To what extent does the program result in more effective teachers?			✓		
9. To what extent is the program-sponsored professional development providing teachers with the skills, knowledge, and data tools necessary to enhance student performance?		✓	✓	✓	
<b>Student Impacts</b>					
10. What changes occur in student performance? To what extent do these changes differ by subgroups?				✓	

In addition to the evaluation questions listed in Table 16, additional overarching questions will likely pertain to perceived strengths and weaknesses of the program (and its individual components); the extent to which district policies and procedures have changed to accommodate a performance-based compensation program; the extent to which participants and other stakeholders are satisfied with the performance-based compensation system; and the issue of sustainability.

To address this set of questions, the evaluation will utilize both quantitative and qualitative methods and include both new sources of data to be collected as well as extant data. The evaluation plan recognizes the multi-faceted nature of the program (i.e., it is comprised of several individual components, including career ladder opportunities, performance bonuses, and others), and the various data collection instruments and procedures will be designed to fully capture the implementation and impacts of the program's various components.

The specific data sources for the evaluation, which are described in more detail below, will include:

- Surveys of teachers;
- Interviews with teachers, principals, district-level officials, and other stakeholders as part of a more intensive case study effort.
- Analyses of extant data such as test scores;
- Reviews of documents, such as district personnel budgets; and
- Reviews of administrative data.

### **New Data Collection**

**Teacher Survey.** Teacher surveys will be administered to a stratified sample of teachers in the district. Because of their unique perspective and critical contribution to the proposed

performance-based system, it will be important to ensure that teachers participating in career ladder opportunities (i.e., in addition to regular classroom teachers) are well-represented in the survey sample. The teacher surveys would be administered annually and would provide a valuable tool for gathering data on program implementation (e.g., understanding of the program and its components), as well as teachers' perceptions of the efficacy of the program and its overall advantages and disadvantages. Information on teacher characteristics will also be collected, which will allow for the disaggregation of survey data in the analysis phase.

**Case Studies.** A case study component would supplement the survey data and allow for more elaborate investigations of issues pertaining to program context, fidelity of implementation, and perceived outcomes. The case studies will be comprised largely of in-depth interviews with teachers (i.e., both classroom teachers and career ladder teachers), principals, district administrators, and other stakeholders to be determined. More specifically, the interviews would examine:

- Overall perceptions of the program (and its individual components), including its strengths and weaknesses;
- The evolution of the program and its components (e.g., teachers' emergent understanding);
- Role of district and school-building leadership in introducing, communicating, and launching the program and its individual components;
- General views about using compensation to reward performance and providing career advancement opportunities to teachers who are deemed effective;
- The extent to which classroom instruction and teaching effectiveness have been impacted by the program; and

- Lessons learned.

### **Collection of Extant Data**

**Student Achievement Data.** A fundamental purpose of the proposed performance-based compensation system is to improve student achievement, both in the district overall and within specific subgroups. In theory, the best approach to examining the impacts of the program on student achievement would be an experimental design employing random assignment; since the laws of chance help to ensure that the two groups are initially similar in all ways, any observed post-program differences could thus be attributed to the program. However, the fact that the district is using a saturation model with respect to program implementation makes random assignment or a quasi-experimental design infeasible. Therefore, a pre-post design would be used to compare trend data for all schools before and after the program's implementation. While this design is less robust, the use of several years of historical data will provide a rich descriptive base to inform analyses of efficacy. The focus in initial years will be on value-added measures of student growth on the PSSA. To the extent possible, data for additional grade levels and subjects (i.e., in addition to grades 3, 8, and 11 in reading and math) will be added as the assessment system expands.

**School and Teacher Demographic Data/Retention Data.** Data on student, teacher, and school demographics will be collected at the end of each school year. School-level data will likely consist of characteristics required for ESEA Title I reporting, such as race/ethnicity, gender, eligibility for free and reduced-lunch status, special education status, and limited English proficiency status. These data will be critical in the analysis of student achievement and, more specifically, in determining any potential variations in achievement by student subgroups. Teacher data would include retention and turnover data, as well as teacher characteristics (e.g.,

race/gender). One potential challenge in this area pertains to how teacher retention will be measured. It has been observed that teachers may leave their position for a variety of reasons—some of which reflect dissatisfaction with their jobs, while others, such as a spouse moving, are the result of uncontrollable events. Moreover, some teachers leave their school but remain in the district. To the extent possible, it will be important to make distinctions among these various reasons for leaving.

**Deployment Data.** District data files will be examined to determine changes in deployment practices. Deployment would be measured using the number of teachers deemed effective based on value-added results and/or via their designation as career ladder teachers. In other words, for the purposes of the evaluation, the concept of deployment may mean that effective teachers can be deployed to a new school, or teachers already in a school can be deemed effective through their demonstrated success.

### **Data Analysis**

A mixed-method approach will be used for data analyses. Teacher survey and student achievement data will be analyzed quantitatively. We will use both descriptive and inferential statistics (t-tests, ANOVA and cross-tabulations) to examine survey data. Factor analysis will be used to generate patterns on key components of the program from individual survey items. An advantage of using factor analysis is that it is both theoretically and statistically-driven, allowing for the combination of many relevant items into fewer meaningful factors. The total implementation scores as well as factor scores for key individual program components can be used to judge fidelity of implementation. With respect to student achievement, controls for school-level differences (e.g., socioeconomic status) would be included in analyses of program effects. As for teacher retention and deployment, trends in these areas before and after the

program will be examined longitudinally using a time series approach, with specific attention to trends in high-needs schools. Lastly, qualitative techniques will be employed to analyze interview and document data that emerge from the case study component.

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# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **2** Uploaded File: **High-Need Schools Documentation.doc**

### High-Need Schools Documentation

School	% F/R Lun.
<i>Elementary Schools:</i>	
P. Allegheny E.	80.9
P. Arsenal E.	83.9
P. Banksville	62.1
P. Beechwood	74.9
P. Concord	64.0
P. Dilworth	73.6
P. Fort Pitt	93.4
P. Fulton	90.0
P. Grandview	90.4
P. Liberty	52.7
P. Minadeo	54.9
P. Morrow	85.5
P. Northview	95.1
P. Phillips	68.2
P. Roosevelt	77.0
P. Spring Hill	89.3
P. Whittier	82.7
P. Woolslair	86.6
<i>K-8 Schools:</i>	
P. Arlington	86.6
P. Brookline	59.3
P. Carmalt	68.7
P. Faison-Prim. <sup>c</sup>	87.6
P. Faison - Int.	90.6
P. Greenfield	70.6
P. King	89.0
P. Lincoln-Pri. <sup>c</sup>	93.2
P. Lincoln-Inter.	91.7
P. Manchester	87.2
P. Mifflin	60.3
P. Miller	92.1
P. Montessori	53.9
P. Murray	89.8
P. Schaeffer-Pri. <sup>c</sup>	88.5
P. Schaeffer-Int.	91.7
P. Stevens	87.4
P. Sunnyside	81.4

P. Weil	89.0
P. Westwood	71.6
<i>Middle Schools:</i>	
P. Alleg. Middle	80.1
P. Arsenal Mid.	90.5
P. Classical	72.7
P. Schiller	86.1
P. South Brook	60.1
P. South Hills	75.1
P. Sterrett	63.1
<i>Secondary Schools:</i>	
P. Allderdice <sup>e</sup>	62.6
P. Brashear	60.4
P. Carrick	74.5
P. Langley	79.2
P. Oliver	79.3
P. Peabody	78.8
P. Perry	67.2
P. Westinghouse	84.4

*Sources: Pittsburgh Public Schools Real Time Information Database, June 2010*

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Support and Commitment** Pages: **19** Uploaded File: **100706\_PPS\_LettersofSupport.pdf**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

**Letters of support and commitment**

Page 1-2.....Randi Weingarten, President, American Federation of Teachers  
Page 3-4.....John Tarka, President, Pittsburgh Federation of Teachers  
Page 5-6.....Thomas E. Gluck, Acting Secretary, Pennsylvania Department of Education  
Page 7-8.....Theresa Colaizzi, President, Board of Directors, School District of Pittsburgh  
Page 9-11.....Mark Roosevelt, Superintendent of Schools  
Page 12-13.....Luke Ravenstahl, Mayor, City of Pittsburgh  
Page 14-15.....Fund for Excellence, Consortium of Local Foundations  
Page 16.....A+ Schools, Pittsburgh’s Community Alliance for Public Education  
Page 17-18.....Mathematica Policy Research, Inc.



American Federation  
of Teachers, AFL-CIO

AFT Teachers  
AFT PSRP  
AFT Higher Education  
AFT Public Employees  
AFT Healthcare

555 New Jersey Ave. N.W.  
Washington, DC 20001  
202/879-4400  
www.aft.org

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PRESIDENT

Antonia Cortese  
SECRETARY-TREASURER

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Ted Kirsch  
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Louis Malfaro  
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Ruby Newbold  
Candice Owley  
Sharon M. Palmer  
Marcia B. Reback  
Laura K. Rico  
Pat Santeramo  
Sandra Schroeder  
Phillip H. Smith  
Marilyn Stewart  
Ann Twomey  
Adam Urbanski

July 1, 2010

Mark Roosevelt, Superintendent  
Pittsburgh Public Schools  
341 S. Bellefield Avenue  
Pittsburgh, PA 15213

Dear Mr. Roosevelt:

The American Federation of Teachers is pleased to offer its support for Pittsburgh Public Schools' application to the Teacher Incentive Fund. This application comes on the heels of the ratification of a historic five-year contract on June 14, 2010, and is of deep interest to us, as it seeks to use new forms of career advancement aligned with innovative compensation to enhance teaching as a profession and improve student outcomes. We cannot think of two more important goals.

We are not surprised to see this deep innovation coming from Pittsburgh Public Schools. It is indicative of the strong expertise of the Pittsburgh Federation of Teachers and the positive working relationship it has always maintained with the Pittsburgh Board of Education and the Superintendent of Schools. Our Pittsburgh local union has consistently striven to provide a high-quality education for all the students in Pittsburgh through the expert and committed leadership provided by its president, John Tarka, as well as the dedication of the teaching staff.

The Pittsburgh Federation of Teachers has worked consistently with Pittsburgh Public Schools staff over the past 35 years to advance a progressive agenda for the school district – supporting the staffing of buildings, implementation of new school designs, and development of strategic plans at all levels – and has played a key role in the implementation of curriculum and professional development across the system. These are remarkable achievements and are a measure of the care and devotion Pittsburgh's teachers clearly have for their profession and the students whom they serve.

We see this same tone carried forward in Pittsburgh's approach to implementing the initiatives outlined in *Empowering Effective Teachers*. We are considerably heartened and gratified by this, as it is the core of what we profess as teachers. It is also a testament to what true collaboration between a school district and an AFT affiliate can achieve. We are particularly interested in the model this sets for other union locals on how they can work as full partners with their school districts to create positive and effective change for their members and the students they teach.

Pittsburgh's submission to the Teacher Incentive Fund supports the American Federation of Teachers' commitment to innovation and effective teaching. One of

Roosevelt/Page 2

our priority areas of innovation is to ensure that high-need students are provided with highly effective, high-quality teachers. Pittsburgh's application to the Teacher Incentive Fund advances the same priority.

Sincerely,



RW :RW JS / mmk opeiu#2 afl-cio



# Pittsburgh Federation of Teachers

*AFT Pennsylvania • American Federation of Teachers • AFL-CIO*  
10 South Nineteenth Street at the River • Pittsburgh, Pennsylvania 15203-1842  
Phone: (412) 431-5900; (412) 431-4755 • Fax: (412) 431-6882 • Website: [www.pft400.org](http://www.pft400.org)

June 24, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the Pittsburgh Federation of Teachers (PFT), I fully endorse the Pittsburgh Public Schools' (PPS) application to the Teacher Incentive Fund. This application strongly supports the new collective bargaining agreement reached between the PFT and PPS and ratified by the PFT membership on June 14, 2010. The agreement has, at its core, the mission of advancing the teaching profession in a way that is aligned with and is focused on improved student achievement.

This contract, which was ratified by a more than 2-to-1 majority of Pittsburgh Federation of Teachers members, is historic in several respects:

First, because it is a five-year contract, the new agreement will help ensure that the work we have started in the *Empowering Effective Teachers* plan to improve student achievement has the stability to support deep implementation across future years.

Second, the manner in which this contract was negotiated represents a unique and innovative approach to collective bargaining. Building upon the spirit of collaboration that guided development of the proposal to the Bill & Melinda Gates Foundation for its Intensive Partnership to Empower Effective Teachers program, the District and the union worked as true colleagues during many hours of intense bargaining throughout the past year of negotiations. We crafted an agreement that provides the commitments needed to move the *Empowering Effective Teachers* work forward.

Third, forgoing the use of attorneys throughout negotiations, the Pittsburgh Federation of Teachers and the District also invited practitioners into the collective bargaining process. This April, teachers and other practitioners met at a Cooperative Convening to arrive at recommendations for how to approach complex details of the plan. The negotiations teams then took those recommendations and implemented them in a contractually binding way to become part of the final agreement.

This collective bargaining agreement is an important achievement, particularly in light of having been negotiated in the midst of the worst financial crisis in our country in over 50 years. I am pleased and proud that we have reached this agreement with the District, as the pact reflects what is important to our members and to the students in our City's schools. This landmark



agreement maintains the best of what we've worked so long to achieve, while enabling our members to stay ahead of the dramatic changes taking place in the funding of public education, the improvement of curriculum, and the advancement of student growth and success. Furthermore, the agreement reflects the Pittsburgh Federation of Teachers' commitment to improved student achievement, especially the improved achievement of our neediest students.

The Pittsburgh Federation of Teachers is proud that over the past 35 years, we have worked successfully with the Pittsburgh Public Schools to reach collective bargaining agreements that have benefitted our members, the school district, our students, and the entire Pittsburgh community. We have done so without losing one minute of instruction or student learning time due to a work interruption or stoppage. Additionally, we have consistently supported the District's goals for teaching and learning and have worked in every way possible to ensure these goals were met. We are, of course, proud to have made the first financial donation and public commitment to The Pittsburgh Promise. We know, though, that much hard work must be done by all of us to ensure that each of our students can take full advantage of The Promise.

The work we are doing now with the submission of our application to the Teacher Incentive Fund is vitally important to the future of our District and to the Pittsburgh Federation of Teachers. I believe teacher evaluation is most successful when it is equitable, valid, and provides opportunity for teacher leadership. Furthermore, we must find ways to recognize and reward our most effective teachers. Our proposal to the Teacher Incentive Fund contains those important elements. We know Pittsburgh teachers work *very hard every day*, sometimes in very difficult situations, and we will continue to strive to improve the effectiveness of all teachers, expand teacher empowerment at all levels, and provide unprecedented support for teachers and students alike.

I look forward to our ongoing work with the Pittsburgh Public Schools. Together, we will defy current assumptions about urban education. We will create systematic changes that ensure the highest standards of learning and achievement in *every* school, and we will hold the highest expectations of all who are involved in our District. The Pittsburgh Federation of Teachers and the District further commit to providing every child unprecedented opportunities for success. We are determined to establish a teaching and learning environment that enables every teacher to be effective and assures every student a full and rich learning experience. We are eager to accelerate the work we have begun on *Empowering Effective Teachers*, and we look forward to a successful outcome from our application submission to the Teacher Incentive Fund.

If I can be of any additional assistance in assuring that the Department of Education is convinced of our true support of this effort, I urge you to please contact me.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

JT:mp  
opeiu457  
afl-cio



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PENNSYLVANIA 17126-0333

SECRETARY OF EDUCATION

June 22, 2010

717-787-5820 (TEL)  
717-787-7222 (FAX)  
717-783-8445 (TTY)

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

Dear Secretary Duncan:

I am pleased to provide this letter in support of Pittsburgh Public Schools' application to the Teacher Incentive Fund. It has been a pleasure to work closely with Superintendent Mark Roosevelt, Pittsburgh Public Schools' staff and the Pittsburgh Federation of Teachers over the last several years on the district's ambitious efforts to reform public education and to renew the community's support of its schools. Pittsburgh Public Schools, as the second largest urban public school district in our Commonwealth, serves as an important environment for educational innovation. Pittsburgh's experiences with new school models, curriculum and assessments have consistently served to inform the work of the Pennsylvania Department of Education, as well as improve the work of other school districts throughout our Commonwealth.

The Department is pleased to see Pittsburgh Public Schools' efforts to improve student results over the past several years further validated by the district's selection by the Bill & Melinda Gates Foundation as a partnership site for its *Empowering Effective Teachers* work. Ensuring students receive rigorous academic instruction and workforce preparation from highly effective teachers in each classroom is of key concern to Governor Edward Rendell and to the people of Pennsylvania, and we are gratified to see Pittsburgh Public Schools focused on these same concerns.

I also want to applaud the extraordinary work that Pittsburgh Public Schools and the Pittsburgh Federation of Teachers have done to shape a comprehensive collective bargaining agreement around what matters most – advancing the teaching profession in a way that is aligned with their common mission of improving student achievement. Remarkably, this agreement was developed through a collaborative approach, over the course of a year, rather than the adversarial approach characteristic of many collective bargaining negotiations. This new approach could serve as a model for other collective bargaining school districts across the Commonwealth and our nation.

The performance-based compensation system outlined in Pittsburgh's application to the Teacher Incentive Fund is strongly aligned with the Commonwealth's reform plan, outlined in Pennsylvania's Race to the Top proposal: "We will use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve. Participating districts will use the results of their enhanced evaluation system to target job-embedded professional development and supports, compensate, promote and retain effective teachers and leaders, grant tenure, and remove ineffective tenured and untenured teachers." Pennsylvania is a leading laboratory for multi-measure teacher and principal evaluations using student growth as a significant factor in compensation initiatives and Pittsburgh's performance-based compensation systems leads the way.

We know the particular concerns Pittsburgh faces in ensuring effective instructors in certain shortage areas. The PDE is prepared to support the core strategy outlined in Pittsburgh's *Empowering Effective Teachers* plan to offer Math, Science and Special Education teacher certification with the support of The New Teacher Project. This will enhance the District's ability to broaden its recruiting efforts to incorporate a diverse talent pool, including males and African American candidates in critical subject areas.

We are extremely supportive of the district's application to the Teacher Incentive Fund, as reaching the high performance levels required by the Commonwealth's NCLB Accountability Plan cannot be achieved without highly effective teachers who engage students deeply in skilled instruction. Being able to reward and incentivize the District's most effective teachers is an important means of recognizing their contributions to student learning.

If I can be of further assistance as you review this application, please do not hesitate to contact me.

Sincerely,



Thomas E. Gluck  
Acting Secretary of Education



# Pittsburgh Public Schools

Theresa Colaizzi

## President

341 South Bellefield Avenue | Pittsburgh, PA 15213-3516 | Phone: 412-622-3770 | Fax: 412-622-3774  
E-mail: boardoffice@pghboe.net | Parent Hotline: 412-622-7920 | www.pps.k12.pa.us

June 23, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

I am writing as President of the Pittsburgh Board of Education in order to express our strong support for the school district's application to the Teacher Incentive Fund. On behalf of my fellow Board Members, I can say with confidence that the Pittsburgh Board of Education stands behind the district's efforts to develop performance-based compensation plans for principals, teachers and other personnel. Specifically,

- The Board voted 8-0 on June 14, 2010 in support of the new collective bargaining agreement that outlines the district's commitment to rewarding teachers and other school personnel who demonstrate effectiveness.
- The Board voted 6-1 on April 29, 2009 in support of an achievement bonus for Assistant Superintendents, the Deputy Superintendent, Assistant Superintendents and the Chief of Research, Assessment and Accountability.
- The Board voted 9-0 on December 19, 2007 support a performance-based compensation plan for school administrators.

Our *Empowering Effective Teachers* plan, which is supported by the Bill & Melinda Gates Foundation, put us firmly on the path of ensuring that there is an effective teacher in every child's classroom, every day of the week. We also understand the critical importance of placing our highly effective teachers where they are needed most - in our highest-need classrooms and schools. Receiving the support of the Teacher Incentive Fund would enable us to further this important work.

Our focus, and our priority, is on improving student achievement so that our students have college as an option and are prepared to earn scholarships through The Pittsburgh Promise, a tremendous community gift that has eliminated money as a barrier to higher education. I, along with all members of our Board, am enormously grateful for The Promise and hope that we can prepare our children well enough that college will be a viable option for all who choose it. And, as a small business owner with a technical craft, I am especially enthusiastic that The Promise also allows students to access many technical schools.



We are an equal rights and opportunity school district.

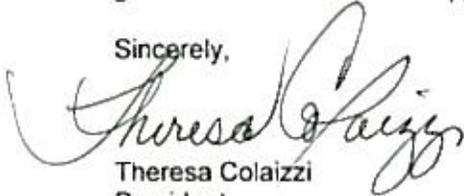
Since Superintendent Mark Roosevelt arrived in 2005, we have been consistently supportive of practices and resources to move our District forward and reflect the many critical goals of our *Empowering Effective Teachers* reform agenda. The whole District has changed, including the Board. We reflected on the way we had been operating and have taken significant steps to improve our governance structure. A clear and strong majority of the Board have united around our common goal of significantly improving the District's management culture and performance. We have made very difficult decisions that are strengthening the District's finances, building a culture of performance, raising student achievement, recapturing the trust and support of legislators and funders, and fostering a new hope among the community in our public schools. And, importantly, we have been emboldened by doing the right but difficult thing and realizing that the public and our parent and family base will support us. Astoundingly, even after closing one quarter of our school facilities in one year, not one single Board member who supported the plan was defeated for re-election.

Each year, our Board grows stronger and stronger, becoming more knowledgeable and strategic in our work with the Superintendent. Now, with a consistent core curriculum, effective school and central office leadership, and strong community support, we have the foundation in place to focus more deeply on teacher effectiveness. Being able to distinguish performance among teachers and reward them accordingly lies at the heart of our *Empowering Effective Teachers* plan, and we know that an award from the Teacher Incentive Fund would dramatically accelerate our ability to do just that.

Our District is extremely fortunate to have had 35 years of labor peace. Superintendent Roosevelt has established a strong working relationship with Pittsburgh Federation of Teachers President Tarka and his leadership team. What I have seen in terms of collaborative problem-solving and mutual respect between the District and the Pittsburgh Federation of Teachers first, throughout the proposal development process for *Empowering Effective Teachers* – and now, in the collaboratively developed contract agreement – is nothing short of extraordinary.

We are honored to serve as Board Members in what is truly a remarkable time for our District and our City. We cannot recall a time in which we have seen the community align itself the way it has now in support of Pittsburgh Public Schools. We continue to be impressed each month by the innovative ways in which our staff is working to achieve the vision we have set for ourselves to become a truly excellent urban public school system. We hope the Teacher Incentive Fund will give Pittsburgh Public Schools its greatest consideration for support.

Sincerely,



Theresa Colaizzi  
President

TC:rw



We are an equal rights and opportunity school district



341 South Bellefield Avenue | Pittsburgh, PA 15213-3516  
Parent Hotline: 412-622-7920 | [superintendentoffice@pghboe.net](mailto:superintendentoffice@pghboe.net) | [www.pps.k12.pa.us](http://www.pps.k12.pa.us)

**Mark Roosevelt**, Superintendent of Schools

June 25, 2010

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

I am writing to request your strongest consideration of the School District of Pittsburgh's application to the Teacher Incentive Fund in order to establish performance-based compensation systems for teachers and other school personnel. This work builds upon the principal performance pay plan outlined in our Pittsburgh Urban Leadership System for Excellence program, which received a Teacher Incentive Fund award in 2007. Additionally, we have implemented achievement-based performance incentives for key administrators, including the Deputy Superintendent and Assistant Superintendants.

Pittsburgh teachers have signaled that they, along with the District, have chosen to lead the transformation of public education across the country. In a 1,169 to 537 vote on June 14, 2010, teachers approved a new five-year collective bargaining agreement between the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers centered on what matters most – advancing the teaching profession in a way that is aligned with the common mission of improving student achievement. This is the first time in the history of the District that it has reached a five-year collective bargaining agreement. This agreement represents a new way of doing business in Pittsburgh and proves that school districts and teachers unions can work together around education reform. Our teachers have strongly affirmed the direction the Pittsburgh Federation of Teachers leadership has taken.

At the heart of our *Empowering Effective Teachers* plan lies the ability to distinguish among teachers' abilities to demonstrate their effectiveness by improving student achievement, and the new agreement is anchored in these goals. Co-authored by the District and Pittsburgh Federation of Teachers over a year ago, the plan changes the way the District hires, supports, compensates and evaluates teachers.

In Pittsburgh, we fully understand that efforts to reform public education, especially in urban districts like ours, must include a model that holds teachers accountable to a standard of performance – with improving student achievement as its driving force.



Embedded in the contract are items not typically found in a collective bargaining agreement, such as opportunities for collaboration and teacher engagement:

- The STAR (Students & Teachers Achieving Results) Schools plan, in which District schools that fall within the top 15% of Pennsylvania schools for growth as verified annually by the Pennsylvania Department of Education receive a bonus of up to \$6,000 per teacher.
- Promise Readiness Corps comprise consists of teams of teachers, counselors and social workers who utilize looping, teaming and advising for an assigned cohort of students. Teachers in the Promise Readiness Corps will be eligible to share a bonus, as measured by student achievement, attendance and course credits during the 9th and 10th grade years of high school.
- A pay for performance pilot, VIEW (Voluntary Incentive Earning at Work), which provides teachers the opportunity to earn bonuses of up to \$8,000 annually based on their contributions to student growth. Teachers who volunteer for the pilot relinquish their rights to negotiated increments at the top of the salary schedule.

We also know there must be a highly-effective teacher in every classroom, every day. This is key to elevating the teaching profession and matching effective teachers with the students who need them most. In order to realize this vision, we have outlined opportunities in our contract for substantial differentiated compensation for teachers who are able to increase learning outcomes for students:

- New, high impact career ladder roles (Clinical Resident Instructors, Instructional Teacher Leaders, Promise-Readiness Corps, Turnaround Teachers, Learning Environment Specialists) for teachers who are able to demonstrate a record of positive growth in student achievement. Teachers in these roles will have the opportunity to earn an additional \$9,300-\$13,300 in compensation.
- An innovative compensation structure for new teachers that recognizes and rewards differences in teacher practice based on multiple measures and grounded in student growth. This plan offers accelerated earnings opportunities for teachers and provides higher earnings potential, exceeding \$100,000 per year.
- A \$1,000 bonus for all teachers at the top step of the salary schedule in each year of the contract that the District achieves the Adequate Yearly Progress standard.
- After-school Enrichment Periods that provide opportunities for effective teachers to teach one additional class for an additional \$3,500, or two for \$7,000.

Support from the Teacher Incentive Fund will allow us to establish this performance-based compensation system, develop and fine-tune it, and contribute to its implementation. The District is committed to sustaining our performance-based compensation systems for principals, teachers and other personnel through the life of this grant and beyond.

I want to emphasize that such a performance-based compensation system not only supports the realization of the District's education reform agenda, but also supports a larger regional development agenda focused on attracting and holding citizens, corporate and community partners, and innovative economic development within the City of Pittsburgh and Allegheny County. The presence of a robust public school system is fundamental to regional economic and workforce development. High-performing schools are a major incentive in attracting and



341 South Bellefield Avenue | Pittsburgh, PA 15213-3516  
Parent Hotline: 412-622-7920 | [superintendentoffice@pghboe.net](mailto:superintendentoffice@pghboe.net) | [www.pps.k12.pa.us](http://www.pps.k12.pa.us)

**Mark Roosevelt**, Superintendent of Schools

keeping families with children in the city. Creating and sustaining such schools is a shared goal we have with The City of Pittsburgh, our foundation partners and the citizenry as a whole. We have collaborated extensively with these partners to establish a number of initiatives that will significantly improve outcomes for children, including:

- The Pittsburgh Promise – A visionary scholarship plan that commits to help all students in Pittsburgh Public Schools plan, prepare and pay for education beyond high school. The Promise provides up to \$20,000 in scholarships to any Pittsburgh Public Schools student who successfully completes high school and enrolls in a post-secondary education or workforce certification program.
- Be a 6<sup>th</sup> Grade Mentor – A partnership with the United Way that seeks to provide a mentor for every student in 6<sup>th</sup> grade. The overarching goal of this initiative is to ensure every student is prepared for The Pittsburgh Promise.

We see extending our performance-based compensation system to include teachers and other school personnel as another shared effort, as it will result in our being able to attract and retain the highest quality educators in our school system. This is something that clearly will continue to benefit not only the children in our schools, but also the city as a whole. Therefore, I urge you to give your strongest possible consideration to our request for support from the Teacher Incentive Fund. If I can be of any further assistance to you in your efforts, please do not hesitate to contact me.

Sincerely,

Mark Roosevelt  
Superintendent of Schools



# CITY OF PITTSBURGH

“America’s Most Livable City”

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## *Office of Mayor Luke Ravenstahl*

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June 21, 2010

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

Dear Mr. Duncan:

I am pleased to provide this letter in support of the Pittsburgh Public Schools' proposal to the Teacher Incentive Fund. As you know, teachers in Pittsburgh recently agreed upon a landmark five-year contract in which teachers who have a proven record of excellence will have access to expanded career opportunities and financial rewards. This comprehensive agreement was arrived at through a collaborative process between Pittsburgh Public Schools and the Pittsburgh Federation of Teachers.

The positive relationship that has been established between the Pittsburgh Federation of Teachers and the District is notable in a city with a rich a history of unionized labor. In today's global and competitive economy, education helps define life opportunity. Having effective teachers in every classroom every day ensures that our young people will be better prepared to graduate college-ready and able to take full advantage of The Pittsburgh Promise. The Pittsburgh Promise is a pledge to families who live in the City of Pittsburgh to help alleviate financial barriers and help students complete college or workforce certification. The Promise is a big idea that has the potential to have a significant positive impact on the community by better preparing students to be successful in life, attracting families to move into and stay in the city, and providing employers in the region with a better educated and more skilled workforce.

As Mayor of Pittsburgh, I have no fiscal management or direct governance authority over the public schools. Instead, I have taken a leadership role in co-founding The Pittsburgh Promise with Superintendent Mark Roosevelt. We stood shoulder to shoulder in our belief and determination that The Promise was the right investment for our children, for Pittsburgh Public Schools and for our City. Despite the skeptics and the magnitude of the endeavor, my commitment to the future of our young people did not waver.

Now, as a member of The Pittsburgh Promise Board, I see new ways that we can ensure students are supported in order to complete their post-secondary careers. Currently, The Promise is working with post-secondary institutions to provide transition support to students as they move from high school to college.

The Promise is also working on strategies to improve college retention and completion. Through the Promise, we will have the ability to see how Pittsburgh Public Schools students perform from Pre-K through post-secondary education. I can see how this information will be beneficial in helping to continue to improve the District's teacher effectiveness strategies.

It is truly an honor to serve as an elected official at this time in our City's history. The work that Superintendent Roosevelt and his team are doing at Pittsburgh Public Schools, collaboratively with the Pittsburgh Federation of Teachers under the strong leadership of its president, John Tarka, is highly regarded and supported throughout our community.

Most importantly, the work is showing promising results. In five years the District has moved from facing the possibility of a state takeover to being ranked 7<sup>th</sup> in the nation among public schools systems in large U.S. cities in *GreatSchools Best Cities to Live and Learn 2010* report. The District earned that ranking, according to GreatSchools, because "the steady improvements in rankings and test scores are proof that its efforts are taking hold." In our City, we believe that all children can learn at high levels. Over the past three years, our students have made substantial gains in academic achievement. In 2008-09, the District made Adequate Yearly Progress (AYP) for the first time ever – a very significant accomplishment for an urban school district.

Receiving an award from the Teacher Incentive Fund would accelerate the District's progress in achieving its goal of identifying and rewarding effective teachers who are making great strides in helping their students become Promise-Ready.

I proudly look forward to the day when my son becomes a student of the Pittsburgh Public Schools and can take advantage of The Pittsburgh Promise.

There are many factors and tools that contribute to improving our City, from public safety to school quality to economic development. As Mayor of Pittsburgh, I am committed to doing whatever I can to support the Pittsburgh Public Schools' efforts to enhance the teaching profession, improve student achievement and prepare our youth for The Pittsburgh Promise. By doing so, we will continue to transform and revitalize Pittsburgh and create a more viable economic region.

Sincerely,



Luke Ravenstahl  
Mayor, City of Pittsburgh

LR/gs

512 CITY-COUNTY BUILDING 414 GRANT STREET PITTSBURGH, PENNSYLVANIA 15219

Phone: 412-255-2626 ■ Fax 412-255-8602

[www.pghgov.com](http://www.pghgov.com)

**THE FUND FOR EXCELLENCE**  
***In the Pittsburgh Public Schools***

Mr. Mark Roosevelt, Superintendent  
Pittsburgh Public Schools  
341 S. Bellefield Avenue  
Pittsburgh, PA 15213

Dear Mr. Roosevelt:

The members of the *Fund for Excellence in the Pittsburgh Public Schools*, a pooled philanthropic fund held at The Pittsburgh Foundation, signed this letter as evidence of our support for your effort to implement a performance-based compensation system for teachers. Specifically, we are writing to support your application to the Teacher Incentive Plan.

This work builds on the progress you have made in establishing a performance pay plan for principals, and is integral to the strategic vision outlined in *Empowering Effective Teachers*. The *Fund for Excellence* strongly endorses the Bill & Melinda Gates Foundation's decision to select Pittsburgh as one of its partnership sites to carry out groundbreaking work on teacher effectiveness. As further support, the *Fund for Excellence* has committed \$1.7 million toward this work.

The *Fund for Excellence* was created in 2005 when representatives of Pittsburgh's philanthropic community came together to explore questions that were critical to the future of the region: namely, how could we maximize the return on our investments in public education and refocus community and philanthropic attention on the importance of improving student achievement for all students in the Pittsburgh Public Schools.

The Fund, which is based at The Pittsburgh Foundation, was established through initial grants from six foundations: C.W. Benedum Foundation; Buhl Foundation; Grable Foundation; Jewish Healthcare Foundation; The Heinz Endowments; and The Pittsburgh Foundation. In addition, DSF Charitable Foundation and Richard King Mellon Foundation made direct grants to the District and were invited to participate in *Fund for Excellence* discussions. The Fund members convene quarterly, when the District has the opportunity to submit proposals for support of projects that reflect the highest and best use of funds and that would not otherwise be possible from its operating budget.

Since its inception, the *Fund for Excellence* has approved grants of over \$13 million to support the District's reform efforts. In addition, *Fund for Excellence* members continue to make direct investments in District initiatives that are aligned with our individual funding priorities. As these investments indicate, the members of the *Fund for Excellence* are deeply concerned about low levels of student achievement and particularly about the disparities in achievement for African American students in our community. We are aware of the evidence that indicates that investments in improving teacher effectiveness can yield high returns in improving academic performance for all students and for African American and poor students in particular.

*The Pittsburgh Foundation, Suite 250, Five PPG Place, Pittsburgh, PA 15222 phone: 412.391.5122*

We acknowledge that a performance pay system is a strong vehicle for attracting and retaining the highest quality teachers, principals and other school personnel; and we recognize that such a system will benefit not only the school district but the entire community. We also understand that performance pay is a strong motivator for encouraging school staff at all stages of their careers to achieve consistently strong school performance results, such as increased growth in student achievement, greater and more meaningful parent and community engagement, high quality instruction in classrooms, and sustained attendance and increased graduation rates.

We share your confidence that coupling the performance pay system with a strong professional development program also enables performance pay to become a lever for deep, systemic reform. Evidence shows performance pay can be a compelling incentive, and in concept and in practice, it can advance outcomes for Pittsburgh Public School students, as well as sustain the vitality of the city and the Allegheny County Region because our teachers and principals are also citizens contributing to our local economy. It is well known that high-performing schools are an essential component of any strategy to attract and retain families with children to the city – this is an abiding concern of the *Fund for Excellence*.

We believe that the priorities of the Teacher Incentive Fund complement the district's ambitious *Empowering Effective Teachers* reform agenda, which already has the *Fund for Excellence's* strong support. In our view, *Empowering Effective Teachers* is a coherent, core strategic agenda with an urgent focus on increasing student achievement and closing achievement gaps that provides unambiguous pathways for principals and teachers to work collaboratively to achieve critical change.

The *Fund for Excellence* has consistently supported the District's efforts to improve teacher effectiveness as a strategy to improve academic achievement for all students. Accordingly, we urge the Teacher Incentive Fund to give every possible consideration of approval of your application.

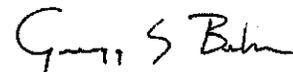
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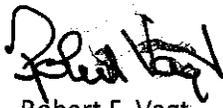
Frederick W. Thieman, Esq.  
President  
The Buhl Foundation



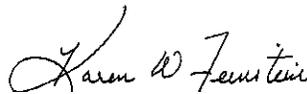
James V. Denova  
Vice President  
Claude Worthington Benedum Foundation



Gregg Behr, Esq.  
Executive Director  
The Grable Foundation



Robert F. Vagt  
President  
The Heinz Endowments



Karen Wolk Feinstein, PhD  
President  
Jewish Healthcare Foundation



Grant Oliphant  
President & CEO  
The Pittsburgh Foundation

The Pittsburgh Foundation, Suite 250, Five PPG Place, Pittsburgh, PA 15222 phone: 412.391.5122

June 23, 2010

Mr. Mark Roosevelt  
Superintendent  
Pittsburgh Public Schools  
341 S. Bellefield Avenue  
Pittsburgh, PA 15213

Dear Mr. Roosevelt:

A+ Schools, an independent community advocate for improvement in public education, fully supports Pittsburgh Public Schools' application to the Department of Education's Teacher Incentive Fund.

We believe that excellent teaching in every classroom is a necessary cornerstone of the District's *Empowering Effective Teachers* reform agenda and have thus made it one of our three organizational priorities. Our *Tools, Rules, and Schools* excellent teaching initiative is focused on elevating the quality of teaching in Pittsburgh Public Schools. As you know, we engaged the Learning Policy Center at the University of Pittsburgh to conduct an analysis of the distribution and mobility of teachers across schools in Pittsburgh and to analyze the policies, practices, and working conditions that influence where and how teachers teach. This work would not be possible without the cooperation and support of the District.

Our findings and recommendations from *Tools, Rules, and Schools* clearly support the direction of your *Empowering Effective Teachers* work. There is growing community consensus that we must focus on ways to increase the effectiveness of all teachers if our students are going to prosper beyond high school. Recruitment, induction, evaluation and professional development are key levers for improving teaching practices with a relatively stable workforce. We are particularly excited about the Teacher Academy because it is built on proven practices in excellent classroom instruction.

Creating new roles for our most effective teachers will increase their impact on our most vulnerable students and will contribute to a culture of high performance among adults. The importance of learning environments on teacher effectiveness cannot be understated. This plan's commitment to improving those environments will build confidence among the teaching force that often feels hampered by many factors beyond their control.

We believe that your recently approved contract strongly supports and accelerates the work around effective teaching. We agree that critical to any plan to improve teaching is the ability to distinguish among levels of educator performance and reward your most effective teachers accordingly.

Through our efforts, A+ Schools offers our commitment to inform, engage and mobilize the community to work toward and support improving the system in which teachers work. We will continue to commit the community to high expectations for the Pittsburgh Public Schools - for the leadership, the students, and the teaching force.

We have an unprecedented opportunity to create a public school system that enables all students to attain high levels of achievement. Pittsburgh Public Schools has made incredible strides under your leadership; we are confident that you and the Board have created the conditions for success and we are pleased to be part of this work. We staunchly stand behind your application to the Teacher Incentive Fund, and we urge the Department of Education to give Pittsburgh Public Schools' submission its full consideration.

Sin  
Car  
Executive Director

1901 Centre Avenue  
Suite 302 A  
Pittsburgh, PA 15219

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**Allen Schirm**  
Vice President and Director of Human Services Research

600 Maryland Ave., SW, Suite 550  
Washington, DC 20024-2512  
Telephone (202) 484-9220  
Fax (202) 863-1763  
www.mathematica-mpr.com  
**(202) 484-4686**

June 28, 2010

Mr. Mark Roosevelt  
Superintendent  
Pittsburgh Public Schools  
341 South Bellefield Avenue  
Pittsburgh, PA 15213

Dear Mr. Roosevelt:

Mathematica Policy Research is pleased to support Pittsburgh Public Schools' application to the Teacher Incentive Fund.

We have been closely engaged with Pittsburgh Public Schools' *Empowering Effective Teachers* plan from its earliest stages – while the proposal to the Bill & Melinda Gates Foundation was being developed – to the present, as we have been developing a value-added model for Pittsburgh Public Schools and provided technical support for the recently ratified collective bargaining agreement. We intend to continue partnering with Pittsburgh Public Schools through 2014 on its teacher effectiveness work.

Mathematica will be providing Pittsburgh Public Schools with its first-ever estimates of the value-added of individual teachers in raising the achievement of their students over time, using a value-added model that represents the current state of the art technically, and was informed by discussions with the American Federation of Teachers and Pittsburgh Federation of Teachers. By supporting the collaborative development of value-added measures, Mathematica will help build teachers' confidence in the validity of these measures. During the course of our partnership, Mathematica will continuously refine the value-added model. We will ultimately provide the District with the technical tools to run the VAM on its own in future years.

As noted in the *Empowering Effective Teachers* plan, one intended application of the value-added measures is to anchor a performance-based compensation system that rewards highly effective teachers based on their efficacy in raising the achievement of their students. Mathematica provided technical assistance for the recently concluded collective bargaining process, working with Pittsburgh Public Schools administration, the Pittsburgh Federation of Teachers and the American Federation of Teachers to develop a pay for performance plan that is fair, robust and reliant on multiple measures.

An Affirmative Action/Equal Opportunity Employer

LETTER TO: Mr. Mark Roosevelt  
FROM: Allen Schirm  
DATE: June 28, 2010  
PAGE: 2

We appreciate this opportunity to partner with Pittsburgh on this important and groundbreaking work. Mathematica expects the work in Pittsburgh will allow us to make a long-term contribution that could be even more substantial than the direct value of the services we are providing. Virtually all school districts are seeking to improve teacher performance, and their efforts can be supported with the same analytic tools we will be helping Pittsburgh put in place. Consistent with Mathematica's mission to improve public well-being, we will not assert any proprietary rights over the analytic systems developed for Pittsburgh. On the contrary, our hope and intention is that those systems will be made widely available for use by schools, school districts and states across the country.

We look forward to continuing our partnership with Pittsburgh Public Schools as it seeks to increase the effectiveness of its teachers and dramatically improve its students' readiness for college. If I can provide any assistance to you in this endeavor, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Allen L. Schirm".

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Other Attachments** Pages: **74** Uploaded File: **Z:\Lees\2010 TIF\2010 TIF\Final Versions>Last Final Appendices 1-10.pdf**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

**Appendices**

Appendix 1.....Résumés

Appendix 2.....Career Ladder Salary Schedule for New Teachers Effective July 1, 2010

Appendix 3.....High-need Schools Documentation

Appendix 4.....Indirect Cost Rate Certification

Appendix 5.....June 2010 Collective Bargaining Agreement Summary

Appendix 6.....Mathematica Findings Detailing School-by-School Data Comparability

Appendix 7.....Employment of Professional Employees Policy

Appendix 8.....Performance Incentive Program for Dept. Superintendent, Assistant Superintendents, and Chief of RAA

Appendix 9.....Job Descriptions for New Positions

Appendix 10.....RISE Pilot Survey Results

# Appendix 1

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

Résumés

Page 3.....Sam Franklin, Executive Director, Office of Teacher Effectiveness (Project Director)

Page 4.....Dr. Linda S. Lane, Deputy Superintendent

Page 9.....Dr. Jerri Lynn Lippert, Chief Academic Officer

Page 15.....Jody Spolar, Chief of Performance Management

Page 16.....Dr. Paulette Poncelet, Chief of Research, Assessment, and Accountability

Page 17.....Marni Pastor, Director, Talent Management

Page 19.....Pierce Kilduff, Project Manager, HR Effectiveness

Page 20.....Brian Gill, Mathematica Policy Research, Inc.

Page 28.....Grace Tan, Project Coordinator, Teacher Practice and Evaluation

Page 30.....Camara Watkins, Project Coordinator, Career Ladders

Page 33.....Mary Wolfson, MET Project Coordinator<sup>1</sup>

Page 37.....Mark Roosevelt, Superintendent of Schools

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<sup>1</sup> Mary Wolfson is anticipated to move into a new role as Project Manager, Research Assessment and Accountability when the MET grant is complete. This Project Manager position is included in this proposal.

# SAMUEL K. FRANKLIN

## WORK EXPERIENCE

*Executive Director: Pittsburgh Public Schools*, Office of Teacher Effectiveness, 12/09 – Present

Lead the implementation of the *Empowering Effective Teachers Plan*, a nationally recognized strategy for increasing the number of highly effective teachers in Pittsburgh Public Schools. Manage a ten-person team working with District and union leaders to improve teaching and learning environments district-wide while introducing innovative strategies for changing the way that teachers are recruited, hired, trained, supported, evaluated, compensated, and experience their careers. Responsibilities include, managing budgets and fundraising efforts associated with the Plan, engaging key partners including the Bill & Melinda Gates Foundation and the Fund for Excellence, and facilitating decision making processes with the District and the Pittsburgh Federation of Teachers.

*Project Manager: Pittsburgh Public Schools*, Office of High School Reform, 07/07–011/09, Pittsburgh, PA

Designed and opened the Pittsburgh Science & Technology Academy, a secondary school focused in computer science, life science, environmental science, and engineering. Conceived through a graduate research project at Carnegie Mellon University, the Academy is founded on the belief that all students can succeed in advanced coursework with the right amount of time and support. It features a tailored curriculum, extraordinary support systems, and a focus on real solutions for real-world problems.

*Project Manager: GenerationEngage*, 5/06 – 9/06, Washington, DC

Coordinated the creation of a Podcast Multimedia Library consisting of interviews with U.S. Senators and Representatives and interviewed participants in their Capitol Hill offices.

*Sixth Grade Teacher: Elmhurst Middle School, Teach for America*, 2002 – 2005, Oakland, CA

Designed and taught an individualized math/science curriculum and created a classroom management system used as a model for school wide reform.

*Fifth Grade Teacher: Teach for America Summer Institute*, 06/02 - 08/02, Bronx, NY

Taught 5<sup>th</sup> grade Math and Reading at Mt. Hope Elementary School in the South Bronx.

## EDUCATION

**Heinz College**, Carnegie Mellon University, Pittsburgh, PA

Master of Science in Public Policy and Management with Highest Distinction, May 2007, 3.87 QPA  
Dean's Diversity Fellow, Concentration in Educational Innovation and Entrepreneurship

**California State University**, Multiple Subject Teaching Credential, March 2005, Hayward, CA

**Kenyon College**, Bachelor of Arts in Political Science, Honors Graduate, May 2002, Gambier, OH

**The Philadelphia Center**, Urban Experiential Learning Program, December 2000, Philadelphia, PA

## ADDITIONAL EXPERIENCE

*Board Member: Technology Leadership Institute*, 2009-10, Pittsburgh, PA

*Facilitator: Southwestern Pennsylvania Regional STEM Initiative*, 2008-09, Pittsburgh PA

*President: The Heinz School Diversity Initiative*, 2005 – 2007, Pittsburgh, PA

*Teaching Assistant: Heinz College, Carnegie Mellon University*, 2006-2007, Pittsburgh, PA

*Committee Member: Internship Opportunity Fund*, 2005-2006, Pittsburgh, PA

*Founder and Director: BookLink*, 2004 – 2006, Oakland, CA

*Director: Mr. Franklin's After School Academic All-Star Program*, 2002- 2005, Oakland, CA

*Workshop Leader: Teach for America*, 2004 – 2005, Oakland, CA

*Committee Member: Leadership Committee, Teach for America*, 2003 – 2004, Oakland, CA

**Linda S. Lane**

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**OBJECTIVE**

My mission is to provide leadership to an urban school district that allows all children to fulfill their promise.

**EDUCATION**

**Degree:** Bachelor of Arts, Education, University of Iowa, Iowa City, Iowa 1971  
**Degree:** Master of Science, School Administration, Drake University, Des Moines, Iowa, 1981  
**Degree:** Specialist in Educational Leadership, Drake University, 2005  
Ed. D., Drake University, December 2006

**Certification:** Iowa: Elementary teacher, Superintendent, Pennsylvania application in process

**PROFESSIONAL EXPERIENCE**

**Deputy Superintendent for Instruction, Assessment and Accountability** **2007-current**  
Pittsburgh Public Schools

Responsible for Supervision of all academic areas of the district, PreK to 12.

**Deputy Superintendent** **2003-2007**  
Des Moines Public Schools

Responsible for Instructional and non- instructional departments, Elementary and Early Childhood Programs, Middle and High School Programs, Student Services, Business and Finance, Facilities, Human Resources, Technology, Transportation, Food Service, Custodial Services, Capital Construction

**Accomplishments**

- Initiated Leadership Academy for principals and teacher leaders
- Initiated district-wide curriculum mapping project, reading and math, filmed by American Society for Curriculum Development (ASCD).
- Initiated use of EXPLORE and PLAN, from American College Test (ACT) as an achievement gap strategy
- Initiated JumpStart, a four week summer program for low achieving students transitioning from elementary to middle school and middle school to high school

**Accomplishments** continued

- Coordinated development of strategic plan ( Plan for Progress) which received national recognition
- Initiated The Superintendent’s Roundtable, monthly group of teachers who will meet with the superintendent to discuss accomplishments and concerns
- Initiated Teacher Advisory Panel in cooperation with Des Moines Education Association
- Formed work group to study school suspensions and data analysis of same
- Initiated Partners Summit, effort to coordinate the work of community organizations that work with schools
- Initiated Curriculum Mapping process to improve academic rigor and student engagement

**Chief Operating Officer**  
Des Moines Public Schools

**2000-2003**



Responsible for non-instructional district departments, Business and Finance, Facilities, Human Resources, Technology, Transportation, Food Service, Custodial Services, Capital Construction

**Accomplishments**

- Developed strategic budget process, reduced over \$6 million, incorporated staff and community input, focused on instruction

- Supervised completion of three years of capital improvement plan, five schools on schedule and within approved budgets.
- Planned and presented first two-day workshop for Operations Division staff on customer service
- Initiated process for selection of replacement enterprise resource software for the district
- Initiated community process to report on need for additional school capacity in growing area of Des Moines
- Organized Business Office User group, a customer feedback mechanism for schools and departments to communicate with the Business Office

**Executive Director of Human Resources Management**

**1999-2000**

Des Moines Public Schools



Responsible for recruitment, selection, hiring and assignment of staff, payroll, employee benefits, discipline, discharge, and attendance center.

**Accomplishments**

- Developed administrative and teacher selection process to incorporating Urban Teacher Perceiver and Principal Perceiver
- Managed a 45% reduction in staff at Central Administration
- Improved service to staff, incorporating Payroll and Benefits with Human Resources
- Initiated addition of Risk Management

**Director of Human Resources**

**1997-1999**

Des Moines Public Schools



**Assistant Director, Human Resources**

**1995-1997**

Des Moines Public Schools



**Personnel Supervisor**

**1985-1995**

Des Moines Public Schools



[REDACTED]

**Personnel Specialist**  
Des Moines Public Schools

**1982-1985**

[REDACTED]

**Elementary Teacher**  
Des Moines Public Schools

**1975-1982**

[REDACTED]

**Elementary Teacher**  
Iowa City Public Schools

**1971-1975**

[REDACTED]

### **PROFESSIONAL AND COMMUNITY AFFILIATIONS**

Des Moines Chapter, Links Incorporated  
Leadership Contributor, United Way of Central Iowa  
Des Moines School Administrators  
National Black Child Development Institute  
American Association of Curriculum Development  
Move the Mountain Leadership, Board Member  
Advisor, Black History Museum, Cedar Rapids, Iowa

### **HONORS AND AWARDS**

Community Award, Black Leadership Coalition, 2005  
Community Award, Urban Dreams, 2005  
Selected community co-chair, NAACP Freedom Fund Banquet, 2004  
Selected for participation in National Security Seminar, US Army 2003  
Selected for Fellowship, Broad Urban Superintendents Academy, 2003  
Community Service Award, Black Ministerial Alliance, 2000

## **SELECTED PRESENTATIONS AND PUBLICATIONS**

- Presenter, Martin Luther King Day Celebration, Forest Avenue Library, 2006
- Presenter, Iowa Superintendents Finance and Leadership Consortium, 2004, 2005
- Presenter, Disproportionate Minority Confinement, 2004
- Presenter, Council of the Great City Schools National Convention, 2004
- Presenter Broad Residency Cohort 2004
- Evaluator for Broad Prize Winner 2004
- Served as Interviewer for selection committee for Broad Superintendent Fellows for 2004, December, 2003
- Panelist, Iowa Association of School Boards Convention, 2003
- Strategic Budget Planning, Iowa Association of School Boards, 2002
- Technical Support Team Member for Human Resources, Council of the Great City Schools, August 2001
- Technical Support Team Member for Human Resources, Council of the Great City Schools, September 2001

# DR. JERRI LYNN LIPPERT

## OBJECTIVE

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To obtain a Superintendent position or Assistant Superintendent's position in a district that is committed to excellence for all students defined by becoming a top 25 school district in the country.

## EDUCATION

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1998- 2003	University of Pittsburgh	Pittsburgh, PA
	<i>Educational Doctorate</i>	<i>QPA 4.00</i>
	▪ Secondary principal certification	
	▪ Assistant Superintendent Letter of Eligibility	
1996-1997	University of Pittsburgh	
	<i>Master of Arts in Teaching</i>	<i>QPA 4.00</i>
1994 – 1996	University of Pittsburgh	
	<i>Bachelor of Science in Movement Science</i>	<i>QPA 4.00</i>
1991 – 1994	Duquesne University	
	<i>Physical Therapy major</i>	<i>QPA 3.98</i>

## PROFESSIONAL EXPERIENCE

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2002-present	Pittsburgh Public Schools	Pittsburgh, PA
	<i>Chief Academic Officer (1/2009-present)</i>	
	▪ Design Team Member on the District's Empowering Effective Teachers Plan that was funded by the Bill & Melinda gates Foundation \$40 million	
	▪ Engineered the NEW Teacher Evaluation System (RISE: researched-based, inclusive system of evaluation) and initiative lead on RISE project	
	▪ All former responsibilities of Executive Director of Curriculum, Instruction and Professional Development with the added responsibilities below	
	▪ Advise the Superintendent of Schools as a member of Cabinet on all academic related issues and initiatives	
	▪ Supervise Early Childhood and Early Intervention Executive Director	
	▪ Work closely with the Board President, Superintendent, Chief of Staff,	

- Deputy, and Union President on Gates Foundation Partnership Grant
- Represent the District to major partners and foundations with respect to all academic initiatives in the district
- Advise and work closely with the Superintendent on \$38 million dollars of stimulus money supporting a cohesive, focused academic plan for district

*Executive Director of Curriculum Instruction, Professional Development & National Board of Teacher Certification (6/2006-1/2009)*

- Creation and establishment of all operations, personnel and budgets for the newly created Professional Development Office and Office of Curriculum and Instruction and National Board Certification
- Extensive Pre-K through 12 curriculum development and implementation around multiple core courses and accelerated courses
- Participate in federal and private grant writing and progress reporting (Teacher Incentive Fund, Broad Aspiring Leadership Pipeline development)
- 7.5 million dollar Teacher Incentive Fund Award for Principal Pay for Performance System (PULSE Pittsburgh's Urban Leadership System of Excellence)
- 1.75 million dollar grant award for Pittsburgh's Emerging Leadership Academy funded by the Broad Foundation
- Negotiate and manage multi-million dollar contracts including adoption of the pre-k through 5 reading program and preK-8 math program resulting in prek-8 vertically aligned seamless curriculums
- Lead two major policy decisions supported by 8-1 votes by the Board of Directors including a Comprehensive Sexuality Policy and new Elementary Math Programming which were both formally contentious and divisive
- Extensive audit of all district curriculums, programs and courses including course requirements for graduation and credit requirements for graduation
- Managed formative and summative assessments embedded within curriculums
- Design of three primary leadership training programs: Pittsburgh Leadership Academy, Pittsburgh's Emerging Leadership Academy and Administrative Induction program
- Design, implement and evaluate Pittsburgh's Emerging Leadership Academy which trains aspiring leaders to be highly effective urban principals (Broad Foundation Funded)
- Implement the district's content-focused coaching model including district-wide coaching labs (learning labs)
- Design and support data training for administrators, curriculum coaches and teachers
- Develop and implement of the Administrator Performance-Based Compensation System
- Develop and implement Pittsburgh's Urban Leadership System of

Excellence

- Design and implement coherent, effective, and differentiated professional development for all district employees
- Report, track and evaluate all district professional development for coherency, effectiveness and application into practice
- Coordinate and implement district managed curriculum
- Coordinate and implement the district's K-12 writing program
- Design, implement and maintain the professional development website and online/distance learning professional development

*Principal Allegheny Traditional Academy Middle School (7/2005-6/2006)*

- Responsible for all roles of an educational leader
- Implemented improvement plans for math and reading
- Achieved AYP and increased math proficiency by 20%
- Developed and implemented several revision plans for student discipline, academic achievement, social development and adjustment, and service learning

*Oliver High School Assistant Principal (7/2004-7/2005)*

- 9<sup>th</sup> grade principal
- Coordinator and supervisor of district testing
- Facilitator of action plan for school improvement
- Administrative responsibilities including discipline, staff supervision, professional development presenter, data analysis, facilities supervision, CEIP and EPAS monitoring, Literacy Initiative, external and internal capacity building, School Improvement Initiatives, PSSA Remediation and Enrichment Programs, staff recruitment
- Forensic Science course proposal and advanced study group

*Allegheny Traditional Middle School Academy*

*Assistant Principal (8/2002-7/2004)*

- All administrative responsibilities including discipline, staff supervision, professional development presenter, data analysis, master scheduling, student scheduling, external and internal capacity building, School Improvement Initiatives, PSSA Remediation and Enrichment Development and Implementation, grant writing, Activboard technology implementation, etc.

*Summer School Principal South Brook Middle School (6/28-7/29/2004)*

1997 - 2002 Baldwin-Whitehall School District Pittsburgh, PA

*High School Physical Education Instructor*

*Administrative Intern*

- Developed & implemented new physical education grading policies

and procedures as well as an assertive discipline model

- Redefined the scope and sequence of the secondary physical education curriculum including written and skill assessments
- Directed and rewrote the curriculum and instructional guide for physical education and health
- Developed, implemented and instructed an Advanced Physical education course
- Developed and supervised Baldwin's first Fitness Club
- Girl's Volleyball Strength Training & Conditioning Coach
- As an *Administrative Intern*: conducted disciplinary action on students, developed a new teacher in-service model, planned a professional development workshop and practiced managerial responsibilities

1996 – 1997      Upper St. Clair School District      Upper St. Clair, PA  
*Health & Physical Education Internship*

- Instructed health and physical education 9-12 and K-4
- Committee member for rewriting secondary health and physical education curriculum
- Volunteer Assistant coach for women's cross country, indoor and outdoor track
- Supervised the elementary Intramural program
- Designed and implemented strength training and conditioning programs for athletic teams

#### PROFESSIONAL DEVELOPMENT ACTIVITIES & MEMBERSHIPS

- Race Summit Baltimore Maryland, October 2009
- Glenn Singleton Pacific Educational Group, Courageous Conversations about Race Summit, New Orleans, 9/2008
- William Daggett Symposium, Washington DC and Pittsburgh 8/2006  
10/2006, 2/2008, 1/2009
- Institute for Learning Leadership Training 2006-2007, 2007-2008,  
2008-2009, 2009-2010
- PNC Project Management Training 9/2006
- Carnegie Mellon University Statistical Assessment and Evaluation Course (July 2004)
- Student Assistance Training (2/2003)
- Refer to Act 48 State Report
- Participant of the Transatlantic Forum "Women Leaders Have Class" in Augsburg Germany March 2002 (A collaborative between the

University of Pittsburgh and the University of Augsburg)

- Member of Phi Delta Kappa
- Administrative Internship at Schenley High School (summer 2001)
- Member of the Association for Supervision & Curriculum Development
- Committee member for Middle States Evaluation (Fall 1998)
- Member of Baldwin High School's Grading Committee
- Member of National Honor Society Selection Committee
- Member of the Multiple Intelligences Committee
- Member of the PSSA "TARGETS" Committee
- Member of the Testing Center Committee
- Nonviolent Crisis Intervention Certification
- Presenter for Teen Development workshops
- Participant in the Jean W. Windsand Institute for Women in School Leadership (Spring April, 2003)
- Participant in the Jean E. Windsand Institute for Women in School Leadership (Spring April, 2002)
- Participant in the Women Administrators' Leadership Forum (Spring 1999)
- Member of the American Alliance for Health, Physical Education, Recreation and Dance (national and state levels)
- American Red Cross Water Safety Instructor
- CPR certified for the Professional Rescuer (adult/child/infant)

REFERENCES

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- █ [REDACTED]



**CAREER PURPOSE:** To fully utilize my talents and expertise in positions of responsibility and influence, practicing ethical leadership in a mission-driven organization.

**PROFESSIONAL EXPERIENCE:**

2009 to Present

**CHIEF PERFORMANCE OFFICER**  
**Pittsburgh Board of Public Education, Pittsburgh, Pennsylvania**

Direct all employee relations, labor relations and performance management functions of the District. Administer the collective bargaining agreements the District has with employee groups. Serve as District chief spokesperson for teacher negotiations and in the meet and discuss process with administrators. Coordinate the grievance and arbitration procedure. Developed and implemented the District's Employee Assistance Program and Employee Wellness Program.

**Accomplishment Highlights:**

- Designated as the District lead in the Bill and Melinda Gates Foundation's Empowering Effective Teachers competitive proposal process. Pittsburgh was selected as one of four districts in the nation to be an intensive partnership site with the Foundation.
- Served as Chief Negotiator in the visionary 2010 collective bargaining with the Pittsburgh Federation of Teachers, reaching a settlement that includes performance pay and role differentiation anchored on teacher impact on student achievement.
- Reduced significantly the grievance caseload through proactive problem-solving efforts, as well as aggressive management of filed grievances. Current case load averages 50-75 active grievances for approximately 4,500 unionized workers.

2005 to 2009

**EXECUTIVE DIRECTOR, EMPLOYEE RELATIONS**

2000 to 2005

**DIRECTOR, EMPLOYEE RELATIONS**

1985 to 1999

**ASSOCIATE DIRECTOR, EMPLOYEE RELATIONS**

**Pittsburgh Board of Public Education, Pittsburgh, Pennsylvania**

1984 to 1985

**SUPERVISOR - LABOR RELATIONS**  
**LTV Steel Company, Inc. Cleveland, Ohio**

Supervised labor relations department at large steel plant. Responsible for administering labor agreements and all related labor relations functions at plant location. Trained and supervised Labor Relations Counselors in areas such as arbitration, grievance handling, discipline and government agency correspondence. Negotiated local agreements involving force reductions, technological changes, and elimination of restrictive practices. Worked closely with staff and operating departments, as well as corporate labor relations and legal personnel. Maintained effective working relationships with Local and District Union officials.

1982 to 1984

**LABOR RELATIONS COUNSELOR**  
**LTV Steel Company, Inc. Cleveland, Ohio**

1980 to 1981

**FIELD EXAMINER**  
**National Labor Relations Board, Pittsburgh, Pennsylvania**

Investigated unfair labor practices and recommended appropriate action to Regional Director. Facilitated settlements between parties. Wrote Committee Decisions. Conducted representation and decertification elections.

1979 to 1981

**TEACHING ASSISTANT**  
**RESEARCH ASSISTANT**  
**Cornell University, Ithaca, New York**

**EDUCATION:**

**Cornell University, Ithaca, New York**  
New York State School of Industrial and Labor Relations  
Masters in Industrial and Labor Relations - August, 1981  
Emphasis: Collective Bargaining, Labor Law, Arbitration  
**Pennsylvania State University, State College, Pennsylvania**  
Bachelor of Arts Degree (Liberal Studies Option)  
Magna Cum Laude - March, 1978  
Phi Kappa Phi Honor Society  
Emphasis: Psychology, Business Management

**PROFESSIONAL ACTIVITIES, COMMUNITY SERVICE AND REFERENCES:** Supplied upon request.

## **PAULETTE M. PONCELET**

### **EDUCATION**

1999 Ph.D. Cleveland State University - Education Policy  
1991 M.S. The University of Akron – Technical Education, Curriculum & Instruction  
1975 B.A. The University of Akron - Sociology

### **POSITIONS**

2007- Chief of Research, Assessment and Accountability, Pittsburgh Public Schools  
1999-2006 Director of Research and Evaluation, Cleveland Municipal School District  
1994-1996 Director of Tech Prep, Lorain County Community College, Lorain, Ohio  
1992-1993 Director of Tech Prep, Cuyahoga Community College, Cleveland, Ohio  
1989-1991 Instructor Cuyahoga Community College, Cleveland, Ohio and The University of Akron  
Community and Technical College, Akron, Ohio

### **SELECTED AREAS OF KNOWLEDGE AND EXPERIENCE**

Urban education	Use of data for teaching and learning
Education policy and reform	Professional development for educators
Assessment	Applications of value-added modeling in K-12
Applied research and evaluation	School and district improvement planning

Dr. Poncelet's service to two major urban school districts includes the development of an assessment and accountability system that uses multiple measures to evaluate student learning and teacher and school effectiveness; development of a balanced assessment system that includes diagnostic tools, formative assessment, and tests that measure student progress, mastery of core concepts and college-readiness with a range of assessment formats (multiple choice, constructed response and performance tasks); integration of high school end-of-course Keystone Exams required for graduation in Pennsylvania; development of multiple measures for evaluating teacher effectiveness, including a value-added model; provision of professional learning opportunities on the use of data for educators; integration of data analysis in school improvement planning; program evaluation; managing charter school application, review and renewal and the District's IRB process. Dr. Poncelet has represented the Pittsburgh and Cleveland school districts at numerous local, state, and national meetings. In addition Dr. Poncelet has established research partnerships with the Bill & Melinda Gates Foundation, Mathematica, Westat, Wisconsin Center for Education Research, Council of the Great City Schools, Council of Chief State School Officers, American Institutes of Research, Metis Associates, and universities. She has served as an advisor to numerous initiatives including Measures of Effective Teaching funded by the Bill & Melinda Gates Foundation and the National Assessment of Educational Progress.

### **AFFILIATIONS**

American Educational Research Association  
American Evaluation Association  
National Council of Measurement in Education  
The Council of the Great City Schools

### **PUBLICATIONS**

Dr. Poncelet has prepared many research reports, has presented at national and regional professional meetings, and has been published in professional journals.

## MARNI PASTOR

### experience

- 2008-present **PITTSBURGH PUBLIC SCHOOLS** **PITTSBURGH, PA**  
**Director, Talent Management, Human Resources**
- Member of team that authored *Empowering Effective Teachers in Pittsburgh Public Schools* (EET) plan that resulted in a \$40 million partnership with the Bill & Melinda Gates Foundation
  - Facilitate HR department change management efforts supporting EET including a weekly progress reporting meeting and serve as HR point person for the Office of Teacher Effectiveness
  - Redefined the teacher screening process for the 2010-2011 hiring cycle including the Eligible List Administrative Regulation to align process to research on best practice teacher selection
  - Led staffing for a new 10-member Office of Teacher Effectiveness, completed staffing of all Project Coordinator roles within 3 months to allow EET work to progress on-track
  - Served as point person for development of District partnership with The New Teacher Project
  - Created a pre-tenure teacher reporting process for schools to track and recognize tenure as a milestone
  - Completed the Broad Residency in Urban Education, a highly selective two year leadership development program sponsored by the Broad Foundation
- Project Manager, Office of Strategic Initiatives**  
Design strategies and facilitate coordination of District initiatives to Attract & Hold families in the Pittsburgh Public Schools
- Developed and implemented the “*Are you Ready Freddy?*” Kindergarten Registration Initiative that resulted in 2009-2010 enrollment of 100 more new kindergarteners than projected
  - Led training programs for secretarial and clerical staff members to improve front line employee customer service in collaboration with AFSCME representatives
  - Conducted outreach efforts to educate Pittsburgh Realtors on what’s new in Pittsburgh Public Schools and improve perception of PPS
  - Research and report to the Superintendent on District enrollment trends
- 2006-2008 **THE BOSTON CONSULTING GROUP** **CHICAGO, IL**  
**Consultant**  
Design business strategies for FORTUNE 500 companies and social enterprises
- For profit work***
- Led transition team and wrote an internal communication plan to support divestiture of \$1 billion industrial goods subsidiary from its corporate parent
  - Developed strategy for a pulp & paper manufacturer to enter high value paper grade and increase EBITDA by 2%
  - Developed customer segmentation and go-to-market strategy for a life insurance company
- Social impact work***
- Launched a \$1.5M start-up education advocacy organization to improve Illinois student achievement through policy change. Project required working collaboratively with a 10-member steering committee and large foundations
  - Led program restructuring for a human services nonprofit
- Other firm contributions***
- Established and co-led Chicago office nonprofit board service program that, in its inaugural year, placed 15 consultants on Chicago boards including KIPP Ascend School, Metropolitan Family Services and Shedd Aquarium
  - Authored BCG’s 2007 submission to FORTUNE Magazine’s *100 Best Companies to Work For*. BCG ranked #11 overall and received the #1 ranking in the small company category
  - Managed consultant recruiting for Sloan/MIT and co-managed recruiting for Harvard Business School

- summer **LINCOLN CENTER FOR THE PERFORMING ARTS, INC** **NEW YORK, NY**  
 2005 **Summer Fellow, Executive Office**  
 Led projects for President and senior managers in Marketing, Development, and the Lincoln Center Institute (LCI)
- Developed a strategic plan and implementation tool-kit for national rollout of LCI National Educator Workshops professional development program for teachers
  - Created a business plan for a discounted ticketing booth estimated to create \$1-\$3 million in ticket revenue
- 2003 - **BANK OF AMERICA** **CHARLOTTE, NC**  
 2004 **Vice President, Marketing Information Manager**  
**Assistant Vice President, Marketing Information Manager**  
 Managed development of marketing and business strategies for the consumer bank.
- 2001 - **MCKINSEY & COMPANY, INC** **CHICAGO, IL**  
 2003 **Research Analyst, Financial Institutions Group**  
 Led the development of industry research for use with financial services clients

#### education

- 2004 - **HARVARD BUSINESS SCHOOL** **BOSTON, MA**  
 2006 Master in Business Administration. Elective coursework in general management, marketing, operations and entrepreneurship in education reform. Director of Development and Venture Philanthropy Team, Harbus Foundation.

- 1997 - **NORTHWESTERN UNIVERSITY** **EVANSTON, IL**  
 2001 Bachelor of Arts degree in Economics, extensive coursework in Organizational Behavior.

- other**
- Part of the 2008-2010 Broad Residency in Urban Education, a prestigious Fellowship program
  - Guest lecturer on *Growth & Scaling in the Nonprofit Sector*, for Northwestern University undergraduate seminar
  - Completed the Chartered Financial Analyst (CFA) program and received the CFA designation
  - Received Six Sigma Greenbelt and trained in LEAN operations (operational excellence program)

#### community involvement

- 1999 - **NATIONAL STUDENT PARTNERSHIPS** **CHICAGO, IL / WASHINGTON DC**  
 2008 **Board of Directors, President of Alumni Association**  
 Provide governance and leadership for a \$2M national student-led volunteer service organization that links people in need with the resources and opportunities necessary to become self-sufficient
- As President of NSP Alumni Association, developed growth plan and managed Association board of four. Grew active membership by 5X and increased alumni donations from \$4,000 to \$20,000 in two years
  - Co-Founded NSP Evanston office during undergraduate. Office is in 8<sup>th</sup> year of operation and has 50 volunteers
  - Secured \$75,000 in in-kind strategy consulting services from BCG

- 2007- **campusCATALYST** **CHICAGO, IL**  
 2009 **Board of Directors**  
 Member of non profit start up team. campusCATALYST is a leadership program for college students to teach them about opportunities for leadership in non profits and government. Program is active in two Chicago universities.

- other**
- Guest lecturer on *Growth & Scaling in the Nonprofit Sector*, Northwestern University seminar
  - Completed the Chartered Financial Analyst (CFA) program and received the CFA designation
  - Received Six Sigma Greenbelt and trained in LEAN operations (operational excellence program)

**PIERCE KILDUFF**

**Education**

May 2010

**BOSTON COLLEGE** **CHESTNUT HILL, MA**  
**CARROLL GRADUATE SCHOOL OF MANAGEMENT**

*Candidate for Master of Business Administration degree*

- Graduate Management Association: Clubs and Academics Representative (2008-present)
- Admissions Team: Graduate Assistant (2009-2010 academic year)
- Career Strategies Student Committee: Founding Member (Founded in spring of 2009)
- 2009-2010 Teach For America School Board Fellow: Watertown School District
- 2009 Deloitte Human Capital Case Competition: Finalist (Scheduled for 10/16/09)

May 2001

**TUFTS UNIVERSITY** **MEDFORD, MA**

*Bachelor of Arts degree in English, Magna cum Laude*

**Experience**

Current

**CITIZEN SCHOOLS** **BOSTON, MA**

**Regional Development & Civic Engagement Intern**

- Current Project: Benchmark regional Board requirements and practices of local non-profit organizations to determine best practices for leveraging regional junior and senior Boards.

Summer 2009

**LIBERTY MUTUAL GROUP** **BOSTON, MA**

**Corporate Foundation Intern**

- Analyzed proposals of and interviewed 53 grantees to assess the impact of the Foundation's Education and Homelessness Initiatives.
- Determined the extent to which the Foundation's funding and behavior align to the initiatives' goals, recommending strategies to further focus investments on targeted services and populations, as well as strengthen grantee support.
- Benchmarked the Foundation's assets and annual giving against industry and regional peers to provide Board of Directors basis by which to determine increase in giving for FY 2009.

2004-2008

**TEACH FOR AMERICA** **NEW YORK, NY**

**Senior Program Director**

- Pioneered innovative strategy for 70 teachers in a network of 20 charter schools leading to 65% of teachers achieving significant academic gains: 27% increase from the previous year and the highest percentage in regional history.
- Managed the development of one program director to attain the second highest level of teacher efficacy on the program team in regional history.
- Facilitated the training of 21 new program directors leading to the highest degree of staff preparedness in three years.

**Promoted from Program Director, 2007**

- Managed 50 teachers, annually, teaching K-10<sup>th</sup> grade, to surpass regional and national student achievement goals two consecutive program years.

2002-2004

**LYNWOOD MIDDLE SCHOOL/TEACH FOR AMERICA** **LYNWOOD, CA**

**Seventh Grade Literacy Teacher**

- Created and implemented a literacy program that resulted in an average increase of 1.67 grade levels of 150 students during a 10-month academic year.

**Brian Gill**

Senior Social Scientist and Associate Director

**Education**

- 1997 Ph.D., Jurisprudence and Social Policy, University of California at Berkeley  
1993 J.D., Boalt Hall School of Law, University of California at Berkeley  
1989 B.A., Philosophy and History, with honors, Carnegie Mellon University

**Positions**

- 2007 - Mathematica Policy Research  
2008 - Associate Director, Human Services Research  
2007 - Senior Social Scientist
- 1998 - 2007 RAND Corporation, Pittsburgh, PA  
2005 - 2007 Senior Social Scientist  
2001 - 2005 Social Scientist  
1998 - 2001 Associate Social Scientist
- 1997 Postdoctoral Fellow, Earl Warren Legal Institute, Boalt Hall School of Law, University of California at Berkeley, Berkeley, CA
- 1995 Visiting Assistant Professor, Department of History, Carnegie Mellon University, Pittsburgh, PA

**Experience****Mathematica**

**Associate Director, Human Services Research (2008 - ).** Supervise Ph.D.-level researchers in Mathematica's Cambridge office who work in research areas related to education, labor, nutrition, and other human services.

**Principal Investigator, Study of School Turnaround (2009 - ).** Lead design of student outcomes analysis in study of turnaround efforts in chronically low-performing schools, sponsored by the U.S. Department of Education (ED) Policy and Program Studies Service (PPSS).

**Project Director, Assistance for Empowering Effective Teachers in Pittsburgh (2009 - ).** Assist the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers in the development of better measures of teacher performance, to include value-added models and observation-based measures. These measures will be used for evaluation, professional development, and career advancement decisions. This project is sponsored by the Pittsburgh Public Schools with the support of the Bill & Melinda Gates Foundation.

**Project Director, Evaluation of Student Outcomes in Philadelphia High Schools (2009 - ).** Examine achievement and attainment outcomes in Philadelphia's comprehensive (neighborhood) and alternative high schools. This project is sponsored by the Accountability Review Council of the School District of Philadelphia.

**Project Director, Evaluation of The Equity Project (TEP) Charter School (2009 - ).** Worked with founder of New York City charter school that has novel approach to resource use—paying teachers \$125,000 salaries—to develop an evaluation design to assess implementation and impacts of the school. Secured funding from the Bill & Melinda Gates Foundation.

**Project Director, National Evaluation of Charter-School Management Organizations (CMOs) (2008 - ).** Led the development of the research design and direct the project to evaluate the effectiveness of nonprofit organizations that manage multiple charter schools. The project will provide the first rigorous, nationwide estimates of the impacts of CMOs on student achievement, and will also examine particular CMO practices and strategies that are associated with better student outcomes. This project is sponsored by the Bill & Melinda Gates Foundation and the NewSchools Venture Fund.

**Principal Investigator, Evaluation of the Knowledge Is Power Program (KIPP) (2007 - ).** Participated in the development of the research design, and lead the quasi-experimental analysis component for the impact evaluation of KIPP schools. Serving largely economically disadvantaged students, KIPP is a national network of charter schools implementing a school reform model. The study will employ experimental random assignment and nonexperimental methods to estimate KIPP school impacts on student achievement, parental involvement and attitudes, and indicators of college readiness. The study will also examine which student subgroups experience the largest impacts and which features of KIPP schools account for the estimated impacts.

**Project Director, Supplemental Educational Services (SES) Impact Evaluation (2007 - ).** Direct evaluation of the achievement impacts of participation in Title I-supported SES by low-income students whose schools have been identified for improvement under the federal No Child Left Behind (NCLB) Act. Use rigorous, quasi-experimental, regression discontinuity design to estimate impact. Project involves recruiting up to nine school districts where SES are oversubscribed and students are assigned based on prior achievement. This project is sponsored by ED, Institute of Education Sciences (IES).

**Project Director, Impact of Elementary Math Curricula on Student Achievement in the Pittsburgh Public Schools (2007 - ).** Direct comparative evaluation of the achievement impacts and implementation of two elementary-grade math curricula (Everyday Mathematics and Harcourt Mathematics) operating in the Pittsburgh Public Schools, using longitudinal, difference-in-differences (student fixed-effects) analysis. This project is sponsored by the Fund for Excellence via the Pittsburgh Public Schools.

**Senior Consultant, Principal Pay for Performance Initiative in the Pittsburgh Public Schools (2007 - ).** Advise the Pittsburgh Public Schools and the RAND Corporation on the design and evaluation of a student-achievement-based pay-for-performance system for school principals in Pittsburgh. Funding for the project comes from a grant received by the Pittsburgh Public Schools from ED's Teacher Incentive Fund (TIF) program.

**Reviewer, Analytic and Technical Support for Advancing Education Evaluation (2007 - ).** Review Regional Educational Laboratories' (RELs) Fast Response Project draft reports. Fast Response studies are nonexperimental and focused on high priority education issues for the region. This task is sponsored by ED, IES.

**Senior Researcher, Evaluation of New Leaders for New Schools (NLNS) Effective Practices Initiative (2007 - ).** Contribute to the design of performance-pay systems for principals and teachers based on value-added estimates of student achievement impacts. The systems will be used to reward staff in high-performing schools and to help identify promising practices that might be replicated across the NLNS network. Funding for the project comes from a grant received by NLNS from ED's TIF program.

**Senior Researcher, Dropout Prevention Practice Guide, What Works Clearinghouse (WWC) (2007).** Reviewed evidence on effectiveness of dropout prevention programs. Participated in discussions with expert panel on dropout prevention. Drafted recommendations for practice guide. This task was sponsored by ED, IES.

## **RAND Corporation**

As **Associate Social Scientist, Social Scientist, and Senior Social Scientist (1998 - 2007)**, participated in the following projects:

**Principal Investigator, Determinants of Student Outcomes in an Urban School District (2007).** Participated in the development of grant proposal to ED, IES, with collaborators at Carnegie Mellon University, to use experimental and quasi-experimental methods to examine school choice decisions and the effects of school closures, magnet schools, and a gifted program on student achievement.

**Principal Investigator, Multistate Study of Charter Schools (2006 - 2007).** Codirected multi-institutional (RAND Corporation, Mathematica, University of Wisconsin, and Florida State University) research team examining achievement and attainment impacts of charter schools with varied operational characteristics and across varied policy and resource environments. Conceived study design; coauthored proposal; and participated in analysis of achievement and attainment impacts, effects of school characteristics on achievement, and effects of policy environments on achievement. The project was jointly funded by the Bill & Melinda Gates Foundation, the Smith Richardson Foundation, the Joyce Foundation, and the Stranahan Foundation.

**Principal Investigator, Evaluation of Partners in Excellence for All in the Pittsburgh Public Schools (2006 - 2007).** Developed proposal for formative evaluation of the first year of implementation of ambitious district-wide reform agenda in Pittsburgh. Participated in the development of interview protocols for principals, teachers, district staff, and outside provider staff regarding reform models and their implementation, including the use of the America's Choice comprehensive school reform model.

**Principal Investigator, Achievement Effects of Private Management of Public Schools in Philadelphia (2006 - 2007).** Developed proposal and quasi-experimental research design to examine achievement impacts of the private management of public schools in Philadelphia. Since 2002, Philadelphia has conducted the nation's largest experiment in contracting the management of public schools. Led the writing of a report that incorporated contextual qualitative information alongside quasi-experimental, longitudinal achievement analyses. Briefed the findings for key public and policy audiences, including the School Reform Commission and the mayor's cabinet.

**Senior Adviser for School Choice, National Longitudinal Study of No Child Left Behind (NCLB) (2004 - 2007).** Led the development of three reports. Participated in the development of surveys of principals, parents, providers of supplemental educational services, and school district staff regarding the implementation of the parental choice components of NCLB, including school choice and supplemental educational services.

**Project Director, Synthesis of Impacts of Vouchers and Charter Schools (1999 - 2001, 2003 - 2007).** Created analytic framework for comprehensive evaluation of school voucher programs and charter schools. Supervised conduct of extensive review of literature. Led the work of analyzing, synthesizing, and writing a 300-page report that became one of RAND's all-time best-sellers.

**Principal Investigator, Scaling Up Mathematics (2002 - 2007).** Participated in development of proposal to the National Science Foundation (NSF) (as part of the Interagency Education Research Initiative) to examine the effects of human and social capital on the district-wide implementation of elementary-grade math curricula in three urban school districts. Led the development of a quasi-experimental, longitudinal analysis plan to examine the relationships between social capital, human capital, curriculum implementation, and student achievement. Participated in the analysis of district strategies for implementing curricula at scale. Led the development of reports on implementation and student achievement.

**Principal Investigator, Evaluation of Edison Schools (2000 - 2005).** Codirected evaluation of nation's largest education management organization. Designed and implemented multimethod quantitative and qualitative study examining school reform model, educational operations, and student achievement. Worked closely with Edison central office staff, school staff, and district officials in gathering and analyzing data. Supervised team of researchers conducting school site visits and achievement analyses.

**Senior Researcher, Operations and Achievement of California Charter Schools (2002 - 2003).** Contributed to the development of surveys of charter school principals involving elements of school operations. Participated in analysis of survey data on charter school operations and writing of chapters on operations and authorization of charter schools.

**Lead Researcher, The History of Homework.** Conducted research on homework including several studies in which parent-state relationships were examined through the prism of homework. Specifically, homework was viewed as a means of communication from school to parents and as a window on larger battles over control of a child's education and free time. Produced first comprehensive overview of historical trends in time spent on homework.

**Additional Experience.** Conducted research into district-wide instructional reform efforts. Led RAND's research and development initiatives with the Pittsburgh Public Schools, which included development of a new accountability metric for assessing the performance of individual schools, and a new method of using longitudinal data to estimate graduation and dropout rates.

## **Papers and Publications**

Booker, T. Kevin, Tim R. Sass, Brian Gill, and Ron Zimmer. "The Unknown World of Charter High Schools." *Education Next*, vol. 10, spring 2010, pp. 70-75.

**Brian Gill**  
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- Gill, Brian P., Laura S. Hamilton, and Ron W. Zimmer. "Perspectives on Educational Management Organizations." In *Handbook of Research on School Choice*, edited by Mark Berends. New York: Routledge, 2009.
- Gill, Brian, J.R. Lockwood III, Francisco Martorell, Claude Messan Setodji, and Kevin Booker. "An Exploratory Analysis of Adequate Yearly Progress, Identification for Improvement, and Student Achievement in Two States and Three Cities." Washington, DC: U.S. Department of Education, Policy and Program Studies Service, August 2009.
- Zimmer, Ron, Brian Gill, T. Kevin Booker, Stephane Lavertu, Tim R. Sass, and John Witte. "Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition." Santa Monica, CA: RAND, 2009.
- Vernez, Georges, Scott Naftel, Karen E. Ross, Kerstin Carlson Le Floch, Christopher Beighley, and Brian Gill. "State and Local Implementation of the No Child Left Behind Act: Volume VII — Title I School Choice and Supplemental Education Services: Final Report." Washington, DC: U.S. Department of Education, Policy and Program Studies Service, 2009.
- Booker, T.K., Timothy R. Sass, Brian P. Gill, and Ron Zimmer. "Going Beyond Test Scores: Evaluating Charter School Impact on Educational Attainment in Chicago and Florida." Santa Monica, CA: RAND, 2008.
- Gill, Brian, Karen Ross, Jennifer S. McCombs, Mengli Song, Georges Vernez, Jennifer Harmon, and Scott Naftel. "State and Local Implementation of the No Child Left Behind Act, Volume IV--Title I School Choice and Supplemental Educational Services: Interim Report." Washington, DC: U.S. Department of Education, Policy and Program Studies Service, 2008.
- Marsh, Julie, Laura Hamilton, and Brian P. Gill. "Assistance and Accountability in Externally Managed Schools: The Case of Edison Schools, Inc." *Peabody Journal of Education*, vol. 83, no. 3, 2008, pp. 423-458.
- Booker, T.K., Brian P. Gill, Ron Zimmer, and Timothy R. Sass. "Achievement and Attainment in Chicago Charter Schools." Santa Monica, CA: RAND, 2008.
- Zimmer, Ron, Suzanne Blanc, Brian P. Gill, and Jolley Christman. "Evaluating the Performance of Philadelphia's Charter Schools." Santa Monica, CA: RAND, March 2008.
- Gill, Brian P., Catherine Nelson, Julia Kaufman, and T. Kevin Booker. "Elementary-Grade Math Programs in the Pittsburgh Public Schools: A Comparison of Everyday Mathematics and Harcourt Math." Report to the Pittsburgh Public Schools. Cambridge, MA: Mathematica Policy Research, December 2007.
- Gill, Brian P., and T. Kevin Booker. "School Competition and Student Outcomes." In *Handbook of Research in Education Finance and Policy*, edited by Helen F. Ladd and Edward B. Fiske. New York: Routledge, 2007.
- Zimmer, Ron, Brian P. Gill, Paula Razquin, T. Kevin Booker, J.R. Lockwood III, Georges Vernez, Beatrice Birman, Michael Garet, and Jennifer O'Day. "State and Local Implementation of the No Child Left Behind Act, Volume I—Title I School Choice, Supplemental Educational Services, and Student Achievement." Washington DC: U.S. Department of Education, Policy and Program Studies Service, 2007.
- Gill, Brian P., P. Michael Timpane, Karen E. Ross, Dominic J. Brewer, and T. Kevin Booker. "Rhetoric vs. Reality: What We Know and What We Need to Know About Vouchers and Charter Schools." Second edition. Santa Monica, CA: RAND Corporation, August 2007.
- Gill, Brian P., Ron W. Zimmer, Jolley Christman, and Suzanne Blanc. "State Takeover, Restructuring, Private Management, and Student Achievement in Philadelphia." Santa Monica, CA: RAND Corporation and Research for Action, 2007.
- Engberg, John, and Brian P. Gill. "Estimating Graduation Rates and Dropout Rates with Longitudinal Data: A Case Study in the Pittsburgh Public Schools." Santa Monica, CA: RAND Corporation, 2006.
- Gill, Brian P., Laura S. Hamilton, J.R. Lockwood, Julie A. Marsh, Ron W. Zimmer, Deanna Hill, and Shana Pribesh. "Inspiration, Perspiration, and Time: Operations and Achievement in Edison Schools." Santa Monica CA: RAND Corporation, 2005.

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- Gill, Brian P. "School Choice and Integration." In *Getting Choice Right: Ensuring Equity and Efficiency in Education Policy*, edited by Julian Betts and Tom Loveless. Washington, DC: Brookings Institution Press, 2005.
- Gill, Brian P., John Engberg, and T. Kevin Booker. "Assessing the Performance of Public Schools in Pittsburgh." Santa Monica, CA: RAND Corporation, 2005.
- Gill, Brian P. "Leaner Learning: On the Use of Value-Added Assessment Results to Inform School Closing Decisions." *Pittsburgh Post-Gazette*, December 4, 2005.
- Gill, Brian P., and Steven L. Schlossman. "Villain or Savior? The American Discourse on Homework, 1850-2003." In *Theory Into Practice*, vol. 43, no. 3, 2004, pp. 174-181.
- Buddin, Richard, Brian P. Gill, and Ron W. Zimmer. "Examining the Federal Impact Aid's Reimbursement for Local School Districts." *Contemporary Economic Policy*, vol. 22, no. 4, 2004, pp. 534-543.
- Zimmer, Ron W., and Brian P. Gill. "Assessing the Performance of Charter Schools." Guest column. *ECS Governance Notes*, November 2004.
- Gill, Brian P., and Laura S. Hamilton. "Parents of Schoolchildren: Start Your Information Engines." *Pittsburgh Post-Gazette*, October 10, 2004.
- Gill, Brian P., P.M. Timpone, Karen E. Ross, and Dominic J. Brewer. "What We Know and What We Need to Know About Vouchers and Charter Schools." In *Developments in School Finance: 2001-2002*, edited by William J. Fowler. Washington, DC: National Center for Education Statistics, 2003, pp. 13-24.
- Gill, Brian P., and Steven L. Schlossman. "A Nation at Rest: The American Way of Homework." *Educational Evaluation and Policy Analysis*, vol. 25, no. 3, 2003, pp. 319-337.
- Zimmer, Ron W., Richard Buddin, Derrick Chau, Brian P. Gill, Cassandra Guarino, Laura Hamilton, Cathy Krop, Daniel McCaffrey, Melinda Sandler, and Dominic Brewer. "Charter School Operations and Performance: Evidence from California." Santa Monica, CA: RAND Corporation, 2003.
- Gill, Brian P. "School Choice: Doing It the Right Way Makes a Difference." The National Working Commission on Choice in K-12 Education. Washington, DC: The Brookings Institution, 2003.
- Gill, Brian P., and Steven L. Schlossman. "Parents and the Politics of Homework: Some Historical Perspectives." *Teachers College Record*, vol. 105, no. 5, 2003, pp. 846-871.
- Gill, Brian P., and Steven L. Schlossman. "Homework." In *The History of Childhood*, edited by Paula Fass. New York: Macmillan, 2003.
- Gill, Brian P., and Steven L. Schlossman. "My Dog Ate My Argument: The Claim that Kids Get Too Much Homework Just Doesn't Stand Up." *Los Angeles Times*, December 11, 2003.
- Zimmer, Ron W., and Brian P. Gill. "New Evidence on Charter School Operations and Performance." *ECS Governance Notes*, September 2003.
- Bodilly, Susan J., Brian P. Gill, Mark Berends, Sheila N. Kirby, Jacob W. Dembosky, and Jonathan P. Caulkins. "Crash Courses: Hard Lessons from Educational Interventions." *RAND Review*, Spring 2003.
- Zimmer, Ron W., Richard Buddin, and Brian P. Gill. "Distributional Effects and Distorted Incentives: Funding Policy Under the Federal Impact Aid Program." *Journal of Education Finance*, vol. 27, no. 4, 2002, pp. 939-964.
- Gill, Brian P. "Adoption Agencies and the Search for the Ideal Family, 1918-1965." In *Adoption in America: Historical Perspectives*, edited by Wayne Carp. Ann Arbor, MI: University of Michigan Press, 2002.
- Dixon, Lloyd, and Brian P. Gill. "Changes in the Standards for Admitting Expert Evidence in Federal Courts Since the Daubert Decision." *Psychology, Public Policy, and Law*, vol. 8, no. 3, 2002, pp. 251-308.
- Gill, Brian P., Jacob W. Dembosky, and Jonathan P. Caulkins. "A 'Noble Bet' in Early Care and Education: Lessons from One Community's Experience." Santa Monica, CA: RAND Corporation, 2002.

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- Berends, Mark, Sheila N. Kirby, Scott Naftel, Christopher McKelvey, Sue Stockly, R.J. Briggs, JoAn Chun, Gina Schuyler, Brian P. Gill, and Jodi Heilbrunn. "NAS Designs and Academic Achievement." In *Facing the Challenges of Whole-School Reform: New American Schools After a Decade*, edited by Mark Berends, Susan Bodilly, and Sheila Nataraj Kirby. Santa Monica, CA: RAND, 2002.
- Gill, Brian P., and Steven L. Schlossman. "The Lost Cause of Homework Reform." *American Journal of Education*, vol. 109, no. 1, 2002, pp. 27-62.
- Gill, Brian P., P.M. Timpane, Karen E. Ross, and Dominic J. Brewer. "Rhetoric vs. Reality: What We Know and What We Need to Know About Vouchers and Charter Schools." Santa Monica, CA: RAND Corporation, 2001.
- Buddin, Richard, Brian P. Gill, and Ron W. Zimmer. "Impact Aid and the Education of Military Children." Santa Monica, CA: RAND Corporation, 2001.
- Brewer, Dominic J., Cathy Krop, Brian P. Gill, and Robert Reichardt. "Estimating the Cost of National Class Size Reductions Under Different Policy Alternatives." *Educational Evaluation and Policy Analysis*, vol. 21, no. 2, 1999, pp. 179-192.
- Gill, Brian P., and Steven L. Schlossman. "A Sin Against Childhood: Progressive Education and the Crusade to Abolish Homework, 1897-1941." *American Journal of Education*, vol. 105, no. 1, 1996, pp. 27-66.
- Gill, Brian P., and Steven L. Schlossman. "Homework Is a Parent's Eyes and Ears." *Los Angeles Times*, June 24, 1995.

**Presentations**

- Gill, Brian P. "Understanding Value-Added Models: Opportunities and Challenges." Invited presentation for American Federation of Teachers conference on teacher evaluation, Minneapolis, May 2010.
- Gill, Brian P. "Charter High Schools and Student Attainment." Invited presentation for the Program on Education Policy and Governance, Harvard University, Cambridge MA, March 2010.
- Gill, Brian P. "Developing Value-Added Models for Pittsburgh Teachers." Presentation to teachers and administrators in the Pittsburgh Public Schools, January 2010.
- Gill, Brian P. "Evaluating the Achievement Impact of Supplemental Educational Services Under No Child Left Behind." Presentation at the Association for Public Policy and Management Annual Meeting, Los Angeles, November 2008.
- Gill, Brian P. "Private Management of Public Schools." Presentation at the Association for Public Policy and Management Annual Meeting, Los Angeles, November 2008.
- Gill, Brian P. "Supplemental Educational Services and Student Achievement." Presentation for the National Conference of State Title I Coordinators, Arlington VA, April 2008.
- Gill, Brian P. "Comparison of Elementary Math Programs." Public presentation for the Board of Education of the Pittsburgh Public Schools, January 2008.
- Gill, Brian P. "What We Know and What We Need to Know About Vouchers and Charter Schools." Invited lecture, UCLA Anderson School of Business, Los Angeles, January 2008.
- Gill, Brian P. "Data-Driven Decision Making in the Pittsburgh Public Schools." Presentation for the Board of Trustees of the Heinz Endowments, Pittsburgh, May 2007.
- Gill, Brian P. "NCLB and Parental Choice: Issues for Reauthorization." Presented at the American Educational Research Association Annual Meeting, Chicago, April 2007.
- Gill, Brian P. "Social Capital, Curriculum Implementation, and Student Achievement." Presented at the American Educational Research Association Annual Meeting, Chicago, April 2007.

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- Gill, Brian P. "Graduation and Dropout Rates in the Pittsburgh Public Schools." Presentation for KD/PG Sunday Edition, KDKA Television, Pittsburgh, August 20, 2006; and for the Board of Public Education of Pittsburgh, July 2006.
- Gill, Brian P. "Achievement Effects of NCLB to the Independent Review Panel for Title I." Presentation for the U.S. Department of Education, Washington, DC, June 2006.
- Gill, Brian P. "The Implementation of the Paternal Choice Provisions of the No Child Left Behind Act." Presented at the American Educational Research Association Annual Meeting, San Francisco, April 2006.
- Gill, Brian P. "Student Achievement in the Pittsburgh Public Schools." Briefing for state legislators and Congressional staff from Pennsylvania, Pittsburgh, March 2006.
- Gill, Brian P. "Achievement Impacts of No Child Left Behind." Briefing for the U.S. Deputy Secretary of Education, Washington, DC, August 2005.
- Gill, Brian P. "Charter Schools and Vouchers." Briefing for Congressional staff, Washington, DC, October 2004.
- Gill, Brian P. "The National Longitudinal Study of No Child Left Behind on Assessing Achievement Impacts of the Law." Briefing for the Title I Independent Review Panel, Washington, DC, November 2003.
- Gill, Brian P. "National Trends in Time Spent on Homework." Press briefing for the Brookings Institution, Washington, DC, October 2003.
- Gill, Brian P. "A 'Noble Bet' in Early Care and Education: Lessons from One Community's Experience." Briefing for state policymakers at the BUILD Initiative Annual Meeting, Baltimore, September 2003.
- Gill, Brian P. "Educational Vouchers." Briefing for Congressional staff and policymakers at the U.S. Department of Education, Washington, DC, August 2003.
- Gill, Brian P. "Student Performance in the Pittsburgh Public Schools." Briefing for the Pittsburgh Mayor's Commission on Public Education, Pittsburgh, December 2002.
- Gill, Brian P. "What We Know and What We Need to Know About Vouchers and Charter Schools." Briefing for the U.S. Department of Education, Assistant Secretary for Educational Research and Improvement, Washington, DC, December 2001.
- Gill, Brian P. "What We Know and What We Need to Know About Vouchers and Charter Schools." Capitol Hill briefing for Congressional staff, Washington, DC, December 2001.
- Gill, Brian P. "Vouchers and Charter Schools." Presentation at the Pew Forum on Standards-Based Reform, Milwaukee, May 2001.
- Gill, Brian P. "What We Know and What We Need to Know About School Vouchers." Briefing for the Carnegie Corporation, New York, November 1999.
- Gill, Brian P. "The Six-Billion-Dollar Question: Is Class-Size Reduction Worth the Cost?" Seminar at the National Center for Education Statistics Summer Data Conference, Washington, DC, July 1999.

**Professional Memberships, Activities, and Awards**

- 2010 Outstanding Reviewer Award, *Educational Evaluation and Policy Analysis*.
- 2009 - Invited participant, Brookings Institution Charter School Task Force
- 2007 - Reviewer, *Educational Evaluation and Policy Analysis*, *American Journal of Education*, and reports from the U.S. Department of Education's Institute of Education Sciences
- 2005 - Research Advisory Board, Education Sector
- 2008 Carnegie Mellon University Alumni Achievement Award
- 2007 Phi Beta Kappa

**Brian Gill**  
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- 2004 - 2007 Senior Adviser for School Choice Issues, National Longitudinal Study of No Child Left Behind, U.S. Department of Education
- 2006 Recognized as one of Pittsburgh's "40 Under 40" young leaders
- 2001 - 2003 Invited Participant, Gates/Brookings National Commission on Educational Choice
- 1998 Award from the History of Education Society for Best Article in the History of Education

## PROFESSIONAL EXPERIENCE

**Pittsburgh Public Schools** Pittsburgh, PA  
*Coordinator, Teacher Practice & Evaluation – Office of Teacher Effectiveness 2* 010-present  
 Responsible for coordinating teacher practice and evaluation initiatives in the District as part of the Empowering Effective Teachers in Pittsburgh Public Schools strategic plan, supported by the Bill & Melinda Gates Foundation.

- Co-lead cross-functional team for development and implementation of performance-based compensation systems for teachers and other school personnel
- Provide assistance for the District's first-ever value-added analysis, including communications and rollout to teachers.
- Support District's comprehensive overhaul of its teacher evaluation system, including teacher evaluation tool and employee improvement plan.

**The New Teacher Project** Bay Area, CA; New York, NY; Pittsburgh, PA  
*Site Adviser* 2009-2010  
 Provided oversight for AmeriCorps program office supporting over 700 AmeriCorps members participating in Teaching Fellows programs across the country.

- Managed a successful application effort for AmeriCorps funding, which will support over 700 new AmeriCorps members a year over three years.
- Supervised two AmeriCorps program associates responsible for day-to-day program administration.

*Partner* 2000 – 2002  
 Member of the management team of a nonprofit consulting group that enhances the capacity of educational entities to effectively recruit, select, train and support new teachers.

- Managed partnership with large Northern California school district to bring 75 of Silicon Valley's most accomplished citizens – from all backgrounds – into the district's most challenging classrooms.
  - Oversaw project team and district staff on all program aspects, from marketing to training curriculum design.
  - Personally raised over \$200,000 in four months from partnerships with local government, corporations and foundations.
  - Built district's capacity to run the program in future years. Trained and involved district staff on all program components.
- Advised consulting teams working with school districts to increase the effectiveness of their new teacher recruiting and hiring processes.
  - These efforts collectively brought in over 1,200 teachers and helped clients address some of the fundamental challenges faced in hiring high-quality teachers.
  - These engagements helped influence the enactment of legislation in 2007 that reformed school staffing in California by removing some of the key barriers to districts' abilities to hire the best teachers.
- Developed strategies for retaining teachers in the New York City Teaching Fellows program. Targeted at career changers, this highly selective program has brought in close to 13,000 teachers to the city's most underserved classrooms.
  - Conducted primary research involving over 1,000 Teaching Fellows
  - Organized events aimed at increasing cohort morale and retention
- Responsible for regional business development efforts. Facilitated partnerships between school districts, state education departments and local foundations.
  - Participated on team determining organizational strategy, policies and metrics.

**Accenture (formerly Andersen Consulting)**

Manager, Strategic Services group

San Francisco, CA

1997-2000

Helped Fortune 500 clients develop strategic plans, evaluate new business opportunities and adapt to the rise of the Internet.

- Developed small business and middle market strategies for global payments company, repositioning it to effectively harness the Internet's capabilities. Managed project team's information collection and analysis activities. Designed research study to inform strategic plan development.
- Created plan for Internet venture between Andersen Consulting and a large retailer. Performed market and competitive analysis to support undertaking.
- Developed internal study on best practices in Internet retail.
- Conducted promotion effectiveness study for major consumer packaged goods manufacturer.
- Assisted top computer manufacturer in establishing a new sales organization for serving top accounts. Managed analyst and client team in developing business plan and designing metrics and reporting processes.
- Developed and implemented a 2-week training course for new managers in strategy group. Responsible for curriculum design, faculty recruitment and pilot rollout.

**Helmer & Associates**

Associate Consultant

Waltham, MA

1993-1995

Created and implemented business strategies for clients in a variety of industries.

- Analyzed market position of major international security firm and devised a repositioning strategy.
  - Served as primary contact between client and consulting teams.
  - Wrote corporate strategic plan and led initial stages of implementation.
  - Created customer loyalty and advanced customer programs, doubling profits.
- Developed strategy to enable a large defense contractor to redeploy core technologies into the commercial vehicular electronics market.

**Teach For America**

Teacher, Baltimore City College High School

Baltimore, MD

1992-1993

Taught Chinese and English as a member of a national teacher corps dedicated to teaching in under-resourced public schools. Received "superior" rating from principal and department head.

- Designed Chinese language curriculum for grades 9-12. Created Journalism course.
- Advised school newspaper. Member, Maryland Scholastic Press Association Executive Board.
- Received Christa McAuliffe Memorial Teacher Education Award for professional excellence.

**EDUCATION**

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**Amos Tuck School of Business Administration, Dartmouth College**

Master of Business Administration, 1997.

Hanover, NH

**Northwestern University**

Bachelor of Science, 1992. Double major in Economics and Journalism. Deans List.

Evanston, IL

**LANGUAGES**

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Fluent in Mandarin Chinese and Taiwanese. Working knowledge of Japanese.

K. Camara Watkins, LMSW



## **Education and Certifications**

Seminar in Field Instruction Certified • 2009

Licensed Master Social Worker in New York • 2008

Columbia University, Advanced Standing • Master of Science Social Work, Magna Cum Laude • 2004

La Sierra University • Bachelor of Social Work, Magna Cum Laude • 2003

Colegio Adventista de Sagunto • Diploma Básico • 2001

## **Summary of Qualifications**

Proven dynamic leader and problem solver with a successful track record of catalyst management. Successful team leader with project management, strong analytical and research skills. Demonstrated ability to cultivate successful working relationships with senior and executive level administrators, middle management, front line staff and other stakeholders. A self-starter, who excels in taking on new responsibilities, with a passion for learning. Ongoing pursuit of continuing education and growth opportunities. Motivated by excellence; receptive to critique and feedback. Strong ability to recognize, cultivate and advance the skills of others. Excellent oral and written communication skills, including presentation experience. Bi-lingual, Spanish.

## **Experience and Accomplishments**

### Research and Analysis

- Methodical, fastidious and rigorous approach to completing complex projects
- Familiar with current trends in social work and education; research and use empirically-based strategies
- Developed and co-facilitated weekly group for teens, involving research of effective strategies, collaboration, planning, recruitment and evaluation. Self-esteem of the participants exceeded expectations and rose an average of 20%.

### Project Management and Collaboration

- Reliable performer under tight deadlines and in high stress environments; producing long-term successful results with a motivating and calming influence on others
- Effectively worked in interdisciplinary practices and achieved success in the New York State Court System, La Sierra University, and Pfizer Pharmaceuticals
- Lead Social Worker on the Trauma Advocacy Project in Brooklyn, creating working relationships with the District Attorney, Child Advocacy Center, and the New York Administration for Children's Services, and specialized interviewer for over 100 alleged victims of serious physical and sexual abuse, and provided consultations to 50 staff on working with alleged victims, families and related systems
- Led an interactive music program and engaged over 75 inner city minority youth in San Francisco

- Creator and organizer of Brooklyn Day, enlisting community support and managing peers to provide an educational and fun experience for 40 children and their families. This program was incorporated into the business model and funded as an annual service offering.

### Communication

- Highly articulate, confident and demonstrated team builder; able to motivate and communicate to achieve exceptional business performance
- Exceptional written output in the form of court documents, systemic assessments, bill processing, agency-wide training documents and elementary and middle school presentations
- Orally presented therapeutic issues at weekly interdisciplinary meetings and provided feedback and analysis to other clinicians
- Proposed, designed and developed oral and written training which became a core component of agency-wide new staff training.

### Implementation

- Decisive, persistent and flexible to develop effective solutions to multi-faceted problems
- Competently worked with 300+ diverse clients in crisis and time-limited situations, in Spanish and English, using prioritization, empirically-based interventions, advocacy, coordination of opposing viewpoints, mediation, court testimony, empowerment and results-focused evaluation
- Implemented staff training program increasing the collaboration among stakeholders resulting in an integrated approach for client services and setting the standard for service delivery.

### Training and Management

- Professional development of Master's, Bachelor's, Medical and prospective student interns; promote and encourage desired behaviors through modeling, intensive monitoring, written and verbal feedback with skill building and support
- As trainer and supervisor for the Books for Kids project to promote literacy and interest in reading for court-involved youth, active participation by children increased by 95%.

### Urban Community

- Advocating for diverse populations through listening, understanding and empathizing; empowering them to address the bureaucratic systems that affect their lives
- Mentor low-income, minority youth in the Books and Basketball community program
- Volunteered at domestic violence hotline and provided crisis intervention to 30+ clients
- International travel to Costa Rica and Panama to build schools and churches at the request of the local community
- Tutor, one-on-one tutor in adult GED program

**Work History**

Coordinator, Career Opportunities, Pittsburgh Public Schools Pittsburgh, PA	2010-Present
Forensic Social Worker, The Legal Aid Society Bronx and Brooklyn, NY	2006-2010
Administrative Assistant, Pfizer Pharmaceuticals Grants Department Manhattan, NY	2004-2006
Crisis Intervention and Long-Term Social Worker, The Children's Aid Society PINS Diversion Manhattan, NY	2003-2004
Play Therapist and Social Worker, Center for Individual Development Riverside, CA	2002-2003
Graduate Recruiter, La Sierra University La Sierra, CA	2001-2003
Philadelphian Church, Teen Program Leader San Francisco, CA	2001, 2002 Summers
Chandler Properties, Assistant Accountant San Francisco, CA	1999-2001 Summers
Oakwood College, Information Technology Assistant Huntsville, AL	1999-2000
Oakwood College, Financial Aid Office Assistant Huntsville, AL	1998-1999

## Mary Wolfson, PhD.



### **Objective:**

To attain a position in the field of applied research, which will allow me to apply my skills in educational research and evaluation to the task of promoting evidence-based programs and practices.

### **Experience:**

**December 2009-  
Current**

**Pittsburgh Board of Education  
Office of Research, Assessment & Accountability  
*MET Project Coordinator***

- Collaborates with MET research partners to implement multiple measures of effective teaching throughout PPS.
- Plans and manages multiple projects, overseeing staff from multiple departments.
- Generates regular grant status reports to funding foundation.

**August 2009-  
December 2009**

**University of Pittsburgh  
Department of Psychology in Education  
*Part-time Instructor***

- Plan and implement graduate level instruction on child development
- Assess and monitor student learning
- Develop effective working relationships with local early child care and education administrators

**August 2009 –  
December 2009**

**University of Pittsburgh  
School of Education  
*Student-Teacher Supervisor***

- Inform and educate collaborating professionals on the structure and goals of the student-teaching program.
- Monitor student-teacher progress towards attainment of specified objectives.
- Provide constructive feedback to student-teachers on instructional effectiveness, classroom management, and professionalism.

**August 2007 -  
March 2008**

**Carnegie Learning Inc.  
*Independent Contractor***

- Performed secondary data analyses on previously collected data, in order to provide evidence of effectiveness on computer-based classroom intervention.
- Prepared evaluation reports summarizing the methods and findings of the analyses.

- January 2003 - June 2007**
- Carnegie Mellon University**  
**Department of Psychology**  
**Research Associate IV – Robert Siegler**
- Recruited schools for participation in Mathematics learning research.
  - Conducted experiments with school children of all ages, and adults.
  - Summarized and analyzed data (qualitative & quantitative).
  - Monitored and maintained IRB approval for all research in Siegler Lab.
- January 2002 - September 2002**
- University of Pittsburgh**  
**Office of Child Development**  
**Graduate Student Researcher**
- Worked as part of a team of researchers from 3 institutions of higher education, to advise the PA Governor’s Board on Early Childcare and Education.
  - Surveyed, reviewed, and summarized literature within the field of early childhood education, related to best practices in professional development, and the transition to kindergarten.
  - Analyzed and summarized qualitative data obtained from a county-wide survey of early childhood professionals and practitioners.
- Spring 1999 & Fall 2001**
- University of Pittsburgh**  
**Department of Psychology in Education**  
**Teaching Fellow**
- Planned and organized undergraduate-level educational psychology course (PSYED 1001: Introduction to Educational Psychology)
  - Presented instruction to suit course objectives and learners pre-existing knowledge.
  - Assessed and monitored learning outcomes in students.
- January 1999 - August 1999**
- University of Pittsburgh**  
**Learning Research and Development Center**  
**Graduate Student Researcher**
- Worked as part of a team that surveyed, reviewed, and summarized literature within the field of educational psychology, specifically related to complex problem solving.
  - Developed and maintained a literature database, which summarized the major schools of thought, and seminal research in the area of problem solving.

January 1998 -  
May 1998

**Parent's League for the Education of Autistic  
Children (PLEA)**

***Therapeutic Support Staff (TSS)***

- Applied discrete response protocol to educational program designed for the client.
- Implemented response-cost behavioral management program.
- Worked as part of an inter-disciplinary team, which created and maintained an updated individualized behavior plan for the client.
- Tracked and charted educational and behavioral progress.

Summer 1996 &  
Summer 1997

**Western Psychiatric Institute and Clinic (WPIC)  
Attention Deficit Disorder Summer Treatment Program  
Classroom Staff**

- Worked collaboratively with Educational Specialist to implement complex response-cost protocol.
- Supervised and assisted students in completion of daily classroom assignments for the purposes of maintaining performance levels of students in Math, Reading, Spelling, and Writing through the summer vacation period.

**Education:**

**University of Pittsburgh**

**School of Education**

**Department of Psychology in Education**

Master's Equivalency in Applied Developmental Psychology

PhD in Applied Developmental Psychology

- Specialization in Education Evaluation
- Statistics Certificate

QP

A – 3.57

**Education:  
(cont'd)**

**Indiana University of Pennsylvania (IUP)**

**School of Education**

***Bachelor of Science in Education (B.S. Ed.)***

Dual PA certification in Elementary and Special Education

QP

A – 3.89

Magna Cum Laude

**Skills:****SPSS** – GLM, LMM, HLM**Excel** – advanced formulas and functions, and database mgmt.**Word** – APA formatting, professional papers**Power Point** – professional slide-show presentations**Adobe Page Maker** – experimental stimuli fabrication.**Publications:**

Mehaffie, K. & Wolfson, M. (2006). "Transitions into kindergarten: Practices that ease transitions between early childhood care and education programs and kindergarten." In C. Groark, K. Mehaffie, B. McCall, M. Greenberg (Eds.), Evidence Based Programs and Practices for Early Childhood Care and Education. Thousand Oaks, CA: Corwin Press.

**Presentations:**

Wolfson, M. (2006, April). Teacher and Student Relationships in the First Grade. Poster presented at the University of Pittsburgh, Council for Graduate Students in Education (CGSE) annual student research conference, Pittsburgh, PA.

Wolfson, M. (2007, March). Teacher and Student Relationship Quality in First and Second Grade. Poster presented at the University of Pittsburgh, Council for Graduate Students in Education (CGSE) annual student research conference, Pittsburgh, PA.

Wolfson, M. (2007, March). Student-Teacher Relationships in the Early Elementary Grades. In J.I. Vondra (chair), One child, many teachers: Relationship change across elementary school. Symposium to be conducted at the meeting of the Society for Research in Child Development, Boston, MA.

**Grants:**

1998 "A Comparison of Educational Practices in Public and Catholic Schools of Southwestern Pennsylvania". Joint faculty-student research grant awarded by the University of Pittsburgh, School of Education.

2003 "Teacher and Student Relationship Quality in the First and Second Grades". Joint faculty-student research grant awarded by the University of Pittsburgh, School of Education.

[Redacted]

| [REDACTED]

| [REDACTED] | | | |

| [REDACTED]

| [REDACTED]

| [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## **Appendix 2**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

Career Ladder Salary Schedule for New Teachers Effective July 1, 2010

**Career Ladder Salary Schedule for New Teachers Effective July 1, 2010**

This schedule replaces the bachelors and masters teachers salary schedules. All other current PFT professional salary schedules shall continue.

This schedule:

- Provides opportunity for accelerated earnings for teachers
- Provides higher earning potential for teachers, exceeding \$100,000 per year
- Recognizes and rewards differences in teacher practice based on multiple measures accumulated across years and grounded in student growth
- Enables teachers at Professional Growth levels 3 and 4 to assume roles, via Career Ladders, that reward them for working with the highest need students and taking on additional responsibilities
- Allows the opportunity to recognize tenure as a milestone
- Makes implementation manageable through fixed cycles and clear decision points
- Maintains a familiar step-format

<i>Academy</i>	<b>Step A</b>																									
	<b>Step 1</b>																									
<b>Step 2</b>																										
<b>Step 3</b>																										
<b>Step 4</b>																										
<b>Step 5</b>																										
<b>Step 6</b>																										
<b>Step 7</b>																										
<b>Step 8</b>																										
<b>Step 9</b>																										
<b>Step 10</b>																										
		<table border="1"> <tr> <td></td> <td><i>Level 1</i></td> <td><i>Level 2</i></td> <td><i>Level 3</i></td> <td><i>Level 4</i></td> <td></td> </tr> <tr> <td></td> <td align="center" colspan="4"><b>Professional Growth Level</b></td> <td align="center"><b>Career Ladders &amp; Extra Teaching Opportunity</b></td> </tr> <tr> <td><i>Length of Work Day</i></td> <td align="center" colspan="4">7 hours, 16 minutes</td> <td align="center">8 hours</td> </tr> <tr> <td><i>Length of Work Year</i></td> <td align="center" colspan="4">192 days</td> <td align="center">192-207 days</td> </tr> </table>		<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>			<b>Professional Growth Level</b>				<b>Career Ladders &amp; Extra Teaching Opportunity</b>	<i>Length of Work Day</i>	7 hours, 16 minutes				8 hours	<i>Length of Work Year</i>	192 days				192-207 days
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>																						
	<b>Professional Growth Level</b>				<b>Career Ladders &amp; Extra Teaching Opportunity</b>																					
<i>Length of Work Day</i>	7 hours, 16 minutes				8 hours																					
<i>Length of Work Year</i>	192 days				192-207 days																					

## **Appendix 3**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

**High-need Schools Documentation**

### High-Need Schools Documentation

School	% F/R Lun.
<i>Elementary Schools:</i>	
P. Allegheny E.	80.9
P. Arsenal E.	83.9
P. Banksville	62.1
P. Beechwood	74.9
P. Concord	64.0
P. Dilworth	73.6
P. Fort Pitt	93.4
P. Fulton	90.0
P. Grandview	90.4
P. Liberty	52.7
P. Minadeo	54.9
P. Morrow	85.5
P. Northview	95.1
P. Phillips	68.2
P. Roosevelt	77.0
P. Spring Hill	89.3
P. Whittier	82.7
P. Woolslair	86.6
<i>K-8 Schools:</i>	
P. Arlington	86.6
P. Brookline	59.3
P. Carmalt	68.7
P. Faison-Prim. <sup>c</sup>	87.6
P. Faison - Int.	90.6
P. Greenfield	70.6
P. King	89.0
P. Lincoln-Pri. <sup>c</sup>	93.2
P. Lincoln-Inter.	91.7
P. Manchester	87.2
P. Mifflin	60.3
P. Miller	92.1
P. Montessori	53.9
P. Murray	89.8
P. Schaeffer-Pri. <sup>c</sup>	88.5
P. Schaeffer-Int.	91.7
P. Stevens	87.4
P. Sunnyside	81.4

P. Weil	89.0
P. Westwood	71.6
<i>Middle Schools:</i>	
P. Alleg. Middle	80.1
P. Arsenal Mid.	90.5
P. Classical	72.7
P. Schiller	86.1
P. South Brook	60.1
P. South Hills	75.1
P. Sterrett	63.1
<i>Secondary Schools:</i>	
P. Allderdice <sup>e</sup>	62.6
P. Brashear	60.4
P. Carrick	74.5
P. Langley	79.2
P. Oliver	79.3
P. Peabody	78.8
P. Perry	67.2
P. Westinghouse	84.4

*Sources: Pittsburgh Public Schools Real Time Information Database, June 2010*

## **Appendix 4**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

**Indirect Cost Rate Certification**

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2010 THROUGH JUNE 30, 2011  
 BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2009

Commonwealth of Pennsylvania  
 Labor, Education, and Community Services  
 Comptroller's Office  
 P.O. Box 60310  
 Harrisburg, PA 17106

1-02-02-745-1  
 Pittsburgh SD

-----> ALLOCATIONS <-----

Func-Obj	Description	Amount	
1000 - 000	Instruction	[REDACTED]	
2100 - 000	Support Services - Pupil Personnel		
2200 - 000	- Instructional Staff		
2300 - 000	- Administration		
2400 - 000	- Pupil Health		
2500 - 000	- Business		
2600 - 000	- Operation & Maint		
2700 - 000	- Student Transp Svcs		
2800 - 000	- Central		
2900 - 000	- Other Support Service		
3000 - 000	Oper of Non-Instruct Svcs		
4000 - 000	Facilities Acquisition, Constr & Improv		
5100 - 000	Other Financing Uses - Debt Service		
5200 - 000	- Fund Transfers		
	Total Oper Expenses - Food Svc Fund		
	- Oth Enterprise Fund		
	Total Allocations -----> A		[REDACTED]

-----> ELIMINATIONS <-----

Func-Obj	Description	General Fund Expenditures	Amount
1000 - 322	Instruction	- Prof Edu Svc IU	[REDACTED]
- 323	Instruction	- Prof Edu Svc - Oth Edu Agy	
- 560	Instruction	- Tuition	
- 700		- Property	
1200 - 594		- Spec Prog - IU Svc	
1300 - 322	Spc EIS	- IUS Svc - Prof Ed	
- 323	Spc EIS	- Other - Prof Ed	
2100 - 700	Support Svc	- Pup Per - Property	
2200 - 700		- Ins Stf - Property	
2300 - 700		- Admin - Property	
- 820		- Judgements	
2400 - 700		- Pup Hlth - Property	
2500 - 700		- Business - Property	
2600 - 700		- Op & Mnt - Property	
2700 - 700		- Stu Trn Svcs - Property	
2800 - 700		- Central - Property	
2900 - 595		- Oth Sup Svcs - IU Withhold	
- 596		- IU Dir Pay	
- 700		- Property	
2990 - 899		- Pass Thru	
3000 - 700	Oper of Non-Instruct Serv	- Property	
3100 - 571	Food Serv Mgmt	- Food	
- 630		- Food	
4000 - 000	Facilities Acquisition, Constr & Improv		
5100 - 000	Oth Fin Uses - Debt Serv		
5220 - 000		- Fund Tran - Spec Rev	
5230 - 000		- Cap Proj	
5240 - 000		- Debt Serv	
5250 - 000		- Enterprise	
5260 - 000		- Intrnl Serv	
5270 - 000		- Trust & Agncy	
5280 - 000		- Activity Fund	
	Depreciation	- Food Svc Fund	
		- Other Enterprise	
	Claims + Judgements	- Food Svc Fund	
		- Other Enterprise	
	Total Eliminations -----> E	[REDACTED]	

-----> INDIRECT COSTS <-----

Func-Obj	Description	Amount
2300-000	Administration - General Audit	[REDACTED]
2310-000	Administration - Business Manager	
2500-000	Business	
2830-000	Central - Staff Services	
2840-000	Central - Data Processing	
Total Indirect Costs -----		

-----> COMPUTATIONS <-----

Actual 2008-09 Indirect Costs	C	[REDACTED]
Actual 2008-09 Base for Allocation	A-B-C	[REDACTED]
Applicable 2008-09 Restricted Indirect Cost Rate		[REDACTED]

2008-09 Carry-Forward Adjustment

Actual 2008-09 Indirect Costs	C	[REDACTED]	
2006-07 Carry-Forward Adj - (O)/U Recovery		[REDACTED]	E
2008-09 Indirect Costs for Carry-Forward Adj	C + E	[REDACTED]	F
2008-09 Estimated Indirect Costs	(A-B-C)*D	[REDACTED]	G
2008-09 Carry-Forward Adj - (O)/U Recovery	F - G	[REDACTED]	H

Restricted Indirect Cost Rate Applicable to 2010-11

Actual 2008-09 Indirect Costs	C	[REDACTED]	
2008-09 Carry-Forward Adj - (O)/U Recovery	H	[REDACTED]	
2008-09 Indirect Costs for Rate Calculation	C + H	[REDACTED]	I
Restricted Indirect Cost Rate for 2010-11	C + H / (A-B-C)	[REDACTED]	

APPROVED BY BUREAU OF COMMONWEALTH ACCOUNTING - ECD FEDERAL ACCOUNTING

SIGNATURE : Timothy D. Cavanaugh  
 TITLE : Manager, ECD Federal Accounting Division  
 DATE : 5/10/2010

## **Appendix 5**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

June 2010 Collective Bargaining Agreement Summary

341 South Bellefield Avenue | Pittsburgh, PA 15213-3516  
Parent Hotline: 412-622-7920 | [superintendentoffice@pghboe.net](mailto:superintendentoffice@pghboe.net) | [www.pps.k12.pa.us](http://www.pps.k12.pa.us)

Pittsburgh teachers are choosing to lead the transformation of public education across the country. On June 14, 2010, in a 1,169 to 537 vote, teachers approved a landmark comprehensive five-year collective bargaining agreement centered around a common mission of what matters most - advancing the teaching profession in a way that is aligned with improving student achievement.

The historic agreement is anchored around the goals set forth in the **Empowering Effective Teachers** plan. Co-authored by the District and Pittsburgh Federation of Teachers in 2009, the plan transforms the way the District hires, supports, compensates and evaluates teachers.

Pittsburgh's teachers have strongly affirmed the direction the District and PFT leadership have taken. The agreement represents a new way of doing business in Pittsburgh and also proves that school districts and teachers unions can work together around education reform.

### **A New World for New Teachers**

In Pittsburgh, teachers hired after July 1, 2010 will enter a fundamentally different world. Rather than layering a performance pay plan on top of traditional salary structures in the form of bonuses, Pittsburgh has implemented a new approach grounded in teacher practice research and based on evaluative data on a teacher's contribution to student outcomes every three years.

This performance-based compensation structure distinguishes and rewards highly-effective teacher practice based on multiple measures grounded in student growth. This system makes it possible for teachers to earn significantly more money, and faster, by accelerating earnings growth if they are effective at accelerating student learning.

To empower, support and prepare novice teachers to meet the diverse needs of urban students and to be successful in the classroom, teachers new to the District will now complete a year-long residency program at the soon-to-be established Teacher Academy. The Teacher Academy experience includes rigorous evaluation linked to performance standards. Upon successful completion of the residency program, only effective teachers will be eligible to become a teacher of record in a Pittsburgh Public Schools classroom.

The progress and the achievements of novice teachers will now be celebrated in a new way, as the award of tenure will signify the District's confidence in a teacher's capacity to advance student learning. Effective teachers who successfully complete the year-long residency and have a positive impact on student growth will earn tenure after four years, instead of the previous three years. Once they have achieved tenure, these teachers have the opportunity to accelerate their earnings by opting into one of the District's career ladder positions, if they continue to meet standards for effectiveness.

341 South Bellefield Avenue | Pittsburgh, PA 15213-3516  
Parent Hotline: 412-622-7920 | superintendentoffice@pghboe.net | www.pps.k12.pa.us

## **Recognizing Highly Effective Teachers**

The key to dramatic gains in student achievement is having a highly-effective teacher in every classroom, every day. In order to realize this vision, new, high impact career ladder roles will be linked to substantial differentiated compensation for those teachers who are able to increase learning outcomes for students and advance the practice of their colleagues. Teachers in these roles will have the opportunity to earn an additional \$ [REDACTED] in compensation.

- **Clinical Resident Instructors (CRIs)** – Effective teachers chosen to be faculty at the Teacher Academy who will serve as mentors and instructional coaches to new and experienced teachers.
- **Instructional Teacher Leaders 2 (ITL2s)** – Effective, content-expert teachers who formatively evaluate peers in their school, design and deliver customized Professional Development based on formative evaluations, and summatively evaluate teachers in other schools.
- **The Promise-Readiness Corps (PRCs)** - Teams of 6-8 effective and motivated teachers, (linked with approximately 100 9th and 10th grade students in a cohort) who will provide intensive, hands-on academic and personal support in 9th grade, then follow students through 10th grade in all 9-12 High Schools.
- **Turnaround Teachers** – Teachers, effective in both content delivery and student engagement, deployed to be cultural “change agents” on three year assignments in low performing K-5, K-8 and middle schools.
- **Learning Environment Specialist (LES)** – Effective teachers with strong classroom management skills, demonstrated interpersonal skills, and the respect of peers and administrators.

Pittsburgh understands that efforts to reform public education, especially in urban districts, must include a model that holds teachers accountable to a standard of performance – with improving student achievement as its driving force.

- After-school Enrichment Periods that provide opportunities for effective teachers to teach an additional class at the end of the school day for an additional [REDACTED] or two for [REDACTED] added to their base salary.
- A \$ [REDACTED] bonus for all teachers at the top step of the salary schedule in each year of the contract that the District achieves the Adequate Yearly Progress (AYP) standard.

Embedded in the new agreement are items not typically found in a collective bargaining agreement such as opportunities for collaboration and teacher engagement:

- The STAR (Students & Teachers Achieving Results) Schools plan, in which District schools that fall within the top 15% of Pennsylvania schools for growth as verified annually by the Pennsylvania Department of Education receive a team bonus of up to \$ [REDACTED] per teacher.

*Empowering Effective Teachers in Pittsburgh Public Schools 2*

341 South Bellefield Avenue | Pittsburgh, PA 15213-3516  
Parent Hotline: 412-622-7920 | superintendentoffice@pghboe.net | www.pps.k12.pa.us

- A pay for performance pilot, VIEW (Voluntary Incentive Earning at Work), which provides teachers opportunity to earn bonuses of up to \$ [REDACTED] annually based on their contributions to student growth. Teachers who opt into the pilot relinquish their rights to negotiated increments at the top of the salary schedule. Recognizing that current policy is ahead of the research in the individual performance arena, during the 2010-11 school year, a team of 12 teachers and two administrators chosen through nomination will work together after school hours to study and refine the VIEW program, a process that will continue in the early years of this program.

### **An Innovative Approach to Collective Bargaining**

Pittsburgh's unique approach to collective bargaining began with the common framework found in the **Empowering Effective Teachers** plan, a vision for advancing the teaching profession that is aligned with improving student achievement. Co-authored by the District and the Pittsburgh Federation of Teachers, the **Empowering Effective Teachers** plan set the stage for the changes in how teachers are hired, supported, compensated and evaluated that are now codified in our collective bargaining agreement.

The new collective bargaining agreement builds upon the spirit of problem solving collaboration that guided development of the **Empowering Effective Teachers** plan, one of only four chosen by the Bill & Melinda Gates Foundation for "Intensive Partnership". Foregoing the use of attorneys throughout negotiations, the District and PFT also invited practitioners into the process. This past April 17, 2010, teachers and administrators met at a *Cooperative Convening* to arrive at recommendations for how to approach complex details of the plan. The negotiations team then took many of those recommendations and implemented them in a contractually binding way as part of the final agreement.

Building upon the spirit of collaboration that guided the design of Pittsburgh Research-based Inclusive System of Evaluation (RISE), this contract was informed *by* the expertise of Pittsburgh teachers at every step. Having the voice of teachers at the table during the *Convening* brought an element of integrity to the work that the District and PFT negotiations team could not have brought alone. The positive relationship that has been established between the District, PFT leadership rank and file and teachers, is a major step forward for both union and management. A new way of doing business that puts students first and holds all adults responsible for advancing student outcomes, and Pittsburgh's innovative approach to teacher contract negotiations provides a model for other collective bargaining districts across the country.

We know well that despite the significance of passing this comprehensive agreement, much important work remains to be done if we are to achieve our vision of the **Empowering Effective Teachers plan** – to do whatever it takes so that over 80% of all students complete a post-secondary degree or workforce certification.

## **Appendix 6**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

Mathematica Findings Detailing School-by-School Data Comparability

**Number of Higher-Performing Comparable Schools in Pennsylvania  
For Each School Targeted in PPS TIF Project**

<b>School Name</b>	<b># Higher-Performing Schools in Math Elsewhere in PA</b>	<b># Higher-Performing Schools in Reading Elsewhere in PA</b>
<i>Elementary Schools:</i>		
P. WOOLSLAIR	9	17
P. PHILLIPS	5	13
P. ARSENAL ELEM.	24	23
P. SPRING HILL	7	7
P. MINADEO	47	33
P. FORT PITT	28	52
P. BEECHWOOD	40	34
P. ROOSEVELT	6	1
P. DILWORTH	17	11
P. LIBERTY	76	39
P. BANKSVILLE	65	89
P. GRANDVIEW	25	29
P. WHITTIER	13	14
P. NORTHVIEW	53	56
P. CONCORD	39	55
P. FULTON	7	16
P. ALLEGHENY ELEM.	8	11
P. MORROW	6	11
<i>Average - Elem. Schools:</i>	<i>26.39</i>	<i>28.39</i>
<i>K-12 Schools</i>		
P. STEVENS	11	14
P. LINCOLN	11	26
P. KING	35	31
P. FAISON	24	30
P. MANCHESTER	30	23
P. MURRAY	38	51
P. MONTESSORI	6	7
P. ARLINGTON	10	11
P. WESTWOOD	4	4
P. VANN	5	6
P. GREENFIELD	6	6
P. CARMALT	5	8
P. WEIL	22	14
P. MILLER	13	16
P. MIFFLIN	9	10
P. BROOKLINE	6	11
P. SUNNYSIDE	6	6

P. SCHAEFFER	19	20
<i>Average – K-8 Schools:</i>	<i>14.44</i>	<i>16.33</i>
<i>Middle Schools:</i>		
P. ARSENAL	11	17
P. SOUTH HILLS	1	0
P. STERRETT	10	5
P. ROONEY	18	19
P. CLASSICAL	8	4
P. FRICK	1	1
P. SCHILLER	6	4
P. ALLEGHENY	1	4
P. SOUTH BROOK	7	6
<i>Average – Middle Schools:</i>	<i>7.00</i>	<i>6.67</i>
<i>High Schools:</i>		
P. PERRY	4	5
P. OLIVER	4	5
P. ALLDERDICE	3	12
P. PEABODY	5	7
P. CARRICK	4	5
P. SCHENLEY	3	13
P. BRASHEAR	1	10
P. WESTINGHOUSE	2	2
P. LANGLEY	3	3
<i>Average - High Schools:</i>	<i>3.22</i>	<i>6.89</i>

Source: Mathematica Policy Research, Inc., June 2010.

## **Appendix 7**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

Employment of Professional Employees Policy

No. 501

SECTION: PROFESSIONAL EMPLOYEES

TITLE: EMPLOYMENT OF  
 PROFESSIONAL EMPLOYEES

ADOPTED:

REVISED:

# SCHOOL DISTRICT OF PITTSBURGH

501. EMPLOYMENT OF PROFESSIONAL EMPLOYEES	
1. Purpose	The Board places substantial responsibility for the effective operation of the school district with the professional employees employed by the school district. Therefore, the Board supports the need to employ and retain the most effective teachers in positions requiring certification for the students in our schools and programs.
2. Authority SC 1106, 1142, 1146	The Board, by a majority vote of all members of the Board, shall approve the employment and fix the compensation for each professional employee employed by the school district. Such approval shall normally be given to those candidates for employment as recommended by the Superintendent.
3. Guidelines SC 1201	No candidate for professional employment shall receive recommendation for employment without evidence of a valid certification except where specifically authorized by law or the Pennsylvania Department of Education.
SC 111	No candidate shall be employed until such candidate has complied with the mandatory background check requirements for criminal history and the school district has evaluated the results of that screening process.  No candidate shall be employed by the School District where the report of criminal history record information indicates the applicant has been convicted, within five (5) years immediately preceding the date of the report, of any of the offenses set forth in Section 1-111 of the School Code.  Any employee's misstatement of fact material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.
4. Delegation of Responsibility	The Superintendent shall develop procedures for the recruitment, screening, and recommendation of candidates for employment in accordance with the following guidelines:

<p>SC 3705 P.L. 88-352 (Title VI) SC 2110</p> <p>5. Guidelines</p>	<ul style="list-style-type: none"> <li>a. Candidates will be recruited and recommended in accordance with Board policy, and state and federal law.</li> <li>b. The Superintendent may apply such screening procedures as may be necessary to determine the candidate's ability to perform the tasks for which the candidate is being considered.</li> <li>c. The Superintendent shall seek such recommendations from former employers and others as may be of assistance in assessing the candidate's qualifications. Such recommendations and references shall be retained confidentially and for official use only.</li> </ul> <p>In addition to the above guidelines, the Superintendent shall develop and implement procedures to ensure the recommendation of effective teacher candidates.</p> <p><b>Effective teaching</b> is teaching that results in learning for all students. This learning can be measured in a number of ways.</p> <p>The Superintendent or designee shall ensure that:</p> <ul style="list-style-type: none"> <li>a. the district hires the most effective teachers available</li> <li>b. the eligibility list serves to identify the most effective teachers</li> <li>c. effective teachers are placed in the schools and with the students needing them the most</li> <li>d. teacher evaluation serves to increase teacher effectiveness</li> <li>e. teacher professional development serves to improve teacher performance</li> <li>f. unsatisfactory teacher performance is addressed</li> <li>g. distinguished teaching be recognized</li> <li>h. individual teacher practice continues to improve</li> <li>i. teacher corps effectiveness improves over time</li> <li>j. granting of tenure is meaningful, and identifies teachers as effective</li> </ul>
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## **Appendix 8**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

Performance Incentive Program for Assistant Superintendents, Deputy Superintendent, and Chief of Research Assessment and Accountability

# HUMAN RESOURCES REPORT OF THE SUPERINTENDENT OF SCHOOLS

## ADDENDUM C

April 29, 2009

### **Achievement Bonus for Assistant Superintendents, Deputy Superintendent, and Chief of Research, Assessment and Accountability**

The board goal for the Superintendent includes moving staff members off a pay system which rewards longevity and education to one which rewards based on work performance and reaching desired outcomes for students. The purpose of the achievement bonus is to incent and reward employees for meeting student achievement targets.

The employees in this group may receive a [REDACTED] performance increment for successful performance on the rubric developed by the Design Committee for the Principal Pay for Performance. This is the same as district principals. The achievement bonus, however, is somewhat different than the formula for the principals.

On February 24, 2009 board approved that those in the above listed job roles be eligible for an achievement bonus not to exceed [REDACTED]. A portion of the bonus, [REDACTED] is reserved and may only be awarded if the district makes Adequate Yearly Progress. The academic leadership team will all be rewarded or not at the same level for this component of compensation. The achievement bonus will be calculated using the Pennsylvania Value-Added Assessment System. This assessment provided by the Pennsylvania Department of Education is based PSSA scores. PVAAS measures the growth of each child in the district in tested grades.

The direct way to see the growth is a stoplight chart. Green means one or more years of growth, yellow is somewhat less than a year's growth, and red means no growth. The PVAAS growth measure used for bonus calculation will be the average of one year's growth which is represented as green on PVAAS reports. The technical definition provided by PDE of one year's growth is defined as the estimated mean NCE (normal curve equivalent) gain equal to or greater than the growth standard. The district's PVAAS results are reported annually on the PA Department of Education or at [pvaas.sas.com](http://pvaas.sas.com).

The achievement bonus will be calculated across 16 targets, representing math and reading in grades 3, 4, 5, 6, 7, 8, and 11. Although there is not a third grade measure for PVAAS, since there must be scores for two years to measure growth, in order to include third grade, the standard will be if the third grade shows an increase in proficiency of at least 3 percentage points proficiency as measured by PSSA (Pennsylvania System of School Assessment) from the previous year [REDACTED] will be awarded for each category. For each grade that shows growth equal or greater than the growth standard, as defined by the PVAAS growth measure, [REDACTED] will be awarded. The final two measures are the increase in the scores for African American students district wide in reading and in math which will also have to minimally be 3% in order to earn the bonus in these two categories. The achievement bonus is not cumulative; students must grow each year in order to have awards made.

Bonus Category	Growth Standard	Amount
District Wide Growth	AYP	
Reading grade 3	3% increase in proficiency	
Math Grade 3	3% increase in proficiency	
Reading Grade 4	PVAAS Green	
Math Grade 4	PVAAS Green	
Reading Grade 5	PVAAS Green	
Math Grade 5	PVAAS Green	
Reading Grade 6	PVAAS Green	
Math Grade 6	PVAAS Green	
Reading Grade 7	PVAAS Green	
Math Grade 7	PVAAS Green	
Reading Grade 8	PVAAS Green	
Math Grade 8	PVAAS Green	
Reading Grade 11	PVAAS Green	
Math Grade 11	PVAAS Green	
African American Achievement Increase Reading all grades combined	Minimum 3 percentile points increase in proficiency	
African American Achievement Increase Math all grades combined	Minimum 3 percentile points increase in proficiency	

**Respectfully submitted,**

**Mr. Mark Roosevelt  
Superintendent of School**

## **Appendix 9**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

**Job Descriptions for New Positions**

**Position: HR Project Coordinator, Performance Based Compensation System**

**Reports to:** Chief of Performance Management

**Department:** Human Resources, Pittsburgh Public Schools

The School District of Pittsburgh aspires to be one of America's premier school districts, student-focused, well-managed, and innovative. Working at Pittsburgh Public Schools represents a unique opportunity to be at the forefront of innovation.

**Position Summary:**

The HR Project Coordinator will report directly to the Chief of Performance Management. Essential responsibilities for the Project Coordinator include:

- Integrating PBCS systems into Pittsburgh Public Schools systems, including payroll and Information Technology (IT) systems; and
- Leading cross-functional teams to determine the application and communication of measures of student growth to PBCS systems.

**Preliminary Competencies and Skills:**

Employees of the Pittsburgh Public Schools engage in the extremely important and fulfilling job of educating students in the City of Pittsburgh.

1. Excellent project management skills, including demonstrated record of completing tasks on time and within budget.
2. Strong interpersonal communication and presentation skills.
3. Ability to work with and communicate to a wide audience of participants.
4. A demonstrated track record of success in leading highly complex projects from planning through implementation including day-to-day project management and successful change management.
5. A capacity to solve complex problems, to manage multiple priorities, and coordinate efforts through a cross-functional team.
6. Ability to quickly establish credibility among team members including partners, peers, and executive leadership.
7. Excellent verbal and written communication skills and the ability to clearly distill large amounts of information.
8. Attention to detail.
9. Valid driver's license and ability to travel.

**Qualifications:**

1. Believe in, value and be committed to the educability of all;
2. Promote the school and district vision of high standards of learning and academic rigor;
3. Commit to continuous school improvement, and the inclusion of all members of the school community; and
4. Willing to work in a high stress environment while maintaining the energy necessary to meet the responsibilities and expectations of the position.

**Work Environment:**

Work in close collaboration with staff at multiple sites and multiple disciplines

- Frequently required to work at fast pace
- Comfort with ambiguity

- Requires considerable concentration and creativity
- Subject to stress caused by a changing environment, diversity in the organization, tight deadlines and work load.

**ADA:**

The employer will make reasonable accommodation in compliance with the American with Disabilities Act of 1990.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification.

**Position: Program Manager, Career Ladders (School-based Implementation)**

**Reports to:** Project Coordinator, Career Ladders

**Department:** Office of Teacher Effectiveness, Pittsburgh Public Schools

The School District of Pittsburgh aspires to be one of America’s premier school districts, student-focused, well-managed, and innovative. Working at Pittsburgh Public Schools represents a unique opportunity to be at the forefront of innovation.

**Position Summary:**

The Program Manager, Career Ladders (School-based Implementation) will report directly to the Project Coordinator, Career Ladders in the Office of Teacher Effectiveness and will serve as a key member on the team, providing support for designing and implementing new selective, high impact teaching roles to increase dramatically the exposure of our neediest students’ to highly effective teachers. The Program Manager, Career Ladders will be the school-based support focused member of this team spending 60% or more of their time in schools working with teachers and teacher teams new to Career Ladder roles, and coordinating with School Management, Human Resources, and Curriculum and Instruction to ensure that these teachers are receiving the support that they need to be effective in their new role.

This proposed initiative will require strong working relationships and collaboration with various stakeholders and departments including but not limited to the Deputy Superintendent, Chief Academic Officer, Human Resources, and the Pittsburgh Federation of Teachers.

During the first three years of implementation of the Empowering Effective Teachers plan, we will design and introduce several Career Ladder roles to as many as 400 teachers:

- **Clinical Resident Instructors (CRIs)** – Faculty at the Teacher Academy will serve as mentors and instructional coaches to new and experienced teachers.
- **Instructional Teacher Leaders 2 (ITL2s)** – Content-expert teachers who formatively evaluate peers in their school, design and deliver customized professional development based on formative evaluations, and summatively evaluate teachers in other schools.
- **The Promise-Readiness Corps (PRCs)** - Teams of 6-8 effective and motivated teachers, (linked with approximately 100 9th and 10th grade students in a cohort) who will provide intensive, hands-on academic and personal support in 9th grade, then follow students through 10th grade in all 9-12 High Schools.
- **Turnaround Teachers** – Teachers, effective in both content delivery and student engagement, deployed to be cultural “change agents” on three year assignments in low performing K-5, K-8 and middle schools.
- **Learning Environment Specialists (LES)** – Teachers with strong classroom management skills, demonstrated interpersonal skills, and respect of peers/administrators.

As teachers move into these roles for the first time, there will be a significant need for support from the Project Manager, Career Ladders to:

1. Ensure principals and teachers understand the roles and responsibilities of career ladder positions;

2. Provide the tools and materials that principals and teachers need to succeed in their new roles;
3. Ensure Career Ladder teachers receive the training and support that they need when they start the new role and during their first years in the role; and

During 2010-11 this role will focus primarily on the Promise-Readiness Corps, helping teams that are implementing the program in eight high schools and preparing for the Career Ladder component introduced in 2011-12. During 2011-12 they will expand their focus to provide support to the Promise-Readiness Corps, and also to Turnaround Teachers and Learning Environment Specialists. They will also assist with implementation of the CRI and ITL roles who will also receive a significant amount of support from Curriculum Coordinators and the office of the Chief Academic Officer.

### **Preliminary Competencies and Skills:**

Employees of the Pittsburgh Public Schools engage in the extremely important and fulfilling job of educating students in the City of Pittsburgh.

1. Excellent project management skills, including demonstrated record of completing tasks on time and within budget.
2. Strong interpersonal communication and presentation skills.
3. Ability to work with and communicate to a wide audience of participants.
4. A demonstrated track record of success in leading highly complex projects from planning through implementation including day-to-day project management and successful change management.
5. A capacity to solve complex problems, to manage multiple priorities, and coordinate efforts through a cross-functional team.
6. Ability to quickly establish credibility among team members including partners, peers, and executive leadership.
7. Excellent verbal and written communication skills and the ability to clearly distill large amounts of information.
8. Attention to detail.
9. Valid driver's license and ability to travel.

### **Qualifications:**

1. Believe in, value and be committed to the educability of all;
2. Promote the school and district vision of high standards of learning and academic rigor;
3. Commit to continuous school improvement, and the inclusion of all members of the school community; and
4. Willing to work in a high stress environment while maintaining the energy necessary to meet the responsibilities and expectations of the position.

### **Work Environment:**

- Work in close collaboration with staff at multiple sites and multiple disciplines;
- Frequently required to work at fast pace;
- Comfort with ambiguity;
- Requires considerable concentration and creativity; and
- Subject to stress caused by a changing environment, diversity in the organization, tight deadlines and work load.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification. The employer will make reasonable accommodation in compliance with the American with Disabilities Act of 1990.

**Position: Project Manager, Professional Development**

**Reports to:** Chief Academic Officer

**Department:** Curriculum, Instruction and Professional Development, Pittsburgh Public Schools

The School District of Pittsburgh aspires to be one of America's premier school districts, student-focused, well-managed, and innovative. Working at Pittsburgh Public Schools represents a unique opportunity to be at the forefront of innovation.

**Position Summary:**

In order to ensure that our teachers and principals understand the specific measures effectiveness included in the Performance Based Compensation System (PBSC), and to ensure they are able to use data generated by these measures to improve their practice, the Project Manager, Professional Development will plan and coordinate professional development.

New IT Systems will also be capable of linking teachers to professional development that is customized to their evaluation profile and their measures of effectiveness. While this work is already underway on the technology side the system will only be as good as our ability to provide professional development opportunities, populate, and learn to utilize this systems and understand its reports.

**Preliminary Competencies and Skills:**

Employees of the Pittsburgh Public Schools engage in the extremely important and fulfilling job of educating students in the City of Pittsburgh.

1. Excellent project management skills, including demonstrated record of completing tasks on time and within budget.
2. Strong interpersonal communication and presentation skills.
3. Ability to work with and communicate to a wide audience of participants.
4. A demonstrated track record of success in leading highly complex projects from planning through implementation including day-to-day project management and successful change management.
5. A capacity to solve complex problems, to manage multiple priorities, and coordinate efforts through a cross-functional team.
6. Ability to quickly establish credibility among team members including partners, peers, and executive leadership.
7. Excellent verbal and written communication skills and the ability to clearly distill large amounts of information.
8. Attention to detail.
9. Valid driver's license and ability to travel.

**Qualifications:**

1. Believe in, value and be committed to the educability of all;
2. Promote the school and district vision of high standards of learning and academic rigor;
3. Commit to continuous school improvement, and the inclusion of all members of the school community; and
4. Willing to work in a high stress environment while maintaining the energy necessary to meet the responsibilities and expectations of the position.

**Work Environment:**

- Work in close collaboration with staff at multiple sites and multiple disciplines;
- Frequently required to work at fast pace;
- Comfort with ambiguity;
- Requires considerable concentration and creativity; and
- Subject to stress caused by a changing environment, diversity in the organization, tight deadlines and work load.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification. The employer will make reasonable accommodation in compliance with the American with Disabilities Act of 1990.

**Position: Compensation Analyst**

**Reports to:** Director, Talent Management

**Department:** Human Resources, Pittsburgh Public Schools

The School District of Pittsburgh aspires to be one of America's premier school districts, student-focused, well-managed, and innovative. Working at Pittsburgh Public Schools represents a unique opportunity to be at the forefront of innovation.

**Position Summary:**

The Compensation Analyst will report to the Director of Talent Management in the Human Resources department. The Compensation Analyst will:

- Support efforts to embed the new salary schedule and performance components in District systems, including payroll and IT;
- Collaborate with Pittsburgh Public Schools and the Pittsburgh Federation of Teachers staff to implement a strategy to communicate the new schedule to potential recruits and new teachers; and
- Assist with communication to teachers related to Performance Based Compensation Systems.

**Preliminary Competencies and Skills:**

Employees of the Pittsburgh Public Schools engage in the extremely important and fulfilling job of educating students in the City of Pittsburgh.

1. Prior compensation or HR experience strongly preferred.
2. Excellent project management skills, including demonstrated record of completing tasks on time and within budget.
3. Strong interpersonal communication and presentation skills.
4. Ability to work with and communicate to a wide audience of participants.
5. A demonstrated track record of success in leading highly complex projects from planning through implementation including day-to-day project management and successful change management.
6. A capacity to solve complex problems, to manage multiple priorities, and coordinate efforts through a cross-functional team.
7. Ability to quickly establish credibility among team members including partners, peers, and executive leadership.
8. Excellent verbal and written communication skills and the ability to clearly distill large amounts of information.
9. Attention to detail.
10. Valid driver's license and ability to travel.

**Qualifications:**

1. Believe in, value and be committed to the educability of all;
2. Promote the school and district vision of high standards of learning and academic rigor;
3. Commit to continuous school improvement, and the inclusion of all members of the school community; and
4. Willing to work in a high stress environment while maintaining the energy necessary to meet the responsibilities and expectations of the position.

**Work Environment:**

- Work in close collaboration with staff at multiple sites and multiple disciplines;
- Frequently required to work at fast pace;
- Comfort with ambiguity;
- Requires considerable concentration and creativity; and
- Subject to stress caused by a changing environment, diversity in the organization, tight deadlines and work load.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification. The employer will make reasonable accommodation in compliance with the American with Disabilities Act of 1990.

## **Appendix 10**

*Differentiating Compensation in Pittsburgh*

*Pittsburgh Public Schools*

**RISE Pilot Survey Results**

**RISE Pilot Survey**  
**May 2010**

Teacher Practice and Evaluation

**Background**

- Administered online survey April 12-May 3
- Distributed to school staff in 24 RISE pilot schools
- Received 418 completed responses

**Summary of Results**

The survey consisted of 26 questions asking respondents to reflect on their experience with the RISE pilot. In addition, respondents were asked two open-ended questions: “What do you think is the biggest strength of RISE?” and “Would you recommend changing anything about RISE? If so, what?” Results were largely positive – respondents felt that they were engaged throughout the process, that the RISE process was useful in supporting professional development and that the process itself was administered effectively. For instance:

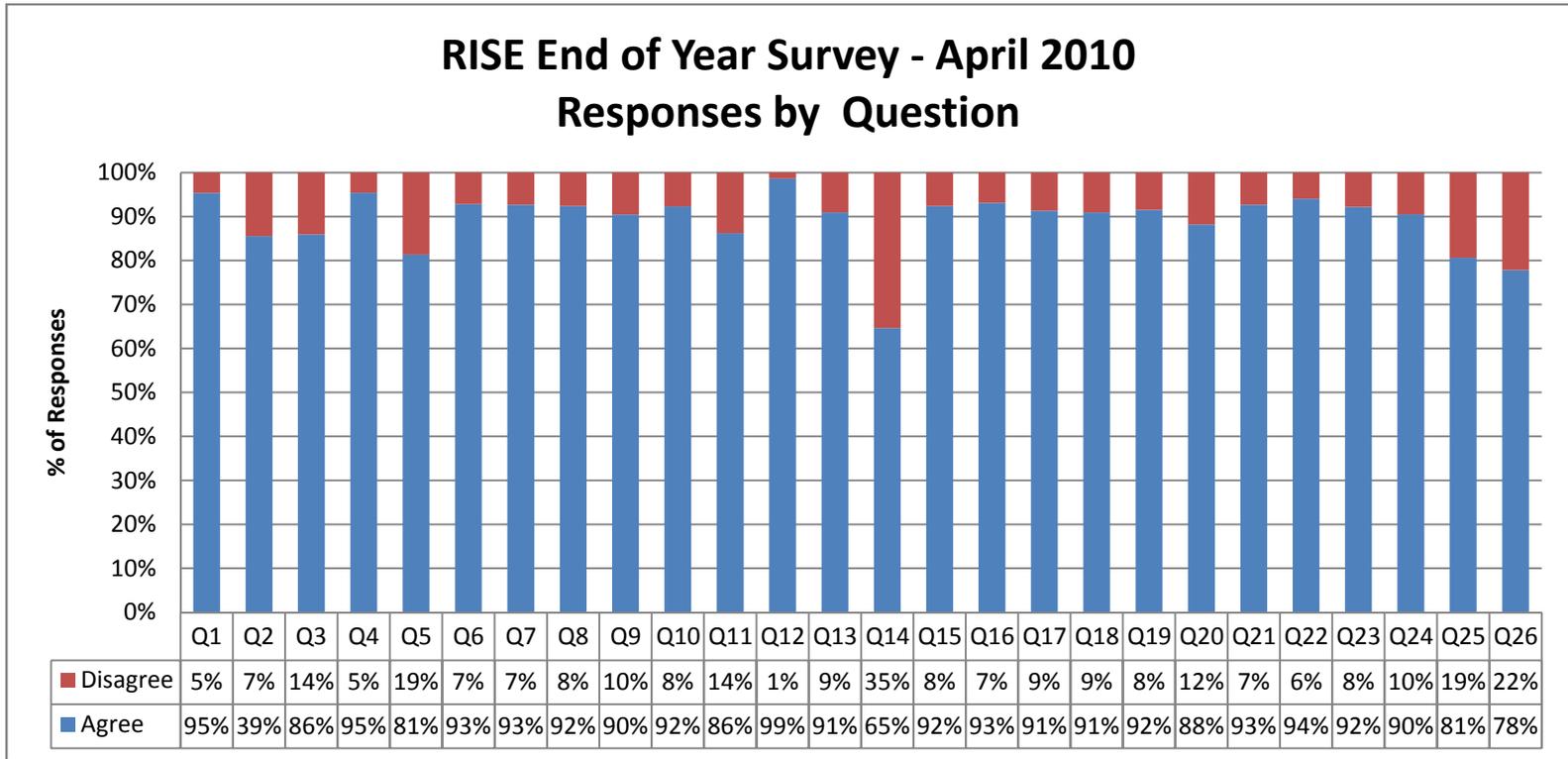
- 81% of respondents strongly agreed or agreed that “I am satisfied with the RISE evaluation process.”
- 93% of respondents strongly agreed or agreed that “I was engaged and an active participant in my RISE evaluation process.”
- 95% of respondents strongly agreed or agreed that “My principal effectively evaluates teachers using the RISE process.”
- 88% of respondents strongly agreed or agreed that “The RISE evaluation process supported and encouraged my professional growth.”
- 99% of respondents strongly agreed or agreed that “Teachers in my school want to continuously improve their practice.”

**Summary of Open-Ended Questions*****What do you think is the biggest strength of RISE?***

- Teachers have a voice in the evaluation process; their input is considered
- Administrators have knowledge of a teacher’s practice based on evidence
- Teachers receive useful feedback on their practice
  - Pre/post conferences very helpful
  - Elevates the quality of the conversation
- The process allows teachers to reflect on their practice and look more deeply at their craft
- The rubric is comprehensive

***Would you recommend changing anything about RISE? If so, what?***

- Rubric is too detailed, long, overwhelming
- Nine components is already a lot – it would be overwhelming to add more
- Process is very time consuming; needs streamlining
  - Paperwork
  - Process doesn’t take into account the realities of school life
- Language in the rubric can still be subjectively interpreted
- Observation is just a snapshot, done by one person
  - Annual evaluation is based on one lesson
  - Principal is sole evaluator
- Process needs to be administered uniformly within and among schools
  - Schools follow same steps
  - Principals approach observation in the same way (ie., giving teachers same amount of advance notice)



1. My principal effectively evaluates teachers using the RISE process.
2. My assistant principal(s) effectively evaluates teachers using the RISE process.
3. I feel that the RISE evaluation process is fair.
4. The RISE evaluation process in my school is rigorous.
5. The RISE evaluation process reveals what is true about teachers' practices.
6. My RISE formal observation process was conducted respectfully.
7. My RISE formal observation process included my input as an important part of my RISE evaluation.
8. My RISE preconference was valuable in that it provided me the opportunity to reflect on my preparation and deliver a more effective lesson.
9. My RISE post-observation conference afforded me the opportunity to reflect on my lesson and supported discussion to grow my practice.

10. The RISE evaluation process is currently being done properly in my building.
11. The RISE evaluation process is valued in my school.
12. Teachers in my school want to continuously improve their practice.
13. The RISE evaluation process supports teachers improving their practice in my school.
14. The RISE evaluation process has improved trust around evaluation of teachers in my school.
15. The RISE formal observation process used evidence to anchor the process.
16. I was engaged and an active participant in my RISE evaluation process.
17. My feedback throughout my RISE evaluation was valued by my administrator.
18. The RISE rubric for teacher evaluation is research-based.
19. The RISE evaluation process is research-based.

20. The RISE evaluation process supported and encouraged my professional growth.
21. My RISE evaluation process provided me the opportunity to discuss my practice based on evidence.
22. The RISE training provided at my school by our leadership team was effectively delivered.
23. The RISE training provided me sufficient information and tools to participate meaningfully in the pilot.
24. The RISE evaluation assists me in establishing and achieving meaningful goals to improve my practice.
25. I am satisfied with the RISE evaluation process.
26. I am satisfied with the RISE Rubric for Pittsburgh Standards of Effective Teaching.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **12** Uploaded File: **Z:\Lees\2010 TIF\2010 TIF\Final Versions\TIF Budget Narrative 7-6-10.pdf**

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