

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 # S385A100129

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 <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/6/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier: none	* 5b. Federal Award Identifier: na	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Chalkboard Project		
* b. Employer/Taxpayer Identification Number (EIN/TIN): ██████████	* c. Organizational DUNS: ██████████	
d. Address:		
* Street1:	221 NW Second Ave.	
Street2:	Suite 203	
* City:	Portland	
County:	Multnomah	
State:	OR	
Province:		
* Country:	USA	
* Zip / Postal Code:	97209	
e. Organizational Unit:		
Department Name:	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	Sue
Middle Name:		

* Last Name: Hildick

Suffix:

Title: President

Organizational Affiliation:

Chalkboard Project

* Telephone
Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

G: Independent School District

Type of Applicant 3: Select Applicant Type:

G: Independent School District

* 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, Recovery Act

13. Competition Identification Number:

Title:

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

Bend, Keizer, La Pine, Lebanon, Oregon City, Portland, Redmond, Salem; Clackamas County, Crook County, Deschutes County, Marion County, Multnomah County; Oregon

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

CLASS (Creative Leadership Achieves Student Success) Project: Teachers & Principals PBCS

Attach supporting documents as specified in agency instructions.

Attachment:

Title : Chalkboard Project IRS Determination Ltr

File : [IRS Determination Ltr.pdf](#)

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: OR-001

* b. Program/Project: OR-002, 004, 005

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 7/1/2015

18. Estimated Funding (\$):

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

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

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

review on .

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name: Sue

Middle Name:

* Last Name: Hildick

Suffix:

Title: President

* 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.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 03 2005

FOUNDATIONS FOR A BETTER OREGON
C/O SUE HILDICK
[REDACTED]

Employer Identification Number:

[REDACTED]

DLN:

17053212012014

Contact Person:

DALE T SCHABER [REDACTED]

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

August 15, 2003

Contribution Deductibility:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

FOUNDATIONS FOR A BETTER OREGON

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Chalkboard Project

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

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

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

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ 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 10%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Chalkboard Project

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ ██████████	██████████	██████████	██████████	██████████	██████████
2. Fringe Benefits	\$ ██████████	██████████	██████████	██████████	██████████	██████████
3. Travel	\$ ██████████	██████████	██████████	██████████	██████████	██████████
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ ██████████	██████████	██████████	██████████	██████████	██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ ██████████	██████████	██████████	██████████	██████████	██████████
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: Sue Hildick

Title: President

Date Submitted: 07/05/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Chalkboard Project Address: 221 NW 2nd Avenue, Suite 203 City: Portland State: OR Zip Code + 4: 97209-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Quinn Thomas Public Affairs Address: 5 Center Pointe Drive, Suite 400 City: Lake Oswego State: OR Zip Code + 4: 97035-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Badger, Doug Address: 5 Center Pointe Drive, Suite 400 City: Lake Oswego State: OR Zip Code + 4: 97035-	
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: Sue Hildick Title: President Applicant: Chalkboard Project Date: 07/05/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Chalkboard Project
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Ms. First Name: Sue Middle Name:
Last Name: Hildick Suffix:
Title: President
Signature: _____ Date: 07/05/2010
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 : CLASS TIF GEPA

File : [FINAL CLASS TIF GEPA.doc](#)

GEPA Statement

Chalkboard Project and Consortium members will comply with Section 427 of the Department of Education's General Education Provisions Act (GEPA) enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382). There are no barriers within the proposal that require special mitigation; all Consortium members will be required to use established criteria in their decision-making and utilize practices that are objective and unbiased. Cultural competency is an integral value embedded in all project activities.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Sue Hildick

Address:

* Street1: 221 NW 2nd Avenue
Street2: Suite 203
* City: Portland
County: Multnomah
* State: OR * Zip / Postal Code: 97209 * Country: USA

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

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available: none

Please attach an explanation Narrative:

Attachment:

Title : CLASS TIF Human Research Narrative
File : CLASS TIF Human Research.doc



Chalkboard Project TIF Application: Nonexempt Research Narrative

(1) Human Subjects Involvement and Characteristics: *Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.*

The evaluation of the CLASS Project: Teachers & Principals will include collecting data primarily from adults including teachers and principals in the participating districts. Any student data will be analyzed at the aggregate level, and no direct student involvement in the project will be documented. The subject population will include adults with the following characteristics: anticipated numbers (1416 teachers and 70 principals), age (21-65 years), normal health. All teachers and principals in the districts are required to participate in the CLASS project. There are no differentially vulnerable populations.

(2) Sources of Materials: *Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.*

Sources of research material obtained from individually identifiable human subjects will include interview and observation data collected by Chalkboard staff or external evaluators. All other data will be obtained through the districts and will be provided in a format that does not permit the linking of subject and data. Much of the data that will be collected is existing data collected during routine professional activities including district teacher and principal evaluation data and portfolios, and student achievement data.

(3) Recruitment and Informed Consent: *Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.*

All teachers and principals are required to participate in the district evaluation. Survey and interview participation is voluntary. Observations will be conducted in the course of routine professional activities. A representative sample of teachers and principals will be identified for data collection processes, and will be obtained at random from the district population. Informed consent will be obtained for any interview or observational data that might be identifiable. Subjects will have the right to not participate in any local evaluation activities. Informed consent will be obtained in written form by Chalkboard staff or evaluation contractors and will include the description of the use of the data being collected and the data collection activities in which stakeholders will be expected to participate and the benefits and risks of participation. IRB approval will be obtained for the documentation of consent.

(4) Potential Risks: *Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.*

The potential risks to individuals are minimal in this research activity. All data that link subject (teachers and administrators) to data will be held in confidence by the districts. No linked data will be collected by Chalkboard staff, project contractors, evaluation organizations or other consortium districts. All interview and observation data will be held in confidence by Chalkboard staff and evaluators.

(5) Protection Against Risk: *Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.*

Any identifiable data collected for interviews and observations will be assigned pseudonyms and identification numbers. Particular schools and districts will not be identified. Consortium school districts are required to include in their evaluation system safeguards to ensure that all process and procedures are in place to ensure objectivity in matters of teacher discipline and dismissal decisions. School districts will comply with guidance regarding corrective plans for improving teacher performance, teacher contract stipulations, collective bargaining agreements, school board policy, administrative regulations, and fair dismissal laws. As an additional assurance, the formative program evaluation process regarding the nature of and number of ineffective teachers and the resulting actions of the identification will be reviewed annually.

(6) Importance of the Knowledge to be Gained: *Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.*

The CLASS project's goal is to increase the number of effective teachers and principals through a rigorous, transparent, and fair performance evaluation and compensation system. Knowledge gained from the proposed research and evaluation will be used to ensure that the system has those characteristics. The risks are minimal in consideration of the benefits.

(7) Collaborating Site(s): *If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.*

The CLASS Project: Teachers & Principals consists of six school districts (Bend LaPine, Lebanon, Redmond, Crook County, Oregon City and Salem Keizer). All of those six districts will be collaborating sites and will provide data from CLASS activities for the evaluation. CLASS staff and evaluators will work with district data staff to facilitate data collection.

The CLASS Project: Teachers & Principals will work with evaluation consultants, to be competitively hired, to comply with all aspects of 34 CFR Part 97.

Project Narrative

Project Abstract

Attachment 1:

Title: **CLASS TIF Abstract** Pages: **1** Uploaded File: **CLASS TIF Abstract.pdf**

Part 3: Project Abstract

The CLASS Project: Teachers & Principals is a Teacher Incentive Fund (TIF)

Evaluation Competition application submitted by an Oregon Consortium consisting of lead nonprofit applicant the Chalkboard Project, together with six eligible LEAs (Bend-La Pine School District, Crook County School District, Lebanon Community Schools, Oregon City School District, Redmond School District, and Salem-Keizer Public Schools). This TIF application includes 47 high-need schools in six LEAs; 50 percent or more of the student enrollment in each school is comprised of low-income families, as indicated by the percentage of students eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. Of the project's identified 47 high-need schools, 38 are underperforming in one, two or three tested subjects, as compared to comparable schools. Six goals will be accomplished to achieve the vision of the **CLASS Project: Teachers & Principals**, which is to align and integrate teacher and principal career paths, performance evaluation, professional development, data-management systems, and compensation with student achievement. The total grant requested, including the [REDACTED] Evaluation Incentive, is [REDACTED] over a five-year period that includes a 12-month planning year (total project cost is [REDACTED]). A TIF grant award of [REDACTED] would provide the momentum and traction to accelerate and leverage the Consortium's work forward.

Project Narrative

Application Narrative

Attachment 1:

Title: **CLASS Project TIF Application Narrative Pages: 82** Uploaded File: **CLASS PBCS Project Narrative FINAL.pdf**

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A. NEED FOR PROJECT

Increasing the number of effective teachers and principals is critical to the success of Oregon's 560,000 public school students. In the last decade, Oregon's NAEP ranking has fallen over ten positions in both 4th and 8th grade math and reading (National Assessment of Educational Progress, 2009). Oregon's dropout rate is high, its student to teacher ratio is the 48th worst in the nation (Hawley Miles, 2008), and its school year is among the shortest. *Education Week's* 2010 Quality Counts report gave Oregon an overall ranking of 41st in the country, with a D in "K-12 Achievement" and one of only two F's in the "Teaching Profession" category. Oregon's teacher turnover rate and age of teacher workforce mirrors the national average; nearly 2 in 5 teachers are leaving the profession within the first 5 years and a majority of current teachers are nearing retirement.

A.1. High-Need Schools

This Teacher Incentive Fund (TIF) application includes 47 high-need schools in six LEAs; 50 percent or more of the student enrollment in each school is comprised of low-income families, as indicated by the percentage of students eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. When a middle or high school did not meet this threshold, the comparable data from its feeder schools was used to calculate its eligibility. All high-need school data was provided by each LEA in June 2010 (Chart 1), and analysis and research provided by data shared by Education Northwest (a Portland-based regional education-focused research organization).

Chart 1 – List of High-Need Schools and Under-performing Schools:

LEA	School	High-Need %	Feeder School Calculation %	Subjects Under-Performing %	Teachers	Principals	Students	Evaluation Competition Schools
Bend-LaPine	Bear Creek Elementary School	72			31.6	1.5	471	X
Bend-LaPine	Bend Senior High School	-	59.3	1	74.5	3	1395	
Bend-LaPine	Elk Meadow Elementary School	62			30.7	1.5	520	X
Bend-LaPine	Ensworth Elementary School	76		2	15.4	0.5	230	X
Bend-LaPine	High Desert Middle School	-	78.4	2	42.2	2	795	X
Bend-LaPine	Juniper Elementary School	68			30.6	1	457	X
Bend-LaPine	LaPine Elementary School	72			26.7	1	450	X
Bend-LaPine	LaPine Middle School	73		3	26.1	2	488	X
Bend-LaPine	LaPine Senior High School	67		3	26.8	2	530	
Bend-LaPine	Marshall High School	78		3	9.2	1	163	
Bend-LaPine	Pilot Butte Middle School	70			32.2	2	597	X
Bend-LaPine	Pine Ridge Elem	55			28.5	1	483	X
Bend-LaPine	R E Jewell Elementary School	51			30.5	1.5	521	X
Bend-LaPine	Sky View Middle School	-	52.4		33.2	2	681	X
Bend-LaPine	Three Rivers Elementary School	68			24.9	1	423	X
Bend-LaPine	Westside Village Magnet School	50		1	10.3	0.5	191	
Crook County	Crook County High School	53		3	42.3	2.5	858	
Crook County	Paulina School	58		2	2.1	1	32	
Crook County	Cecil Sly Elementary School	61		3	26	1	493	
Crook County	Crook County Middle School	63		3	36.3	2	703	
Crook County	Crooked River Elementary School	63		1	21.9	1	360	
Crook County	Ochoco Elementary School	72		3	21.6	1	378	
Crook County	Pioneer Secondary Alternative High	77		3	2.6	0.5	77	
Lebanon	Lebanon High School	75		1	67.1	2	1186	
Lebanon	Hamilton Creek School	51		1	16.9	0	353	
Lebanon	Seven Oak Middle School	51		1	24.9	2	511	
Lebanon	Riverview School	64		1	24.5	1	468	
Lebanon	Green Acres School	75		1	15.5	1	267	
Oregon City	Oregon City Senior High School	-	50	1	107.6	5.5	2152	
Oregon City	Ogden Middle School	-	50	1	34.6	2	631	
Oregon City	Jennings Lodge Elementary School	54		1	15.4	0.5	254	
Oregon City	Mt Pleasant Elementary School	56		1	17.5	1	368	
Oregon City	Candy Lane Elementary School	58		1	13.6	0.5	263	
Oregon City	Oregon City Service Learning Academy	66		1	4	1	93	
Redmond	Redmond High School	55		1	96.1	4.7	1824	
Redmond	Terrebonne Community School	59		1	24.5	1	429	
Redmond	Vern Patrick Elementary School	71		1	28.3	1	506	
Salem-Keizer	Hammond Elementary School	64		1	26	1	474	
Salem-Keizer	Swegle Elementary School	80		1	27.5	1	495	
Salem-Keizer	Yoshikai Elementary School	69		1	25.6	1	439	
Salem-Keizer	Lamb Elementary School	79		2	23	1	451	
Salem-Keizer	Hallman Elementary School	82		3	26.4	1	443	
Salem-Keizer	Middle Grove Elementary School	82		3	13.7	1	212	
Salem-Keizer	Scott Elementary School	69		3	32.3	2	547	
Salem-Keizer	Stephens Middle School	76		3	52.7	2	916	
Salem-Keizer	Waldo Middle School	70		3	50.1	2.9	788	
Salem-Keizer	Washington Elementary School	77		3	22.1	1	390	
6 LEAs	47 SCHOOLS				1416	70	25756	12

A.1.i-ii. Recruiting & Retaining

One state, many regions, diverse origins — these words speak to the complexity of Oregon, whose populations of communities ebb and flow with the economy. In spite of demographic changes and impacts of events (such as World War II) that stimulated migration, Oregon today remains a remarkably white state whose diversity is more a function of cultures and languages than of race.

Oregon's quality of life and natural beauty continues to attract and inspire people to move here. Oregon's diverse landscape includes the Pacific shore; Willamette, Umpqua and Rogue valleys; and the snow-capped volcanoes of the Cascade Range. These sleeping geological giants separate the western third of the state from the Columbia Plateau and High Desert regions. Unfortunately, Oregon's varied geography also creates natural divides between population centers that adversely affect local economies, as well as efforts to recruit and retain effective educators. Further, the high value placed by its residents on individual freedoms and "local control" complicates efforts to impose statewide educational reforms. Oregon's geography directly impacts many of this TIF application's participating LEAs. In response to a June 2010 emailed survey, several LEAs noted that finding qualified candidates and getting them to stay in rural areas is a challenge. All reported frequent instances in which applicant pools are filled with unqualified candidates and/or are too small to fill posted vacancies in math, science, ELL and special education. For example, Salem-Keizer LEA (the second largest in Oregon) noted that the subjects of advanced math, chemistry, physics, and biology as particularly challenging to fill. Redmond and Bend-La Pine LEAs reported that special education teachers with content area endorsements, like reading and math,

are difficult to recruit, as are bilingual teachers. The LEAs also reported a high-turnover rate (3-5 years) for their principals that are primarily occurring in their high-need schools, due to both internal reassignments and moves out-of-district.

Of Oregon's 1,259 public schools, 428 are considered to be either high-poverty or high-minority (with large numbers of minority students) or both; a nearly equal number of schools (509) are considered to be either low-poverty, low-minority, or both. This same proportion is true regarding the distribution of teachers (with 11,534 in the former category and 11,228 in the latter) and principals (395 and 444, respectively). An analysis of hard-to-staff subjects and specialties indicates that there are 1,809 mathematics teachers (6%), 2,456 science teachers (8%), 2,674 special education teachers (8%), and 993 language instruction educational programs (3%) within Oregon's teaching ranks (see appendix for the six LEA details). A 2008 survey of the Oregon School Personnel Association found Oregon "to have ongoing hiring difficulties with a range of core content (sciences, mathematics, music, language) and specialist positions (special education, ESOL and bilingual, counselors, school psychologists)" (Educator Zapp, Inc, 2008).

A.2. Student Achievement in Comparable Schools

As Chart 1 illustrates, of the project's identified 47 high-need schools, 38 are underperforming in one, two or three tested subjects, as compared to comparable schools, as defined below.

A.3. Definition of Comparable Schools

In this proposal, the definition of "comparable" schools has been crafted using a composite picture of school-level socioeconomic status (SES) drawn from available descriptive information about school demographics. Four variables were identified that historically impact student achievement: 1) percent of students eligible for free or reduced-price lunch, 2) student mobility rate, 3) student attendance rate, and 4) the percent of students with limited English proficiency. Utilizing this data from all Oregon public schools, a SES index was constructed using a weighted combination of these four indicators. Individual schools were then ranked on the SES index. Note that an individual school's comparison group consists of the cluster of schools ranked immediately above and below that school's location on the SES index (10 percent above and 10 percent below the particular school). For a school ranked in the upper or lower 10 percent on the SES index, its comparison group consists of the upper or lower 20 percent of schools.

B. PROJECT DESIGN

To address the need to improve student achievement by increasing the number of effective teachers and school principals, in the fall of 2009, Chalkboard Project – a nonprofit, nonpartisan organization launched in 2004 to improve Oregon's schools – partnered with six Oregon LEAs (Bend-La Pine School District, Crook County School District, Lebanon Community Schools, Oregon City School District, Redmond School District, and Salem-Keizer Public Schools, (hereafter to referred to as "the Consortium"), to collaboratively work to design new and comprehensive models for

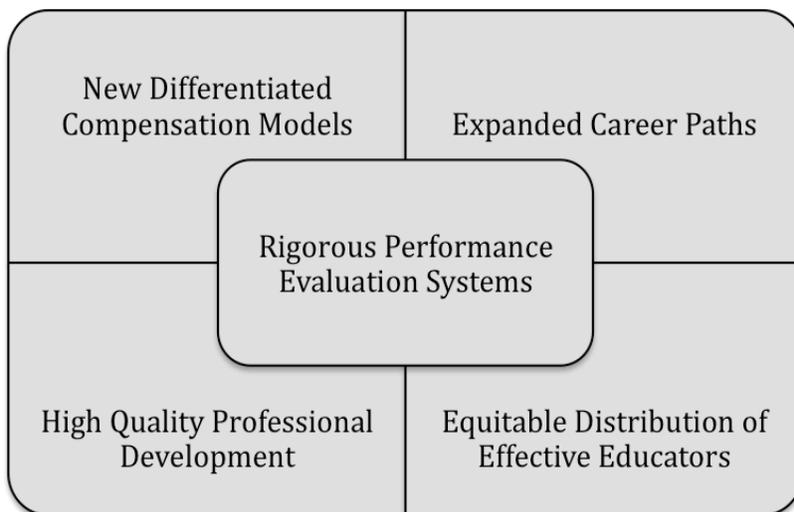
improving teacher effectiveness in school districts across Oregon. In an attempt to move beyond efforts that have proven polarizing or piecemeal, the Consortium sought innovations grounded in the real work of the classroom and clearly connected to improving student achievement. Working in collaboration, the Consortium is addressing the fact that Oregon teachers are less satisfied with their professional development than peers in other states (National Center for Education Statistics, 2004). Teacher leaders are tackling a performance evaluation system that lacks relevance for a teacher's professional growth and increasingly treats teachers as interchangeable parts (Weisberg, Sexton, Mulhern, & Keeling, 2009). Licensed staff are working together to redefine how a teacher's career ought to progress; how that progression ought to be compensated; and how the most effective teachers can be placed within a LEA to address the needs of at-risk students and hard-to-teach subjects in high-need schools.

The proposed project, the **CLASS Project: Teachers & Principals**, is founded on a year-long design phase carried out by each LEA member of the Consortium, as well as data collected from 100,000 Oregonians regarding their best ideas for improving education. The Consortium has been informed by best practices research and the stated needs of Oregon's students, teachers, and schools. Refined by convened stakeholders (teachers, principals, union leaders, and the broader school community) and a review of efforts in other states to increase teacher effectiveness, five initial components now form the integrated framework on which the CLASS performance-based compensation systems are based. The framework, which provides teachers and principals with the information, support, and motivation to do their best work, consists of these key components: 1) rigorous, transparent, and fair performance evaluation

systems; 2) alternative/differentiated compensation structures; 3) job-embedded professional development systems; 4) expanded career paths; and 5) a preliminary analysis to guide the equitable distribution of effective teachers and principals. This integrated framework, once further refined locally, expanded and implemented, will ensure that each Consortium member maximizes the skills, knowledge, and disposition of each and every teacher (4,140) and principal (208), including the 1,416 teachers and 70 principals presently working in the 47 identified high-need schools, to increase student achievement and ensure that Oregon students graduate and are prepared for college, career and life.

Chalkboard will serve as the lead applicant for this TIF grant proposal to implement the **CLASS Project: Teachers & Principals**. Grounded in a systemic human capital management approach, CLASS is an integrated platform upon which comprehensive performance-based compensation systems (PBCSs) can be built (Figure 1):

Figure 1:



B.1. Strategy for Rewarding Teachers & Principals Based on Effectiveness as Determined by Student Growth

The **CLASS Project: Teachers & Principals** PBCS will reward teachers and principals who raise student achievement as measured by student growth. The Consortium is applying on behalf of 47 of its high-need schools, proposing as its strong foundation for future work all of the strategic initial work, already undertaken by the six Consortium members. This future collaborative work will introduce a new level of rigor that will ensure more effective teachers in the classrooms, more effective principals in the buildings, and an overall increase in student achievement, especially among high-need students in high-need schools.

Core Elements of a PBCS and a Potential Planning Period

The proposed strategy, based upon the five platform components of the **CLASS Project: Teachers & Principals**, will be implemented over five years, with an initial 12-month planning period during the first year of the grant period to ensure that all core elements are in place for each Consortium member, and well-aligned with the stated goals and objectives articulated later in this section. Core element (a), a plan for effectively communicating about the components of the PBCS to teachers, administrators, other school personnel, and the community-at-large, has been met. Each Consortium member's CLASS planning team has already developed and begun to implement an effective communications plan, described more fully in Section B2. Core element (b), which refers to the involvement and support of teachers and principals, and the involvement of unions, has also been met. As evidence of their demonstrated commitment to CLASS and their involvement in the initial work of the CLASS planning

teams, each member of the Consortium has submitted a Memorandum of Understanding signed by their superintendent, local union president, and the principals of the 47 high-need schools (see appendix).

Core element (c), a rigorous, transparent, and fair evaluation system for teachers and principals, has not been fully met. Twelve months of planning time is required to incorporate student growth as a significant factor within the teacher performance systems already being developed by each Consortium member. Further, the Consortium members have not yet designed a rigorous, transparent, and fair evaluation system for principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observation conducted at least twice during the school year. Specific elements of the teacher and principal performance evaluation component of the CLASS PBCS are described fully in Section B3.

As it relates to core element (d), a data-management system that can link student achievement data to teacher and principal payroll and human resources systems has not yet been achieved. Each Consortium member's data-management systems has varying degrees of sophistication in how data is integrated and linked. The planning period will be used to ensure that all of the systems can link student achievement data to teacher and principal payroll and human resources systems. Technical infrastructure capacity-building, and training to address other information technology needs will be resolved during the 12-month period, as described in Section B4.

By building upon the previous work completed in order to meet core element (a) and (b), each Consortium member will use the 12-month planning period to address core element (e). A final plan will be refined to ensure that teachers and principals understand the specific measures of effectiveness of the CLASS PBCS. In addition to the professional development opportunities described in Section B5 and weaved throughout the TIF proposal, each member of the Consortium will provide professional development linked to the use of their data-management system so that all teachers and principals are able to utilize the data generated by those systems to improve their professional practice.

Goals and Objectives of CLASS Project: Teachers & Principals

Goal 1: Develop, implement, evaluate and refine the CLASS comprehensive approach to result in a PBCS grounded in a human capital management strategy.

Objective 1.1: During the planning year, ensure that all five core elements of a comprehensive PBCS are in place in each LEA. Objective 1.2: Ensure that the planning team of each Consortium member includes all relevant stakeholders. Objective 1.3: All planning teams will address each of the components of the CLASS PBCS to construct a coherent and strategic approach that strengthens the local educator workforce.

Objective 1.4: Provide CLASS PBCS coaches to ensure that Consortium members have the sufficient knowledge and skills to accomplish the project's goals within the framework of each Consortium member's local educator workforce. Objective 1.5: By the end of the grant period, ensure that 100% of the teachers and principals in high-need schools have the opportunity to earn differentiated compensation under the adopted PBCS, using data and evaluations for professional development, and retention

and tenure decisions. The achievement of Goal 1 meets Absolute Priority 3.

Goal 2: Develop, implement, evaluate and refine the CLASS PBCS, ensuring rewards at differentiated levels for teachers and principals who demonstrate their effectiveness by improving student achievement in high-need schools. Objective 2.1: During the planning year, design, incorporate and align a rigorous, transparent and fair principal evaluation system, together with that designed for teachers in the initial CLASS plans. Objective 2.2: Implement and refine teacher performance evaluation systems that incorporate student growth. Objective 2.3: Using an objective, evidence-based rubric aligned with the teacher performance framework developed by Charlotte Danielson (Danielson 2007), conduct informal and formal observation-based assessments of teacher performance at multiple points in the year that take into account student growth as a significant factor, as well as other measures of effectiveness. Objective 2.4: Using the Leadership for Equity Rubric tool designed by the Oregon Leadership Network (OLN) that rests on Interstate School Leaders Licensure Consortium (ISLLC) standards and a rubric-scored portfolio (Murphy, 2003), conduct informal and formal observation-based assessments of principal performance at multiple points in the year that take into account student growth as a significant factor, as well as other measures of effectiveness. Objective 2.5: By the end of the grant period, 100% of the teacher and principal observers will be trained to use the rubrics in performance evaluations, and a research and evaluation program will be implemented to ensure inter-rater reliability, with ongoing professional development provided. Objective 2.6: By the end of the grant period, the data derived from teacher and principal performance evaluations and linked to student achievement will be collected

for 100% of the teachers and principals in high-need schools, and will serve as the foundation for differentiated compensation. The achievement of Goal 2 meets Absolute Priority 1, and is further supported by the substantial performance award amounts discussed in Section B1.

Goal 3: Develop, implement, evaluate and refine the CLASS model of value-added measures of student achievement as a significant factor in calculating differentiated levels of compensation provided to teachers and principals.

Objective 3.1: During the planning year, involve all stakeholders in the refinement of each Consortium member's disparate data-management systems to ensure that multiple forms of evidence can be incorporated into measures of student achievement.

Objective 3.2: Develop and adopt detailed protocols for value-added determinations for teachers and principals. Objective 3.3: Use these data-management systems to connect student achievement to human resource performance and effectiveness measures.

Objective 3.4: By the end of the grant period, 100% of the teachers and principals in high-need schools will be assessed using these value-added measures of student achievement. The achievement of Goal 3 meets Competitive Priority 4, and is further supported by the proposed plan to meet core element (d) described in Section B4.

Goal 4: Using the CLASS lens of social equity, attract, nurture and retain effective teachers (and principals) to serve high-need students and in hard-to-staff subjects/specialties in high-need schools to improve student achievement.

Objective 4.1: During the planning year, conduct a detailed analysis to determine the current (equitable/inequitable) distribution of effective teachers (and principals) by each Consortium member, using data derived from each Consortium member's data-

management system, and linked to the working definition of effectiveness (described in Section B1). Objective 4.2: Align the components of the CLASS compensation system to a (to-be-adopted) placement criteria for high-need schools and hard-to-staff subjects/specialties, in order to fill vacancies with effective teachers. Objective 4.3: Communicating with all stakeholders, adopt a staffing plan to recruit, nurture and retain effective teachers for high-need schools. Objective 4.4: By the end of the grant period and with union leadership, develop a process for each Consortium member to approve a Memorandum of Understanding to achieve the CLASS target goal of 100% effective teachers in all high-need schools. Objective 4.5: By the end of the grant year and using subject-specialty coaches and other professional growth supports, work with each Consortium member to achieve the CLASS target goal of 0% vacancy rates of effective teachers (and principals) in hard-to-staff subjects in high-need schools. The achievement of Goal 4 meets Competitive Priority 5.

Goal 5: Identify and implement long-term strategies for fiscal sustainability.

Objective 5.1: During the planning year, Consortium members will develop, refine and adopt a 10-year, long-term fiscal sustainability model that includes costs and benefits of the **CLASS Project: Teachers & Principals** that is reflected in adopted salary schedules. Objective 5.2: During the remaining four years, Consortium members will continue to fulfill their pledge to meet the financial commitments they have made to the project by providing from non-TIF funds an increasing share of performance-based compensation paid to teachers and principals. The achievement of Goal 5 meets Absolute Priority 2, and is further described in Section C3.

Goal 6: Develop, implement, evaluate and refine a high-quality professional development component that is directly linked to the specific measures of teacher and principal effectiveness included in the CLASS PBCS to improve student achievement. Objective 6.1: During the planning year, refine each Consortium member’s research-based, targeted, and job-embedded professional development component aimed at providing teachers and principals with the resources they need to improve their practice and increase student achievement. Objective 6.2: Align the professional development system with the performance evaluation approach outlined in the CLASS PBCS, as well as with each Consortium member’s continuous improvement plans, individual teacher and principal needs, current needs assessments data, and National Staff Council Development (NSCD) standards. Objective 6.3: Develop and expand career pathways, mentoring programs for new teachers, and other professional development opportunities to incentivize and support effective teachers and principals who take on new leadership roles and responsibilities. Objective 6.4: Adjust existing systems, policies, and union contracts to accommodate these new career paths and job-embedded professional development, such as Professional Learning Communities. Objective 6.5: Using linkages to student achievement data, regularly assess the effectiveness of the CLASS professional development component in improving teacher and leadership practices throughout the Consortium, and continually make the modifications necessary to improve its effectiveness. Objective 6.6: By the end of the grant period, 100% of the teachers and principals in high-need schools will be provided with the high-quality tools and skills they need to improve their effectiveness, implement

best practices, and raise student achievement. The achievement of Goal 6 meets TIF Priorities 1-5, and is further described in Section B5.

As stated above, the work of the **CLASS Project: Teachers & Principals** predates the TIF process. During the 2009-2010 school year, each Consortium member convened a district-level CLASS PBCS planning team comprised of relevant stakeholders (please see stakeholder section for further discussion), and began their committed work on the local design of a PBCS (see Figure 1 above) with a rigorous, transparent, and fair performance evaluation system; alternative/differentiated compensation structure; job-embedded professional development system; expanded career path; and an initial analysis of the current distribution of effective teachers and principals.

The CLASS PBCS planning teams first defined seven key design principles for incorporation within their individual CLASS PBCS: 1) increasing student achievement; 2) attracting/retaining effective staff; 3) assessing employee knowledge and skills; 4) providing new career opportunities; 5) evaluating employee performance and motivations for improvement; 6) rethinking compensation; and 7) nurturing collaborative relationships among staff. As they defined these principles, each Consortium member's CLASS PBCS planning team customized their work to take into account the local educator workforce needs, as set within the context of their students, staff, district, and community. All of the initial CLASS plans have been guided by these principles and a commitment to increase student achievement and ensure that their students are prepared for success in school and beyond. These plans have been designed to support each Consortium member's strategic plans and school improvement goals.

Additionally, all CLASS plans are research-based, aligned with best practices, and reflect input from stakeholders and outside experts. CLASS PBCS coaches are a key part of the project management and have facilitated this initial planning process, and (if funded) will continue to provide training and expertise during the planning and implementation phases of the proposed TIF grant period. CLASS PBCS coaches will also ensure that only the most rigorous and innovative PBCS systems are achieved, and that fidelity to this work is maintained throughout the 48-month implementation period.

The collaborative nature of this locally driven, educator-led process means that some PBCS components may differ from one Consortium member to another, depending on their local educator workforce context and community need. However, all PBCSs developed and implemented as a part of **CLASS Project: Teachers and Principals** must meet the level of rigor called for in the goals and objectives of this TIF proposal. Where applicable, this proposal points out those components that will be universal to all Consortium members, and those that are more likely to be unique. It is the expectation that the Consortium members will exceed the high bar of rigor set by this proposal. The initial 2009-10 planning period has already generated much excitement and increased expectations about what it means to be an educator in Oregon. Models such as the integrated framework proposed by the **CLASS Project: Teachers & Principals** make possible innovative reform within the locally controlled context in which Oregon public schools are administered.

New Compensation Models

Rewarding teachers and principals, based on effectiveness as determined in significant part by student growth, has resulted in newly designed differentiated compensation models that are intended to reduce attrition and offer alternatives to the current compensation model based on college credits and seniority. The proposed compensation plans describe how pay amounts are linked to career advancement, with added salary (e.g., bonuses) offered for additional responsibilities and in response to meeting the targeted equitable distribution goals. Evidence of value-added student achievement growth on academic indicators (e.g., Oregon Assessment of Knowledge and Skills) remains a required criteria for financial rewards. Consortium members have also developed performance-based pay and alternative/differentiated salary schedules that are weighted toward rewarding student achievement gains and accelerating professional growth.

The development of these new CLASS compensation models has relied primarily on research by Johnson & Papay (2009); Springer (2009), Odden & Wallace (2008). Other career enhancement programs have also been studied, including Q-Comp, Minnesota Department of Education; TAP, Chicago Public Schools; Weld County in rural Colorado; and Pro-Comp, Denver. Locally designed compensation models have been based on research demonstrating that effective compensation programs should be aligned with and supported by a LEA's goals, objectives, and strategies (Odden & Wallace, 2005).

CLASS compensation models are also expected to contribute to the increased recruitment of effective applicants and increased retention of effective teachers and

principals, by providing financial rewards to effective teachers and principals, accelerating their pay, and rewarding them for effective practice that results in raised student achievement.

The proposed performance awards, discussed fully below, will be available in both individual and group-based compensation via three options: 1) career-based pay; 2) incentive pay; and 3) recognition.

1) Career-based pay: This is a policy for recognizing career advancement or steps with compensation. Career-based compensation provides additional pay (in the form of additions to base salary, stipends or bonuses) as one achieves new career levels or fulfills additional roles. Based on the individual designs of each Consortium member's career-based pay compensation models, these models will include one or more of the following: accelerated career-based pay through current salary schedule; the replacement of a number of education lanes with career-based lanes; or the replacement of education lanes with career levels and roles. Following the conclusion of the 12-month planning phase, all of the teachers (1416) and principals (70) in the Consortium's high-need schools will be eligible for this type of compensation upon the submission of a portfolio of professional practice that includes performance evaluation ratings and multiple measures of student achievement. Chart 2 below, proposed by Consortium member Crook County School District, illustrates a comparison of a past salary schedule with that proposed by their CLASS model:

Chart 2:

Current (09 -10) Certified Salary Schedule

	Column A	Column B	Column C	Column D	Column E	Column F	Column G
Step	BA	BA + 30	BA + 45	MA BA +60	MA + 15 BA + 75	MA + 30 BA + 90	MA + 45 BA + 105
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13	\$0						
14	\$0						
15	\$0	\$0					
16	\$0	\$0	\$0	\$0	\$0	\$0	

	Probationary Teacher	Proficient Teacher	Master Teacher	Coach Mentor, etc
Step	Career Level 1	Career Level 2	Career Level 3	Addl Role
0				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Expanded Career Paths

Teaching is traditionally a flat career structure in which the novice and experienced teacher perform essentially the same duties throughout a 30-year career that is characterized by a lack of opportunities for advancement within the profession. This has generated much research on the implementation of career paths and the need for teacher leaders (Odden & Kelley 2002). The traditional approach of advancing teachers based solely on experience and education has had limited success in raising student achievement (Rivkin, Hanushek, & Kain, 2005). In addition, a great deal of craft knowledge is lost when teachers retire with no formal means to share their expertise. CLASS career path plans, like the example above in Chart 2, will refine the career pathways system to provide teachers and principals with new roles and opportunities that differentiate professional practice levels, by providing incentive bonuses to teachers and principals who assume these new roles and responsibilities, and by ensuring that these career paths are accompanied by policy changes and reflected in union contracts.

Research supports the idea that the expanded CLASS PBCS career paths will serve six critical purposes: (1) improve effectiveness; (2) retain teachers; (3) increase the supply of ambitious and motivated new teachers; (4) build capacity, coherence, and continuity; (5) generate buy-in from diverse stakeholders, rather than compliance; (6) support beginning teachers and identify ineffective teachers for professional development interventions; and (7) support new principals and identify ineffective principals for professional development interventions.

Research also indicates that the key to unlocking advanced career levels is the demonstration of increased levels of professional practice performance, such as those

based on Danielson’s model of performance evaluation for teachers, and the OLN/ISLLC standards model for principals. Candidates for advancement must successfully meet the criteria listed for each level of proficiency, demonstrating evidence of professional practice through a variety of provided options. They must also meet specified goals for student achievement growth. Consortium members will utilize one or more of the following models to define their career paths and advancement opportunities:

- Option 1: Traditional model. A teacher retains a full teaching load for duration of career; may seek additional responsibilities outside the classroom. Successful candidates can be promoted to school- or district-level administrative roles;
- Option 2: Multiple career ladders model. Newly defined roles/expanded opportunities are offered, including teacher roles defined as teacher, mentor, and master. These roles involve assisting colleagues as peer coaches, supporting teachers’ professional growth plans, and leading collaborative learning teams;
- Option 3: Levels of professional practice. Levels of professional practice for teaching are identified. Levels of licensure may also be tied to each of the following categories, or a Consortium member may define these levels internally based on demonstrated expertise. Specified levels may include: entry (beginning teacher without experience), emerging professional (novice teacher developing effective teaching and classroom management skills), professional (Oregon Contract Teacher status), advanced professional (Danielson “accomplished,” with demonstrated professional expertise including mastery of content-specific teaching), and master (extraordinary career accomplishment and contribution); or

- Option 4: Combination approach. Combining the career ladder and professional practice approaches (Options 2 and 3).

To date, each Consortium member has addressed at least three levels in their initial planning year for a new career pathway system, including the key components and the professional evidence needed to advance to this level. By the end of the TIF planning year, they will determine what values and messages to send regarding teacher leadership positions and the roles that will be used; the number of levels of advancement; and the process, timeline, and criteria for advancement between levels. Incentive bonus values have already been established for teachers who have assumed these new roles and responsibilities. Each Consortium member will also ensure by the end of the planning year that these adopted career paths are accompanied by policy changes and new language in union contracts. These adopted career paths will reflect a timeline for the submission of portfolios of professional practice, and will be directly linked to performance evaluation ratings, multiple measures of student achievement (including value-added measures), evidence of additional roles and responsibilities, and evidence of teacher status requirements that lead to career path advancement and compensation.

2) Incentive awards: This is a CLASS PBCS variable compensation element that will provide an incentive payment or bonus, in addition to base pay, when innovative goals are met or surpassed. These awards will be in the form of increased resources for professional development, enhancements, or compensation. Awards will be provided for teams or individual educators in a Consortium high-need school, based on student learning achievement. However, these payments will not become part of base pay.

Currently, options in some initial CLASS PBCS plans include incentive awards for hard-to-staff areas and subject-matter shortage areas. Upon completion of the TIF planning year, all Consortium members' compensation models will incorporate incentive awards for teaching in hard-to-staff schools and subject areas. Furthermore, principals will also be provided with incentive awards for working in hard-to-staff schools. These incentive awards will be directly correlated with performance ratings from evaluations and value-added measurements. Chart 3 below provides an illustration of how incentive pay is likely to work:

Chart 3 – Incentive Pay Components:

Component	Description	Teacher	Principal
Student Achievement	School meets or exceeds local growth target for all subjects and student groups	25%	50%
	Teacher meets or exceeds local individual growth targets for all student groups and tested subjects taught	25%	N/A
Hard-to-staff Subject & High-Need Schools	Based on equitable/inequitable distribution and to-be-developed placement criteria	15%	15%
Evaluation	Meet or exceed expectations on standards-based evaluation system	15%	20%
Professional Growth and Contribution	Engage in self-assessment and create personal professional development to promote student achievement	10%	15%
	Assume positions of leadership and additional responsibility in promoting student achievement	10%	N/A

3) Recognition: This variable pay structure will take a number of forms, including: school and team level celebrations; community awards banquets; district recognition events; special events; release time for collaboration/sharing with others; special equipment or supplies for enhanced teaching; and other individualized and customized

professional development opportunities that may include travel to outside district training locations.

B.1.i. Methodology for Determining Effectiveness, Includes Valid and Reliable Measures of Student Growth

To be eligible for any form of performance-based compensation, a teacher or principal must be deemed effective. To determine effectiveness, the Consortium has developed a "working definition" for effectiveness (see Figures 3-5 in B.1.iii) that includes valid and reliable measures of student growth, considers the unique situation of teachers/principals, and takes into account both tested and untested subjects in Oregon.

This working definition has been formulated by Oregon educators and stakeholders, guided by resources from the National Comprehensive Center for Teacher Quality, and research on principal effectiveness. The TIF planning year will be used to further refine and adopt a definition for use by all members of the Consortium. The 1,416 teachers and 70 principals affected by the **CLASS Project: Teachers & Principals** will be deemed effective based upon a final definition that, at a minimum, will include the findings of the Consortium member's rigorous and comprehensive performance evaluation system, student achievement data based on a value-added model using the Oregon Assessment of Knowledge and Skills (OAKS), and other measures as determined during the planning year. Consortium members will determine the final weight to be assigned to each component, with student growth required to make up at least fifty percent of the weighted value, and the remaining balance to address the criteria proposed by the other measures to be incorporated.

In their final definitions, Consortium members will utilize student growth models that provide student growth targets for individual teachers, principals, teams/groups, and high-need schools. OAKS now provides individual growth targets for students based on prior year assessment data. This means that specific student growth and absolute achievement targets can be determined based on the academic profile of a teacher's students as of the beginning of the school year, student demographics, and the teacher's past performance. A principal's specific student growth and absolute achievement targets can be determined based on the academic profile of the principal's school as of the beginning of the school year, student demographics, and the principal's past performance. Student growth targets will be based on a typical achievement growth observed statewide for students with academic and demographic profiles similar to those in a given teacher's classroom or a principal's school.

For teachers of tested subjects (see appendix for a list), OAKS serves as the state's standardized test and primary measurement tool for student growth. OAKS provides a vertically scaled score using a one-parameter logistic (1-PL) model (and common items across grades) to reflect changes over time that serves as an estimate of growth. Each student receives a Rasch Item Theory (RIT) score that is centered at 200 and ranges from 190 to 280. Oregon has ascertained levels of growth that are required for students to regularly meet benchmarks (in grades 3 through 10).

Currently, the State of Oregon aggregates an individual student's RIT scores within a school-building as 'Meeting' and 'Exceeding' achievement standards respectively. Growth target attainment and a student's subgroup membership is also considered and included as part of an Achievement Index (AI). The AI is used to identify

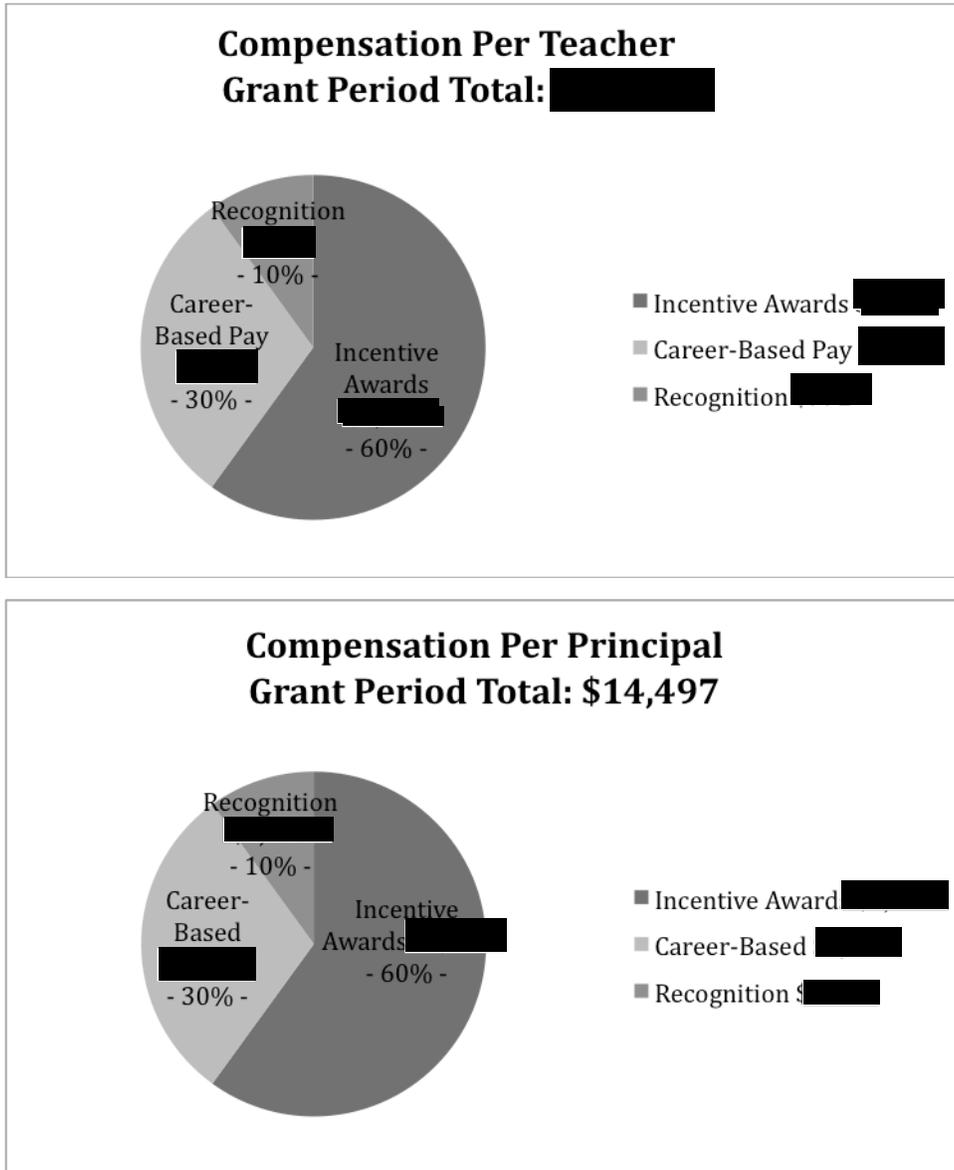
those schools that are effectively closing the achievement gap and helping their students obtain the knowledge and skills reflected in Oregon's content standards. The AI is also used to identify low-performing (high-need) schools. Lastly, hierarchical linear models are applied to monitor student growth by teacher, using each student's OAKS score, or for principals, using the AI.

An additional source of student achievement data for teachers of both tested and non-tested subjects, derived from a structured curriculum-based measurement system (Tindal, Duesbery, & Ketterlin-Geller, 2006) to institutionalize formative assessments, has been widely adopted for use throughout Oregon. Using either easyCBM® or the Dynamic Indicators of Essential Literacy Skills (DIBELS), teachers in every elementary and middle school have full and free access to these progress monitoring systems. These systems have been or are presently being adopted in all LEAs throughout the state; the resulting data is being integrated into regional data warehouses. While these systems do not address all content areas, they do represent critical skills and are important predictors of mastery on OAKS. For those teachers that are not covered by a standardized test or these curriculum-based measurement systems, each member of the Consortium will begin, in the TIF planning year, to develop, align, and implement other valid and reliable measures to assess student achievement. Each member of the Consortium will receive ongoing professional development to ensure the technical quality of these 'other measures' of student achievement. The resulting effectiveness measures will ensure that each Consortium member has aligned and integrated the CLASS PBCS in a way that creates coherence and coordination among all of its critical initiatives and activities, and student growth.

B.1.ii. Sufficiently Sized Performance Awards

The performance awards offered by the compensation models under development by each member of the Consortium will be based on the following:

Figure 2 – Proposed Differentiated Compensation :



These sufficiently sized amounts, comprised of the compensation elements described earlier (career-based pay, incentive pay, and recognition), will be heavily weighted by student achievement. In Oregon, the average teacher's salary in 2010-11 is [REDACTED]; for principals, it is [REDACTED]. The financial incentives roughly represent five to seven percent of these annual salaries, with highly effective teachers and principals potentially able to earn much more than their less effective colleagues.

When used in conjunction with financial incentives, intrinsic motivations (e.g., professional development, leadership positions, and feelings of teacher efficacy) have been found to have a more profound impact on both teacher quality and motivations that increase student achievement. Therefore, **CLASS Project: Teachers & Principals** will continue to work with Consortium members to devise and customize both financial and intrinsic incentives. For example, the focus of incentives by one member in a more rural area might be driven by the need for teacher recruitment and retention, while another member might customize its incentive plan around professional development and financially driven motivations. Research and past experience suggests that locally-designed performance award models that are appropriate to the market in which they are implemented will have the most success in terms of achieving teacher participation and student achievement.

Incentives and the Equitable Distribution of Effective Teachers & Principals

Performance awards will be used to affect the behaviors of teachers and principals and their decisions about whether to go to or remain working in high-need schools. The Consortium is committed to assuring the equitable distribution of effective

teachers and principals. A study by the Brookings Institute reported that four consecutive years with a teacher from the top 25 percent of the teaching pool can close achievement gaps (Gordon et. al, 2006). Research also shows that student achievement rises across a grade level following the placement of a high-quality teacher (Jackson & Bruegmann, 2009). In studies examining teacher position choice, research has documented that the least qualified teachers are the most likely to be employed teaching high-poverty, low-achieving minority students in schools with a high staff turnover rate (Hanushek, Kain & Rivkin 2004). Studies have found that, similar to urban districts, rural schools also struggle to recruit and retain qualified teachers (Schwartzbeck & Prince, 2003). Researchers have documented the challenges that rural schools face in meeting the goal of equitable access to highly qualified teachers (Jean-Marie & Moore, 2004; McClure & Reeves, 2004; Monk, 2007; Simmons, 2005). National data indicates that base salaries of teachers in rural areas are lower than those of teachers in other locations (Strizek et al., 2007). These characteristics of rural areas may result in working conditions that directly influence the recruitment and retention of highly qualified teachers (Monk, 2007).

Professional Development Supports and the Equitable Distribution of Effective Teachers

In addition to sufficiently sized performance-based awards, a number of other CLASS strategies are proposed to increase the recruitment and retention of effective teachers to serve high-need students, and in hard-to-staff subjects and specialty areas in high-need schools. For example, to address the needs of students with limited English language proficiency, members of the Consortium will use highly trained internal

coaches to assure teachers are trained in the standardized delivery of the core literacy program, thus ensuring that all students have equity of access to core instruction and standards. Training in the implementation and enhancement of core instruction using research-based strategies will provide access to a higher level of learning for all. Combined with the use of a Response to Intervention (RTI) model of progress monitoring and instructional support, students needing extra time and support in developing literacy skills and strategies will be identified early. This approach relies on research from the National Reading Panel (2000), the research on curriculum-based measurement, RTI (Howell, Patton, & Deiotte, 2008), and the synthesis of research and related practices guides produced by the Institute of Education Sciences for the U.S. Department of Education's What Works Clearinghouse (2007, 2009). The Sheltered Instructional strategies (SIOP) model will provide staff with the opportunity to develop knowledge and understanding of language acquisition theory, and the associated knowledge and skill development to empower student access to comprehensible content as they simultaneously improve their English language proficiency. Here, members of the Consortium have relied on the research of Jane Echevarria, MaryEllen Vogt, and Deborah Short (2004) and their approach to sheltered instruction, along with the use of their classroom observation protocol and scoring guide. The studio classroom approach, modeled after the Japanese Lesson Study Model (Stigler and Hiebert, 1999, Lewis, 2002), can incorporate the sheltered instructional strategies of SIOP (Echevarria, Vogt, and Short, 2004) into content lessons in language arts, science, social studies, and mathematics. Teachers will learn and practice incorporating English language

development strategies in developing language form and function in alignment with the research of Susana Duturo (2002, 2003).

To support the teaching of mathematics' best practices, teachers will participate in 30 hours of instruction in the use of research-based strategies to support teaching for understanding in mathematics (which includes the incorporation of accessibility strategies to be used based on student profiles). Teacher teams may then participate in a series of studio lesson studies in which they plan lessons together incorporating learned strategies, enact the lesson, gather student data during the lesson, and then use the student data in debriefing the lesson and considering next steps. Strategies will be designed to develop mathematical understanding, and to allow teachers to confer with students and structure lessons in a way that allows them to “know what students know and don’t know.” Accessibility strategies that will provide direction for differentiation in lesson design, based on student need, is supported by research from the Education Development Center (2007).

Evaluation and the Other Supports for the Equitable Distribution of Teachers & Principals

In developing accountability systems and opportunities for instructional leadership growth, especially in hard-to-staff subjects and specialty areas, the members of the Consortium will adopt classroom walk-throughs, data-snaps, and instructional rounds conducted by principals, teachers, coaches, and other invited observers during its in between cycle approach to provide teacher feedback and to monitor progress accountability. The research on accountability systems (Reeves 2005) and evaluation of professional development (Guskey, 2000) suggests that monitoring the level of

implementation of chosen instructional strategies is a critical step in determining the effectiveness of a program or professional development on student achievement. City, Elmore, Fiarman, & Teitel, (2009) have taken monitoring a step further and provide research supporting the structured process of monitoring (instructional rounds) as a professional development strategy in itself. In addition to research-based instructional strategies, each Consortium member's career advancement programs, team achievement projects, teacher leadership positions, and professional learning communities will support teachers in high-need schools, especially those working with high-need students and in hard-to-staff subjects. A more robust discussion about professional development and performance evaluation is found in Sections B3 and B5.

For principals (and other administrators), Oregon has adopted the ISLLC standards and has enhanced these standards by requiring all administrators to demonstrate cultural competency as a fundamental element of their knowledge, skills and abilities. Oregon has adopted an initial licensure examination that requires all new licensees to demonstrate knowledge of student equity, civil rights, and cultural competency principles. Moreover, Oregon also has a growing focus on supporting students of color through leadership development. For example, the Oregon Association of Latino Administrators began with seven original members and now currently has nearly 150 members in multiple school districts across Oregon. *Aspiring Administrators* places promising diverse teacher-leaders in a full year administrative position with intense mentoring and training by principals and other administrators. *Growing Diversity from Within* is one LEA's program designed to increase the percentage of high-need bilingual/bicultural licensed staff, by identifying exceptional classified bilingual/bicultural

employees and providing them with a paid leave to complete student teaching requirements, 12 hours of tuition reimbursement, and a teaching position upon successful completion of the teacher licensure program in which they are participating.

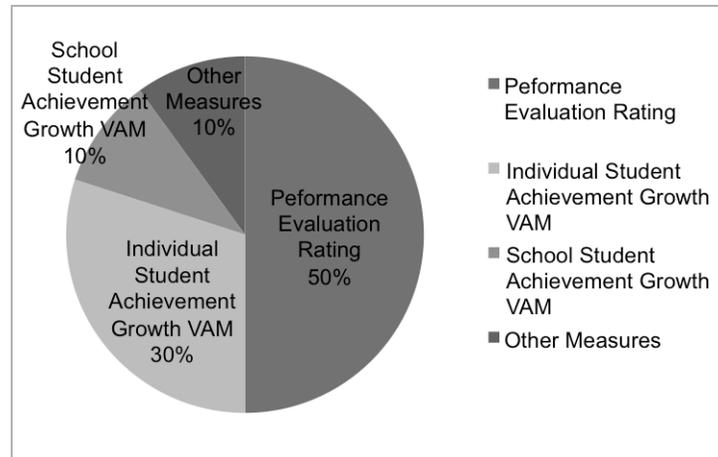
Such initiatives ensure that teachers and principals serve high-need students and the communities in which families live. As noted by Goe (2009), these approaches augment financial incentives, establish Grow-Your-Own programs in areas of particular district need, utilize cohort placement, and provide professional development. Some of these initiatives maintain databases that can help Consortium members identify schools with the greatest inequities, facilitate networking among educators across the state, and share policies and procedures across LEAs that reflect various approaches to the use of incentives to attract, recruit and retain effective teachers and principals in high-need schools.

B.1.iii. How Teachers & Principals are Determined Effective

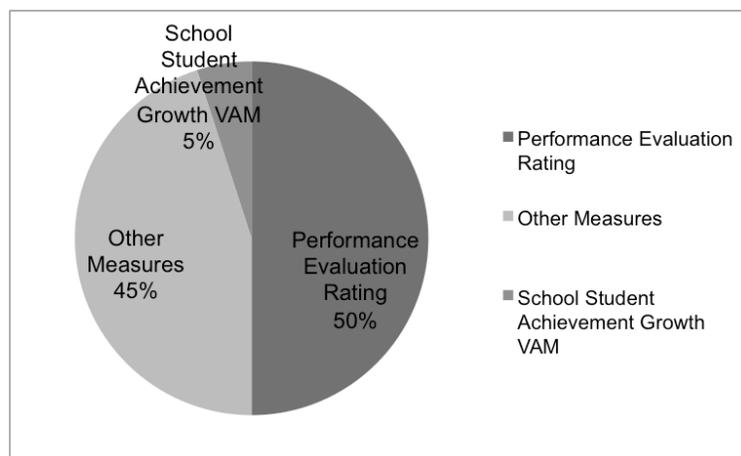
The State of Oregon is presently convening educators to assist in a definition of effectiveness that can be adopted statewide. **The CLASS Project: Teachers & Principals** proposes the following working definition of an effective teacher and an effective principal, to be refined and adopted by the Consortium members upon completion of the TIF planning year. This definition builds upon and extends previous definitions of effectiveness, encompassing more elements, and taking the definition to a higher and more rigorous level. Educators attending a series of CLASS stakeholder meetings held in May-June 2010 contributed to the following working definition:

To be deemed effective, a teacher of tested subjects must be rated as either proficient or distinguished as a result of a rigorous and comprehensive performance

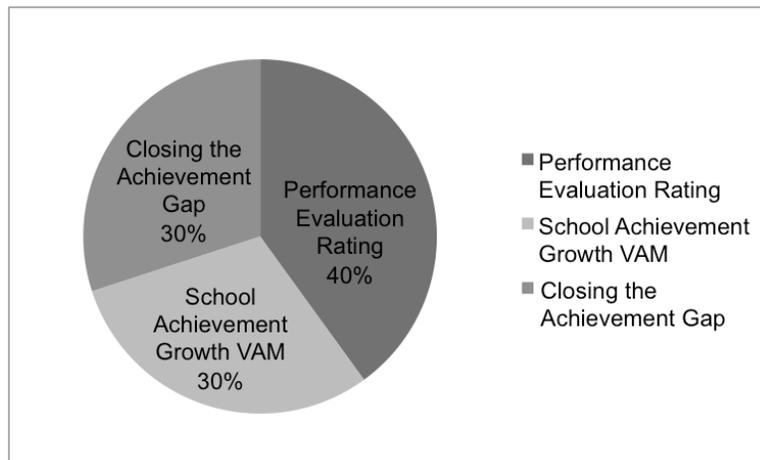
evaluation system; demonstrate at least a year's worth of student growth using a value-added model; his/her school must demonstrate at least a year's worth of growth using a value-added model, and he/she must meet other performance measures to be determined by the Consortium. **Figure 3** below depicts this model of teacher effectiveness:



To be deemed effective, a teacher of non-tested subjects must be rated as either proficient or distinguished as a result of a rigorous and comprehensive performance evaluation system; meet other performance measures to be determined by the Consortium members; and his/her school must demonstrate a year's worth of growth using a value-added model. **Figure 4** below depicts this model of teacher effectiveness:



To be deemed effective, a principal must be rated as effective or highly effective as a result of a rigorous comprehensive performance evaluation system, a demonstrated ability to close the achievement gap of low-performing minority subgroups as compared to Whites, and demonstrate a year's worth of growth at his/her school level using a value-added model. **Figure 5** below depicts this model of principal effectiveness:



When a final definition of effectiveness is adopted by the Consortium at the end of the TIF planning year, weighted measures will be aligned with the Consortium's data-management systems to directly correlate the data-tracking of teacher and principal effectiveness with student growth.

B.2. Involvement of Stakeholders

The Consortium proposes to continue its ongoing work to involve stakeholders that include teachers, principals, other school personnel, unions, parents, and others in the school community. To date, activities that confirm and reflect a high level of involvement by stakeholders include: monthly (or more frequent) CLASS planning team meetings (with substitute release time provided to ensure regular attendance);

facilitated professional trainings and conferences to learn how to design the CLASS PBCS; monthly (or more frequent) building-level conversations with all personnel; regular meetings with human resource personnel and staff from curriculum, instruction, and testing; and attendance at the NSDC Annual Conference in St. Louis.

As described in their communication plans, CLASS team members have been (and will continue to be) charged with communicating out the results of their meetings and promoting the use of the CLASS vocabulary with their peers. Meeting minutes and other mailings, sent to all building personnel and to board members during their initial planning year, will continue. Several CLASS conversations have also been held throughout each Consortium member's sphere of influence, including as part of one member's 2020 Vision process with the school board and community. In fact, the Consortium's communities are deeply supportive of effective professional development and demand a high level of accountability of the teachers and principals when it comes to student achievement and performance evaluation. All of the stakeholders are also supportive of the additional responsibilities and correlated compensation when it directly connects to student growth.

This new focus on data has opened eyes and created new data-driven conversations that have informed the work of the CLASS Consortium members. Although some of these conversations have progressed at different rates (for example, at a slower pace in larger LEAs with strong unions), all of the Consortium's members report that, building to building, teachers have been talking to other teachers, looking at student data, discussing how to motivate hard-to-reach students, observing best practices, engaged in trainings, and looking to research as a vital part of these

conversations. The involvement of all stakeholders has informed all of the proposed CLASS PBCS components, including the evaluation systems to differentiate levels of effectiveness, and their connection to both teacher and principal standards and job-embedded professional development opportunities.

The commitment of stakeholders is reflected in the Memorandum of Understanding signed by each Consortium member's superintendent, local union president, and principals of identified high-need schools (see appendix).

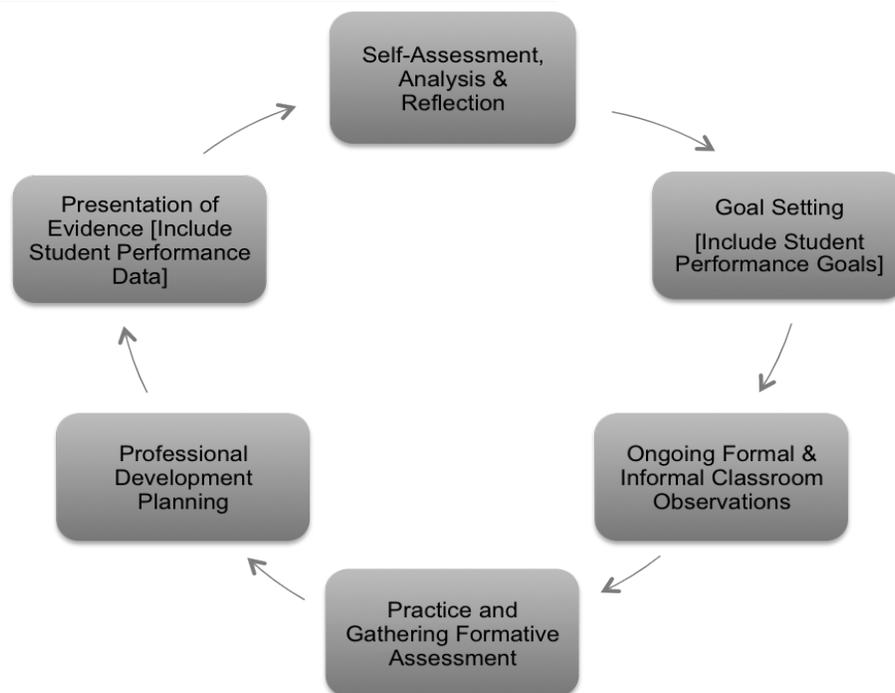
B.3. Evaluations Systems to Differentiate Levels of Effectiveness

Teacher Performance Evaluation

The CLASS PBCS is based on the belief that the primary objective of a teacher evaluation system is to improve teaching and learning in classrooms and schools. Such a system should be standards-based, job-embedded, and results driven. Evaluation is a collaborative, continuous process of improvement based on the demonstration of and proficiency in clear standards of performance. An emphasis of the evaluation system will be a trajectory of professional growth in which employees are empowered to be self-directed in their learning. Support and assistance should also be provided for teachers needing the opportunity to develop proficiency in specific areas of performance.

Figure 6 below illustrates one Consortium member's approach to a rigorous, transparent, and fair evaluation system for teachers and principals. The TIF funds will be used to further elaborate each Consortium member's approach, and to ensure the incorporation of student growth as significant factor.

Figure 6 – Example of Evaluation Systems Loop:



Research indicates a wide variation among teachers in their ability to produce student learning gains, as measured by standardized achievement tests (Aaronson, Barrow, & Sander, 2007; Rockoff, 2004). Currently, many teacher evaluation systems do not incorporate teaching or student learning components, despite research that demonstrates that both positively impact instruction. Studies on effective strategies linking teaching and learning, and using multiple measures of teacher performance, found that classroom observation results relate to student achievement outcomes (Gallagher, 2004; Kimball, White, Milanowski, & Borman, 2004; Milanowski, 2004). Danielson's model for evaluation was incorporated into CLASS because of its validated approach to classroom observations, and its correlation to increasing student achievement (Joyce, 2009; Danielson, 2007; Gallagher, 2004; Kimball et al., 2004; Milanowski, 2004; Milanowski, Kimball, & Odden, 2005).

The CLASS approach to its evaluation practices reflect current best practice in research based on *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. The flexibility of the Danielson Framework, and its alignment with each Consortium member's Teacher Improvement Plan, will promote teacher growth, student learning and instructional leadership that will be positively reflected in the attitude and performance of students. Professional growth is also enhanced when the administrator and teacher collaborate on an evaluation/observation plan. This evaluation process encourages teachers to continue their professional and personal development.

Danielson's research indicates that there are four domains of teaching responsibility (see appendix). The domains address a unifying purpose of engaging students in learning important content. The teacher, in pursuit of important learning, creates with the students a community of learners in which all students feel respected and honored. Danielson further explains that states took this research and developed performance assessment systems as the basis for awarding permanent licensure. These systems, put into place in various states, led to the discovery of the value of clear standards and practices in structuring professional conversations. Danielson's Framework (Chart 4 below) correlates with standards developed by national organizations, such as Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Council for Accreditation of Teacher Education (NCATE), and the National Board for Professional Teaching Standards (NBPT).

Chart 4 – Danielson’s Framework as Applied to Evaluation:

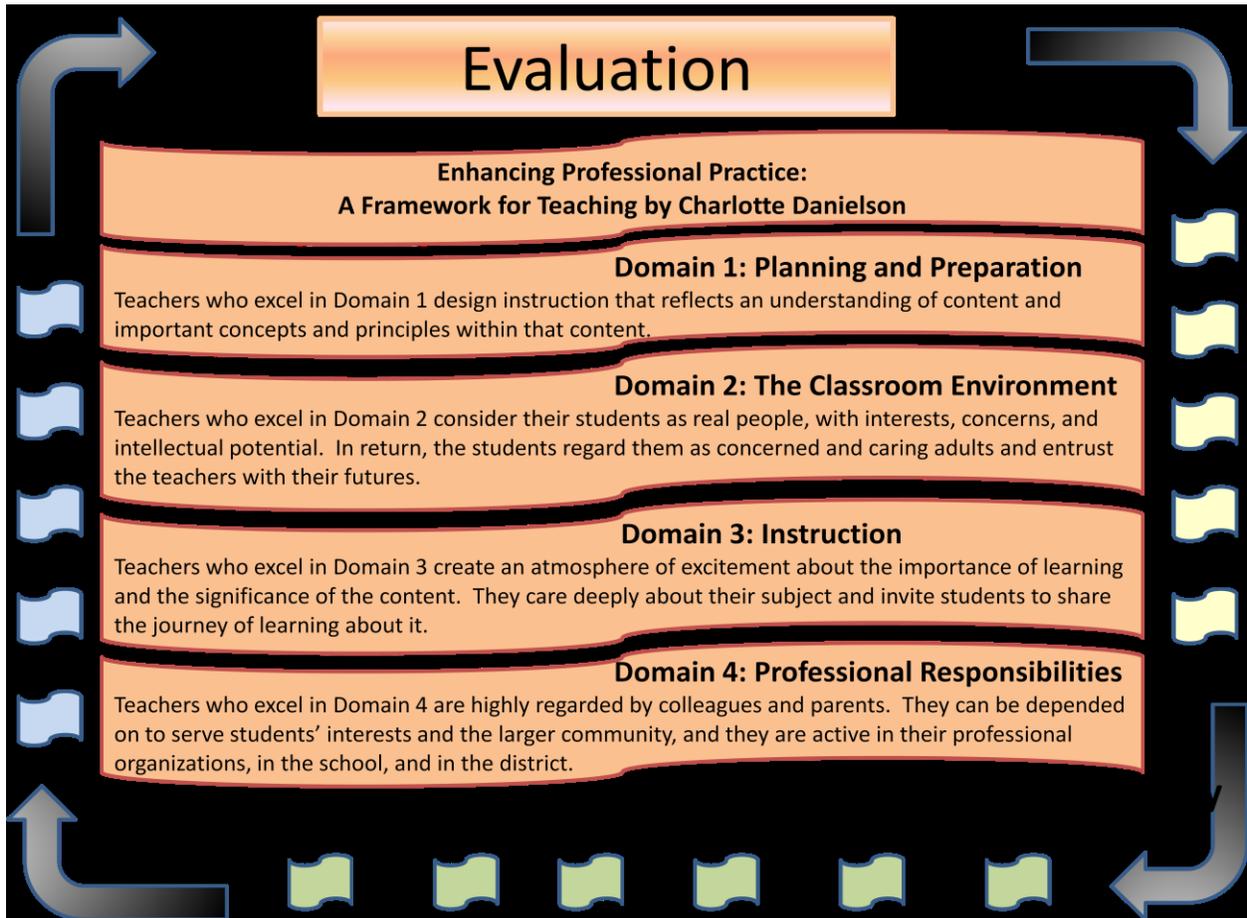


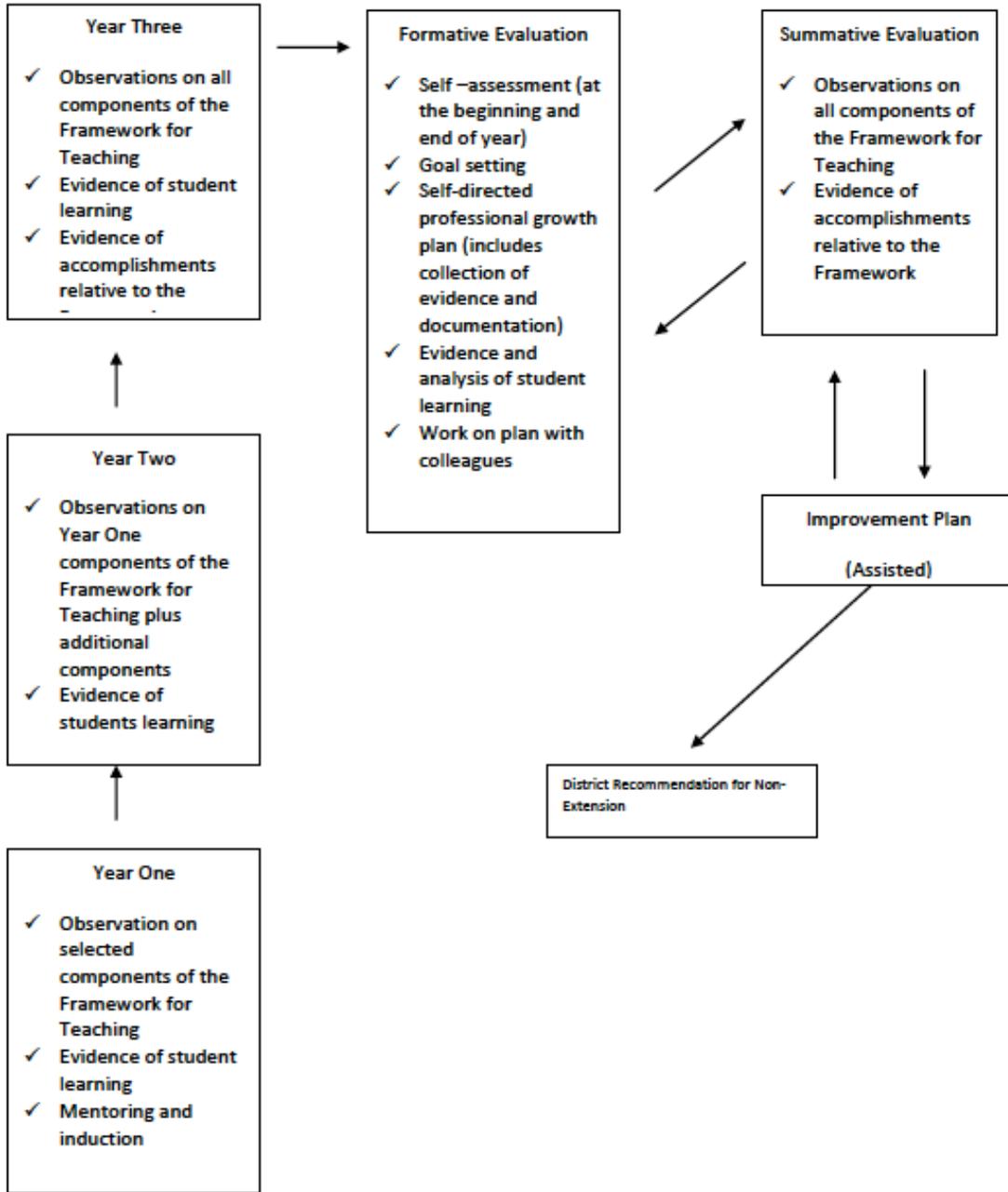
Figure 7 below illustrates a teacher evaluation schematic proposed by Consortium member Crook County School District as a snapshot of their work to date. The TIF funds will be used to make the evaluation system more rigorous as it incorporates value-added measures:

Figure 7 – Example of a Teacher Evaluation Schematic Design:

Schematic of Evaluation System

Probationary Teachers

Contract Teachers



The key components of the evaluation systems have already been developed during the initial planning period. These systems differentiate levels of effectiveness using multiple-rating categories that take into account student growth as a significant factor, as well as other measures of effectiveness. Every Consortium member's initial plan includes: a one-to-two page overview of research and best practice for effective performance evaluation practices, including standards or a framework for effective teaching and professional practice; a description of the LEA's strengths/weaknesses and key areas for improvement of its current performance evaluation system; a description of the components of an effective teacher performance evaluation system, including rubrics, practices, and procedures that will be used in formal and informal observations to evaluate performance, together with a communications plan to explain how this process integrates with a teacher's professional development plan and goals; a description of how these same professional standards are critical to all CLASS components developed to date; an explanation of how the performance evaluation system links to the LEA's design principles and career path options, and how it will be used in making decisions about teacher and principal leadership and career progress; and a graphic that illustrates the performance evaluation system as a continuous improvement cycle.

As written, these initial CLASS plans do not comprise a rigorous evaluation system. Rather, they comprise a guiding vision for an evaluation system, providing a conceptual umbrella for the specific components, elements, and descriptions of performance, and the techniques used to document that performance. Some members of the Consortium have chosen to augment Danielson's work in the area of teacher

collaboration by working on standards through a partnership with the National Staff Development Council (NSDC). Currently, NSDC and the National Commission on Teaching and America's Future (NCTAF) are evaluating the effectiveness of their 5-Stage Professional Learning Community strategy to impact student achievement. To be rigorous, the Consortium members intend to use the TIF planning year to integrate their assessment of student performance and progress into a standards-based approach to practice evaluation. To be transparent, the focus will be on the gathering of evidence of practice toward teacher and principal standards. To be fair, each member of the Consortium will promote a collaborative design in the evaluation process that is implemented by both teachers and principals with multiple scoring guides on specified variables.

To date, in order to expand upon this framework with a complete evaluation of professional practice, each member of the Consortium has developed a plan for teacher evaluation that includes student learning gains, evidence of which includes teacher developed formative assessments. Consortium members will expand their evaluation systems to include state OAKS data and individual student growth model data. Currently, performance evaluations include proof of effective teaching, including information gathered through formal and informal observations, professional conversations, and artifacts collected in portfolios. In addition, performance evaluations examine what teachers can do (the knowledge, skills, and competencies for teaching) in a way that is research-based, aligned with the Danielson Framework (e.g., addresses culturally competent and equitable practices, attention to individual students, higher-order thinking and reasoning), and other measures. Evaluations examine what teachers

do in class — instructional proficiency and a look at professional practice — with self-assessment, goal-setting, and professional development. Self-assessment ensures that teachers identify student learning targets and/or Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals that are aligned with their professional development interests. These may include advanced licensure endorsements and certification opportunities for teachers to work collaboratively in teams focused on collective professional inquiry.

During the TIF planning year, several key activities will be undertaken by the Consortium to refine and implement rigorous, fair, and transparent teacher and principal evaluation systems. The Consortium knows that when teachers and principals have access to student performance and progress information, and know how to use this data, decisions become oriented to successful student outcomes. In their standards-based approach, Consortium members will begin with an end goal in mind: How can instruction be systematically enacted to increase student learning within a specific developmental timeframe? To ensure quality and rigor, the Consortium will use data from student assessments (formative and summative), information collected through classroom observations, as well as artifacts from the classroom as its foundation for the CLASS evaluation system.

Principal Performance Evaluation

Currently, Oregon has no statewide-adopted standard metrics for measuring principal performance. A TIF grant would support the CLASS PBCS in addressing this omission, including the explicit incorporation of student achievement into these metrics. The TIF planning year will allow the Consortium members to partner with the Oregon

Leadership Network (OLN) to develop and refine principal evaluation systems to measure principal effectiveness. The Consortium's working definition of principal effectiveness (Figure 5) is based in part on the Oregon Standards for Advanced Programs in Educational Leadership (see appendix).

As one of the first states in the nation to formally recognize the role of school leaders in confronting school inequities and in designing promising strategies examining root causes of the achievement gap (Larson, Burk, Chamberlain, & Noor, 2008), in 2000, the OLN was formed under the direction of the state school superintendent. As a result of OLN's cross-LEA efforts, the Oregon administrative rules for administrator licensure, based on nationally recognized Interstate School Leaders Licensure Consortium (ISLLC) standards, were enhanced in 2005 to require principals to “have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students.”

In 2004, the Educational Leadership Constituency Council (ELCC) modified the ISLLC standards to include a practicum, which “provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the ISLLC standards through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.” These enhanced standards were also adopted into Oregon Administrative Rule in 2005 by the Teacher Standards and Practices Commission. The licensing institutions must also provide a practicum supervisor who visits the candidate on site while they are performing their required hours of administrative work.

In 2007, the OLN took the work to the next level by engaging 240 educational leaders from across Oregon in the articulation of specific behaviors and actions related to equity for each of the modified ISLLC standards: (1) visionary leadership, (2) instructional improvement, (3) effective management, (4) inclusive practice, (5) socio-political leadership, and (6) ethical leadership. One of the outcomes of this work is the “Leadership for Equity Rubric” (see appendix for emerging standards), a tool that describes leadership behaviors that promote equity and are likely to result in higher achievement for all students.

Each member of the Consortium will refine or align, validate, and pilot the LE Rubric as part of its CLASS redesigned principal evaluation system, along with any current evidence-based evaluation of principals based on the ISLLC standards. The LE Rubric offers great potential to assist each Consortium member in assessing — through the use of evidence — and further developing their principals' capacity to support highly rigorous instruction and produce equitable educational outcomes in their schools. The LE Rubric provides a common language to describe exemplary instructional leadership practices upon which principals can measure their own skills. The rubric's alignment with research-based leadership and instructional practices also enables it to reveal policy gaps that inhibit implementation of these practices, and helps principals set school improvement goals.

Together, the Danielson and OLN LE Rubric will be used as validated tools to develop and assess local measures of instructional and leadership effectiveness. Both rating scales reflect critical components of the International School Effectiveness Research Project (ISERP) (McEwan, 2009). Principal performance evaluation, to be

carried out numerous times through two or more formal and multiple informal observations annually, will also likely include the following elements to assess effectiveness at the individual, team/region-level, and school-level: alignment with the State of Oregon's Comprehensive District Improvement Plans (CDIP); professional goals; supervisor observations and feedback; school-level data using multiple measures; student achievement and professional practice using the rubric; and demonstrated coherence between levels using the NSDC evaluation and LE Rubric.

Connecting performance evaluation to student growth

One of the most important features of the CLASS approach is its ability to link student achievement to individual teachers and principals (in compliance with FERPA). It is important to note that Oregon has no statutory or regulatory restrictions preventing this linkage. Thanks to a 2009 Oregon Statewide Longitudinal Data System (OR SLDS) grant award, a data warehouse is presently being designed as part of the K-12 public school system to link individual student performance and progress monitoring data with individual teachers. According to the Oregon Department of Education (ODE), this linkage will include connecting the end-of-year OAKS test scores with formative assessment information in reading and mathematics, as well as with a host of student demographics associated with LEA-level data and information systems. Within the parameters allowed by federal law, parents, teachers, principals, and other administrators will be able to use this information to determine if students are progressing at a sufficient rate, and if not, to use the most recent information to devise successful academic interventions. Further discussion about value-added measures of student achievement is found in Section B4 about data-management systems.

Ensure the timeliness of individual teacher and principal evaluations

For both the teacher and principal evaluation process to be effective, it should differentiate by various areas, specialties, and positions, as well as by experience (e.g., early, mid, and late career professionals). The Consortium believes that these performance-based evaluations need to be primed from the beginning of each year and not simply enacted at one point in time during the year. Based on rubrics from Danielson (2007) and OLN (2009), the Consortium's members already have available explicit formats and protocols that can be adapted for evaluating teachers and principals. Members are proposing evaluation systems that provide timelines for various observation actions, beginning in the spring of the prior year, together with monthly conversation guides that can direct school reform agendas and processes. These timelines and conversation guides will enable evaluation to be viewed as an ongoing process, rather than as a single event. This strategy also focuses on teaching and learning throughout the year, by making student growth information available for use on a continuous basis in order to make an immediate difference for each student.

To ensure timeliness in the collection of student growth data as part of the teacher and principal evaluation process, multiple phases will be implemented to: (1) assess students at the beginning, middle, and end of the (quarter or year); (2) identify teacher/principal goals and their professional development plans to increase student achievement; (3) enact a structured process for evaluation and observations, including a pre-evaluation conference between teachers and principals, observation and the collection of artifacts over time, and a post-evaluation conference with written documentation from both a teacher's self-reflection and a formative evaluation from

principals; and (4) provide a timeline for follow-up evaluation conferences. For example, during the pre-evaluation process, teachers and principals will address expectations, conduct curriculum analysis, look at classroom composition, and develop planning documents to deliver relevant and meaningful instruction.

An important component of this phase will include highlights from "the big ideas of teaching and learning" from the teacher's perspective. These highlights will be used to plan a structured observation and to provide insights on specific teacher and student behaviors for observation. With structured observations, trained observers will visit classrooms to view the enacted curriculum, which may be quite different than that which was planned (Kurz, Elliott, Wehby, & Smithson, in press; Danielson, 2007). A host of teacher and student behaviors will form the focal point of this observation (e.g., presentations, lectures, illustrations, student responses, rejoinders, student work products, and projects). During post-evaluation conferences, the focus will likely be on student learning, both performance and progress. With the formative assessments, a variety of information is presently available to further assist Consortium members on measures, instruction, student performance, and technical adequacy, as well as with displaying and explaining student progress and outcomes. By providing access to student data (e.g., state standardized test data, local formative assessment data, and work completed in class), teachers and principals will be able to set clearly articulated goals and collect valid evidence to enhance their professional practice and increase student achievement.

The performance evaluation component will differentiate levels of effectiveness based on multiple measures of qualifications and practice, with a value-added model of

student growth as a significant factor. The CLASS performance evaluation component will be connected to the new compensation system, including salary schedules and incentive pay policies. Linked to career paths and higher and higher levels of proficiency and effectiveness, it will be used to increase the retention of highly effective teachers and principals. It will also be used to evaluate those filling vacancies in high-need schools and hard-to-staff subjects, to ensure only the most effective teachers are placed and retained. Clear communication and ongoing training will enable teachers and principals to use the data generated through this model to improve instructional practices.

Evaluation systems and their connection to CLASS communications plans

Each Consortium member's communications plan has been designed to ensure that all stakeholders become familiar with the CLASS performance evaluation component and the changes in their work that will result from its implementation. Multiple internal and external print and web-based communication venues (e.g., email, CLASS PowerPoint presentations, public meetings, printed newsletters) will continue to be used to assure that a process is maintained by which stakeholders can continue to provide feedback to the CLASS PBCS as it is finalized and throughout key points during its implementation. Targeted groups (e.g., HR recruitment teams) will be supplied with specific information for incorporation into future work plans and recruitment materials. Chalkboard will continue to support the plans of each Consortium member through their own ongoing communication efforts that regularly disseminate CLASS information to a database containing more than 10,000 Oregonians and a growing list of national stakeholders (e.g., W.K. Kellogg Foundation).

B.4. Data-Management System

The Consortium members have data-management systems of differing levels of sophistication. Several of the LEAs have data warehouses that can access multiple collections of data, with the ability to design reports that merge different data-management systems together. These LEAs tend to operate their own data-management systems, with dedicated staff whose full-time job is managing information for multiple purposes. Other Consortium members are part of a Regional Data Warehouse for some portion of their data needs, managing other data systems themselves. Still other Consortium members are supported by a regional Educational Service District (ESD) that provides multiple levels of customer support for data activities.

For data purposes, Oregon uses a unique student and a unique teacher identifier system. The six LEAs in the Consortium have the capability to link students together with teachers across the data systems. Several members of the Consortium will need to refine their capacity to ensure that the linkages are operable across all of the data systems in which the different levels of data are stored. Across the Consortium, the TIF planning year will be used to ensure that the data gathered through the performance evaluation systems for both teachers and principals is stored on the human resources data system. The CLASS project management staff will work with the information systems staff both at the LEAs and the ESDs to ensure that the requisite elements of the performance evaluation system are encoded and made available. Consortium members will also need to ensure that the student data systems are connected to the

human resource systems in order to link student growth to teacher and principal compensation.

The Consortium members all have some form of student data-management system that makes student academic data, including test scores, special services, and accommodations, available for teachers and administrators. Various data warehouse and data dashboard systems are in place, and Consortium members are relatively sophisticated (in terms of educator professional development) in the use of data, as most of the six LEAs have engaged in data training their staff over the past several years.

To ensure that all teachers and principals are literate in data retrieval and analysis, the Consortium will partner with ODE's Oregon Direct Access to Achievement (DATA) Project to offer trainings that focus on "assessment basics," especially with regard to the appropriate use of a variety of formative and summative assessments. The Oregon DATA Project has developed trainings in both technical and instructional uses of data. Instructional uses of data include using district- and school-level reports of student achievement for program planning purposes, as well as the use of OAKS data at the classroom level by teachers, so assistance can be provided to individual students.

Principals and teachers will learn to lead data teams in the creation and analysis of a variety of assessments. Implications for English language learners will also be explicitly taught (e.g., potential bias in assessment items and appropriate accommodations during administration). Basics in data retrieval, analysis, display, and communication of results will be taught, again noting implications for language learners

with regards to disaggregation and interpretation of data. In this area, the Consortium has relied on the “assessment for learning” and assessment literacy research of Rick Stiggins (2006), and Robert Marzano (2006). The Consortium also has drawn from the research of Robert Eaker & Janel Keating (2009) to support the effective use of classroom data relative to grading and measuring student learning, and the research of Doug Reeves (2005) and Stephen White, (2005, 2005), when considering the development of data-driven accountability systems, the development of data teams in schools and districts, and the appropriate use of data. The research and writing of Larry Ainsworth, (2006) and Stiggins, (2004) also supports the Consortium's efforts in guiding data teams in the development and use of common formative assessments based on power standards in informing instruction and providing descriptive feedback to students.

B.5. High-Quality Professional Development

Each member of the Consortium has already drafted and begun implementing preliminary plans for professional development systems in which teachers are expected to look at their own students' data and movement academically, and use that information to drive their professional development choices, in an ongoing act of continuous improvement and data-driven decision making.

Evidence-based Professional Development

In a review of the research on professional development, an average of 49 hours was found to boost students' achievement by 21 percentile points (Yoon et.al., 2007). Students also had higher scores in reading and mathematics in schools that reported higher levels of teacher collaboration for student achievement (Goddard, Goddard, & Tschannen-Moran, 2007). Schools that achieved disproportionately higher student

performance in mathematics, science, and social studies had staff members working in learning communities to focus on student performance and instructional practices (Newman & Wehlage, 1995). They found that this collective responsibility for student learning in collaborative groups of teachers resulted in a decreasing of achievement gaps among low-and middle-income students. Research has also shown that specific school-based training for teachers using explicit protocols has produced effective teacher teams and greater achievement growth (Saunders, Goldenberg & Gallimore, 2009). The greatest improvements in teacher effectiveness appear to occur during the first few years in the classroom (Hanushek, Kain, O'Brien, & Rivkin, 2005).

In developing their initial CLASS professional development components, Consortium members have reaffirmed that, at school, everyone's job is to learn, and that staff deserves professional development that is standards-based, sustained, job-embedded, and results driven. The Consortium believes that professional development should be closely aligned to the goals and objectives of school improvement plans that are driven by student learning needs. The Consortium is committed to providing quality professional development designed to support teachers in raising classroom rigor, while simultaneously closing achievement gaps. For example, with high-need students, such as English language learners and students with special needs, the Consortium knows that, along with supporting the development of English proficiency, it is critical to continue to support teachers in developing their knowledge and skills in the area of making content comprehensible to students with varying levels of English language proficiency, and for students with a variety of special needs and learning styles.

Organizational support and strong leadership is essential to any professional development initiative seeking to make a difference in terms of teaching and learning. The CLASS professional development component is supported by each Consortium member's district and school improvement plans, which have been built on a data-based analysis of student and educator learning needs. As a result, professional development in the Consortium will be comprehensive, focused, collaborative, and integrated into its work in a number of ways. The CLASS professional development framework is built around the key idea that it is important to establish strong organizational support for leading and doing the work of Professional Learning Communities (PLCs) as defined by Rick DuFour, Robert Eaker, Shirley Hord and others. This collaborative work includes training in: establishing effective norms and practices for collaborative teams; clarifying essential standards; the development and use of both formative and summative assessments; collaborative analysis of student, classroom, school, and district data; and establishing effective systems of classroom, strategic, and intensive interventions for students.

Professional development also includes the selection and use of research-based instructional strategies, such as those described above in the discussion about high-need students and hard-to-staff subjects (e.g., best practices institutes for specific content areas, such as mathematics, writing in content areas, reading, technology integration); the effective implementation of core curriculum; curriculum revision and materials adoption process; and developing thinking (cognitive) strategies. During the TIF planning year, the Consortium will incorporate an assortment of professional development and professional growth activity ideas into its final CLASS model that will

to include: action research projects, book study, a curriculum audit, graduate coursework, independent study, learning new technology, observing colleagues, peer mentoring (providing support to colleagues), portfolio (collection of evidence, both formal and informal), PLC involvement, reflective journals, videotape analysis, collaborative studio lesson study models, and leadership training.

It is critical for leaders to be true instructional leaders, which is why the CLASS professional development component includes leadership training as a part of its model. Professional development that has the support and understanding of the principal and district leadership has the greatest possibility of resulting in changes in classroom practices and student achievement. Leadership capacity continues to be developed by increasingly engaging teachers in the work of leading PLCs, and in leading the work of curriculum and instructional decision-making and professional development.

As a part of the CLASS project, professional development systems will be aligned to provide opportunities to learn and practice the skills, knowledge, and dispositions necessary for the teacher to advance through the tiered system of professional growth and/or to access the expanded leadership roles available in schools and districts. As the Consortium refines its teacher and principal professional development and growth models during the TIF planning year, it will also increase the opportunities for teachers and principals to conduct research that informs the work in their field. This may occur through planned Master's and Doctoral degree programs, or through individual action research carried out by teachers in their classrooms and their schools. Educators will also participate in training to support leading and “doing the work” of PLCs, such as determining and communicating which standards are essential

and guaranteed for all students; developing common formative and summative assessments to monitor student progress toward standards and determining that students have or have not mastered the standard(s); and determining the level and program of support needed when it has been determined that students have not met or have exceeded the standard(s) being addressed.

The synthesis of research and writing of Larry Ainsworth (2003) in *Making Standards Work*, *Power Standards*, and “Unwrapping” the Standards has thus far guided the Consortium's professional development approach in clarifying essential learning targets aligned to state curricula. The research and research synthesis of Ainsworth, (2006), Stiggins, (2004), Popham (2008), & Marzano, (2006) has guided its training and practice in the development and use of common formative assessments to guide instruction. Research and research-based materials from the Leadership and Learning Center will continue to guide the Consortium's practice around the work of data teams (Data Teams, 2008), and in using data in the continuous school improvement process (Decision Making for Results: Data-Driven Decision Making, 2008). Supporting its work in progress monitoring and developing intervention systems is the research behind the RTI, multi-tiered intervention system and the practical research behind the “Pyramid of Interventions” model cited in the work of Rick and Rebecca DuFour and Robert Eaker.

Chart 5 below illustrates Lebanon's initial professional development plan:



The Consortium believes that quality professional development should be provided to support teacher growth in content, pedagogy, and in advancing teacher leadership skills and practice. Specific support should be available for teachers needing support in specific standards of performance. The Consortium will also take the opportunity to collect evidence of teacher professional growth during the time they are literally practicing. For example, teachers involved in job-embedded professional development will be asked to collect appropriate artifacts/evidence of standards-based performances/proficiencies and include this in a portfolio. This portfolio would include the identification of specific performance goals and standards selected by the teacher during goal setting, and a plan for collecting the evidence that would lead to a demonstration of proficiency in the selected standards.

The CLASS plans provide documentation for how these new professional development components are aligned with the staff development content and process standards from the NSDC, including their use of learning communities, school and district instructional leadership development, and resources to support adult learning/collaboration (see appendix for list of NSDC standards). Each Consortium member's initial CLASS plan shares the following design principles: research has informed the professional development opportunities for staff, as evidenced by a resource bibliography; individual LEA goals and priorities for professional development have been established; professional development opportunities have been aligned with district/state goals, the NSDC standards for quality professional development as adopted by the State Board of Education (Dec. 2008), including a district assessment, and individual teacher and principal needs as identified in the evaluation system; all

describe the type of professional development opportunities available for staff (e.g., mentoring program, study groups, etc.) as well as the content for proposed trainings; expanded mentoring programs are available for new teachers (e.g., Induction Academy); the professional development is integrated into the educational program, including structural changes that support job-embedded professional development such as PLCs; and all clearly describe how professional development is linked to the CLASS PBCS design principles and career path options, with a graphic that illustrates these linkages. By the end of the TIF planning year, all Consortium members will clearly demonstrate the connection between professional development and student achievement.

For mid-career professionals, the Consortium will expand professional development programs for teachers and principals by emphasizing skill enhancements that have a positive impact on student performance. This system will formalize principal and superintendent mentorship efforts in a sustained, multi-year approach. A key component of CLASS is recruiting professionals from the field to serve as mentors in STEM areas to address hard-to-staff subjects and specialty areas, and the use of Oregon School Improvement Facilitators (OSIF), who are commissioned to help build the capacity for planning, implementing, and sustaining continuous improvement. These facilitators will work through ESDs to guide schools in continuous and sustainable improvement, by providing customized training, tools, and other resources that directly address individual school needs.

All teachers and principals in the Consortium will receive professional development that is tied to their ratings under the new performance evaluation systems.

Teachers and principals who do not receive differentiated compensation based on effectiveness will still be provided with the tools and skills they need to improve their effectiveness, and to raise student achievement. Teachers and principals who are deemed effective will receive tools and skills to continue their effective practices, and assume additional responsibilities and leadership roles implemented in the new career pathway system.

To anticipate the needs of teachers and principals new to the profession, a group of statewide stakeholders (e.g., new and veteran teachers) are working with Chalkboard Project to review pre-service preparation standards for the purpose of clearly articulating the development and evolution of a highly prepared professional, along with sound standards to serve as a basis for performance evaluation at all stages of career development (e.g., pre-service, in-service, and veteran). Other K-12 initiatives regarding induction support will likely be scaled up across the Consortium to establish an induction program for new teachers and principals. This induction program will support the successful completion of a teacher's and principal's probationary years, and increase teacher and principal attention to multiple measures of student achievement. Once fully developed, the program will encourage educators to commit to multi-year formalized relationships that extend beyond the probationary period, and focus on improving conditions for a teacher's and principal's engagement in instructional practices.

In addition to the professional development opportunities described above, the **CLASS Project: Teachers & Principals** will also provide individualized mentoring and coaching to teachers and principals. Mentoring legislation was formalized and passed

by the Oregon Legislature in 2007. For beginning teachers and principals, existing models (e.g., the ODE Mentoring Network) may provide promising successful deliveries of service. The Consortium will also implement a differentiated approach to mentoring, coaching, and professional development by need and position, similar to that used in the Oregon Literacy Framework, and consistent with research by Danielson and OLN. For example, at the school level, the principal, coach, classroom teachers and specialists, instructional assistants, new staff members, and substitutes will receive appropriate professional development. At the classroom level, coaches will be assigned to teachers who are practicing proficiency-based teaching. For hard-to-staff subjects, teachers will take advantage of opportunities offered by the Oregon Math Leadership Institute, National Board certifications, state and national organizations for specific subject matter, and subject matter endorsements. At the systems level, teachers and principals will collaborate in problem-solving, such as when school schedules and practices are considered, core curriculum is identified, and group agreements are enacted.

The final CLASS professional development component will be more coordinated and more closely related to a teacher's and principal's specific professional need, with levels of relevance offered in personalized instruction or during staff development days/half-days. Teachers and principals will likely utilize an online registration system to select courses, seminars, and workshop training options, based on staff needs assessments, district-wide initiatives, and special requests. Professional development activities will likely be evaluated electronically through online surveys after each

session. When highly specialized training needs are identified, travel to individualized or customized trainings may be warranted.

The vision of the **CLASS Project: Teachers & Principals** is to align and integrate teacher and principal career paths, performance evaluation, professional development, data-management systems, and compensation with student achievement so that all students are successful and graduate prepared for college, career, and life. A TIF grant would provide the momentum and traction to accelerate and leverage the Consortium's work forward in ways that have not existed before. It is clear that in LEAs and states where resources have been allocated, and the coalition of the willing has been brought together, progress is being made and students are benefitting as a result.

C. ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

Lead Applicant: Chalkboard Project is the sole initiative of Foundations for a Better Oregon (FBO), a collaboration of the six largest and most influential foundations in Oregon: Meyer Memorial Trust, The Oregon Community Foundation, The Ford Family Foundation, The James F. & Marion L. Miller Foundation, The Collins Foundation, and the JELD-WEN Foundation. Chalkboard plays a unique leadership role in Oregon's education field by: giving voice to Oregonians' values and beliefs about schools and soliciting their ideas for improvement, including a civic engagement process that has touched more than 100,000 Oregonians to date; designing and implementing pilot programs to test promising practices; and providing thought leadership and a neutral, independent voice to citizens, education stakeholders and decision makers around education practices and policies. Chalkboard's reputation

garnered the attention of the Bill & Melinda Gates Foundation and the W.K. Kellogg Foundation, with grants awarded to support initial civic engagement work, as well as to evaluate the impact of these civic engagement activities on education policy reform in Oregon, and the original concept of an education funders' collaboration.

Chalkboard has successfully partnered and collaborated with a diverse group of stakeholders on CLASS and many other initiatives. A sampling of its projects and collaborating organizations include: Oregon Association of School Business Officials (reviewing business operations practices in five LEAs), Oregon PTA (The Strengthening Parent Involvement in Children's Education Project), E3: Employers for Education Excellence and Oregon Business Plan (Employer-to-Classroom Challenge), Libraries of Eastern Oregon (free homework help project), Black Parent Initiative (to research African American student achievement in Multnomah County (the most populous in the state), and the Chalkboard Advisory Council (a group of education and business leaders from throughout Oregon who provide ongoing counsel and feedback on key education policy issues, as well as on specific Chalkboard initiatives). Chalkboard has a database of over 10,000 individuals who are involved in this effort, and a Citizens' Corps composed of over 650 community leaders who have volunteered to publicly support Chalkboard's efforts to strengthen Oregon public schools. The Citizens' Corps represents nearly all of Oregon's 36 counties and includes parents, educators, businesspeople, civic volunteers and leaders, retirees, philanthropists, and students.

Chalkboard's ability to convene stakeholders and provide thought leadership has led it into the public policy arena as a leader of reform with a series of successes that support increased teacher effectiveness and improved student achievement at the state

level. These successes include: HB 7424 (2007), re-establishing and funding the Oregon Mentor Program; SB 443 (2009), establishing an Oregon Professional Development Commission and funding a web-based professional development clearinghouse for teachers; and, HB 3619 (2010), establishing a taskforce on education career preparation and development consisting of members from the Oregon University System, Oregon Department of Education, and Oregon's teacher licensing agency and the Oregon Coalition for Teaching and Learning. In 2010, Chalkboard also advocated for HB 1048 to create a statewide incentive grant program for interested school districts to design and implement a CLASS PBCS-like program. While the legislation was not passed in Oregon's month-long special session in February 2010, Chalkboard will be introducing and advocating for similar legislation in the upcoming 2011 legislative session.

Chalkboard initially began CLASS as a pilot project in 2007 with three LEAs (Sherwood, Tillamook and Forest Grove). Chalkboard supported the pilot with technical assistance, facilitation support, and carefully targeted funding that allowed the three LEAs to implement locally created blueprints for change. After a year of development and two years of implementation, these three LEAs have generated promising early student achievement success indicators that include increased math and reading scores, improved college readiness, and increased teacher recruitment/retention (see appendix for CLASS Project Scorecards).

Sue Hildick, President of Chalkboard Project, and **Dr. Kate Dickson**, former Vice President of Educational Policy, are the creators of CLASS. Ms. Hildick has a wide and varied experience in developing, managing, and strengthening organizations that

promote the health and education of Oregonians. For 10 years, Ms. Hildick served as the Legislative and Policy Director, with a focus on Education and Health policy, for U.S. Senator Mark Hatfield. She was also the Executive Director of the Oregon Trail Red Cross during the 9/11 crisis and the Director of Governmental Relations for Oregon Health Sciences University, Oregon's largest employer. Ms. Hildick will provide broad project leadership.

Dr. Dickson will provide strategic, ongoing counsel to the project's key personnel. Dr. Dickson is a former ODE deputy superintendent, principal, and teacher. She is presently a Danielson Group trainer, University of Oregon faculty member, and president of Leadership Matters, Inc.

The six LEAs in the Consortium have the active involvement and support of 47 high-need schools, six superintendents, 70 principals, 1,416 teachers, and each Consortium member's local teacher's union (see MOUs). Having worked together during the 2009-10 school year, the Consortium members have forged effective collegial bonds and remain committed to carrying out the collaborative, locally driven design and implementation process described in this proposal.

The CLASS Advisory Council, a group of education experts, will provide strategic counsel to the project. Led by Dr. Dickson, the CLASS Advisory Council includes representatives from the National Staff Development Council (Stephanie Hirsch), National Center on Performance Initiatives (Matthew Springer), and Teaching Excellence through Compensation (Marc Wallace/Allan Odden).

Other partners: The Oregon Leadership Network (OLN) and the Oregon Department of Education (ODE) have agreed to serve as project partners. ODE will

provide student and teacher data and support members of the Consortium as they development, implement, refine and evaluate the five components of the proposal. OLN's work is crucial to the development and implementation of the principal performance evaluation elements of the CLASS PBCS. Their mission is to strengthen educational leadership to increase equitable outcomes and improve student achievement and success. **Dr. Rob Larson** is the Director of OLN and the Director of the Center for Classroom Teaching and Learning at Education Northwest. Dr. Larson has served as the federal liaison for the State Superintendent of Public Instruction Office, where he worked with Congressional staff, federal agencies, and national policy leaders as an advocate for Oregon education. He has served as a teacher, assistant principal, and instructional coordinator, and has held positions with institutions such as the Oregon Museum of Science and Industry, Lewis & Clark College, and the National Audubon Society. Dr. Larson will coordinate OLN's work with CLASS. Further, OLN has forged its own partnership with ODE, which makes Oregon the only state in the nation that supports a comprehensive leadership development network with equity at its core.

Evidence of Oregon's support for the locally designed, collaborative nature of the **CLASS Project: Teachers & Principals** is found in the support letters from: State Superintendent of Public Instruction Susan Castillo, Governor Theodore Kulongoski, the Oregon Congressional Delegation, gubernatorial candidates Chris Dudley and Governor John Kitzhaber, Confederation of Oregon School Administrators (COSA), Foundations for a Better Oregon (FBO), National Commission on Teaching for America's Future (NCTAF), National Staff Development Council (NSDC), Northwest Center for Educational Options (NWCEO), Oregon Business Association (OBA), Oregon Business

Council (OBC), Oregon School Boards Association, Portland State University School of Education (PSU), the Salem-Keizer Coalition for Equality (SKCE), and Stand for Children. Oregon State Senate President Peter Courtney and eighteen of his colleagues have also submitted letters of support, including the co-chairs of the Oregon State Senate Education and General Government Committee, a committee that has called upon CLASS members to testify on successful reform efforts in Oregon.

C.1. Management Plan

Dan Jamison, Project Director (and Chalkboard's incoming Vice President of Educational Policy), and a full-time Project Manager (to be hired upon TIF award notification) are responsible for carrying out the management plan described below. Mr. Jamison will also supervise all consultants contracted under the TIF grant. Ms. Hildick, President of Chalkboard, will supervise the work of all other project staff: John Hamilton, Finance Specialist; Aimee Craig, Chalkboard Communications Manager; Kylie Grunow, Chalkboard Project Director; and, Stacy Michaelson, CLASS Project Assistant.

At the Consortium member-level, each LEA's CLASS teams will meet biweekly during the 12-month planning year to refine and finalize the remaining core elements that must be in place to fully implement the CLASS PBCS. They will identify teachers, principals and other staff to lead subcommittees that focus on one of the five CLASS PBCS components, take action to integrate all core elements, and work closely with the CLASS PBCS Project Director and Project Manager to ensure that each member's work progresses within a single timeline to meet established benchmarks and milestones.

During the 12-month planning period and throughout the 48-month implementation phase, CLASS coaches and other qualified consultants will be procured

to aid the Consortium's work around data-management systems, professional development activities, principal performance evaluation, and local project evaluation. The CLASS planning teams will meet at least monthly, with the continued facilitation and support of CLASS Coaches. The CLASS teams will also participate in targeted professional development and training opportunities that will be guided by their own self-assessment of progress, the findings of the CLASS Coaches, and the feedback from local evaluators.

The Project Manager will serve as the key coordinator between the six LEA-based CLASS planning teams, CLASS Coaches, and district-level staff. The CLASS Coaches and Project Manager will report to the Project Director to ensure that each member of the Consortium is on track; together, they will identify any areas that require more attention by a Consortium member or project staff.

The Project Director will be responsible for the coordination of and participation with project partners, OLN and ODE. At least four times per year, the entire Consortium will meet as a body to update one other on progress, success, and challenges. At least twice per year, the entire Consortium will meet as a body to report to stakeholders, and to ensure the alignment of all activities needed to meet the TIF requirements for the core PBCS elements and the **CLASS Project: Teachers & Principal's** goals and objectives. Project staff will also meet with the CLASS Advisory Council four times per year to update representatives, and to benefit from their strategic counsel regarding the project's progress and challenges. Chart 6 below outlines the project's key activities, milestones, and responsible parties.

Chart 6 – Project Timeline, Milestones & Activities:

C.2. Qualified Project Director and Other Key Personnel

Dan Jamison, Project Director (resume enclosed) is the incoming Vice President of Education Policy for the Chalkboard Project. Mr. Jamison is a former Sherwood School District school superintendent, principal, and teacher. While Sherwood Superintendent, Mr. Jamison played a key leadership role in the implementation of the pilot CLASS project from 2007-2010. He also successfully developed strong community support for a \$98 million bond to build several new schools in Oregon's fastest growing school district. His professional activities include serving on the Oregon Coalition for Teaching and Learning, and as an educational coach for the University of Oregon's Executive Leadership Institute. Mr. Jamison has been recognized in Oregon for his work in developing new leaders as a recipient of the Bev Gladder Mentorship Award and the UCEA Educational Leadership Award. Mr. Jamison will devote 80 percent of his full-time responsibilities to serving as Project Director of the **CLASS Project: Teachers & Principals**.

A qualified candidate will be hired for the position of **Project Manager** (1 FTE; job description enclosed), upon TIF award notification. He or she will devote 100 percent of his or her time to the coordination of all project activities, including project planning; data collection, management, and reporting; financial record-keeping and reporting; and all reporting to the granting agency. The Project Manager will report directly to the Project Director.

John Hamilton, a CPA with over 35 years of experience in financial management, accounting, contract administration, budgeting, maintenance of personnel and financial

policies and procedures, will serve as the Project Fiscal Coordinator. Mr. Hamilton (resume enclosed), who works part-time for Chalkboard, will devote 50 percent of his time to the project in order to provide financial oversight to the project, ensure its compliance with all Federal requirements, and coordinate its audit and other similar functions. Mr. Hamilton has served as a past CFO, Vice President of Finance, and Controller for large nonprofit organizations, such as Easter Seals and Lutheran Community Services.

C.3. Project Support from Non-TIF Funds

The Consortium's members' boards have adopted and integrated the CLASS principles, design elements, and components into other aspects of their district and system planning (including their CDIP). They have pledged support in the projected amount of [REDACTED] from non-TIF funds. These non-TIF funds will be applied to: cover an increasingly greater share of the incentive payments of differentiated compensation to effective teachers and principals; provide instructional and subject specialists; support the wages and benefits for project staff that are not fully TIF-funded; instate travel on project business; a portion of the local evaluation activities; and additional contracts with PBCS consultants. This stated amount of pledged non-TIF fund support does not include the substantial in-kind contribution of time (including the costs of substitute release time), required by the CLASS planning teams, teachers and principals in the high-need schools, and other personnel working in human resources and information technology departments throughout the six LEAs, to achieve the project's goals and objectives.

The Consortium members will use the planning year to build coherence and long-

term organizational financial support that will serve them well as the project advances. As further evidence of the Consortium's demonstrated financial commitment to CLASS, during the 2009-10 planning year, Chalkboard spent roughly [REDACTED] an amount matched 1:1 in cash or in-kind contributions by the six LEAs.

C.4. Sufficient and Reasonable Grant Size and Project Costs

The proposed budget is sufficient and reasonable to accomplish all stated project activities within the five-year period. The Budget Narrative (Part 5) provides an itemized budget breakdown for each project year and the basis for estimated the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any other projected expenditures. This itemized budget breakdown and narrative is provided for each year of the 60-month proposed project period. In each category of the budget, sufficient detail is provided to enable reviewers and project staff to understand how the requested funds will be used, and how much will be expended. The relationship between the requested funds and project activities and outcomes is defined and further referenced by section within the application. The 12-month planning period is distinct from the remaining 48-month implementation period. The Evaluation Incentive of \$1.5 million is clearly separated from the balance of the grant request. The total amount grant requested, including the [REDACTED] Evaluation Incentive, is [REDACTED]. The total five-year project cost is [REDACTED].

D. QUALITY OF LOCAL EVALUATION

Special TIF Evaluation Competition Requirements

The Consortium affirms its interest in participating in the TIF Evaluation Competition. Consortium member, Bend-La Pine, meets the requirements of the TIF Evaluation Competition and commits the participation of six pairs of eligible schools (identified in Chart 1). The Budget Narrative (Part 5) proposes a budget that describes how the Consortium plans to use the additional [REDACTED] above the amount of funding requested to implement the CLASS PBCS described in this application. Consistent with Absolute Priority 1, Section B1 demonstrates that the proposed incentive payouts based on differentiated levels of effectiveness are substantial and meaningful for teachers and principals. Consortium member, Bend-La Pine, has agreed to implement the differentiated effectiveness incentive component of its CLASS PBCS and a one percent across-the-board bonus in accordance with the implementation plan developed by Mathematica and does not require a letter from the research office or research board to express this agreement. Bend-La Pine commits to beginning the implementation of all components of the CLASS PBCS no later than the 2011-2012 school year. The Consortium's commitment and specifically, Bend-La Pine's willingness to participate in the TIF Evaluation, is demonstrated by the attached MOU from the LEA superintendent and the principals of the participating schools, which states their agreement to meet all TIF Evaluation competition requirements. The Consortium hereby agrees to work with the IES evaluator to notify all eligible schools participating in the TIF Evaluation at least two months prior to the assigned Group 1 implementation schedule, and agrees to implement the non-differentiated effectiveness incentive components of the CLASS PBCS in all of Bend-La Pine's participating schools as required by the TIF Evaluation Competition.

The Local Evaluation Plan

The local evaluation plan for the **CLASS Project: Teachers & Principals** is designed to provide timely information to the project and Consortium LEAs to support reflective data-driven decision-making in their design and implementation of their CLASS PBCS. The evaluation design uses a combination of qualitative and quantitative methods to provide rich and rigorous information about the nature of the emerging practices and their effectiveness. The evaluation design for this initiative will be goals-focused and centered around evaluation questions to address the design and implementation efforts, and measure outcomes based on a value-added model of student achievement. Evaluation questions, strategies for coordinating data collection across the districts, refinement of instruments, negotiating access to relevant data and issues of confidentiality, and establishing a timeline for data collection and reporting will be determined in close collaboration with the CLASS project staff and the Consortium members.

D.1. Strong & Measurable Performance Objectives

Each of the six goals of the **CLASS Project: Teachers & Principals** offers detailed objectives described in strong and measurable language that will structure the evaluation of the project. Benchmarks for each goal will be established at the inception of the project and will be tracked from the beginning of the planning year throughout the course of the project. Qualitative data, including document review of the components of the CLASS PBCS system, and survey and key stakeholder interviews, will provide a rich contextual understanding of the **CLASS Project** implementation in the Consortium LEAs. Quantitative data analysis will focus on characterizing the changing patterns of

equitable distribution of effective teachers and principals in the identified high-need schools. In addition, the evaluation will characterize the impact of the PBCS on student achievement in a quasi-experimental design. The project will use a systems-level model of implementation fidelity (Atteberry, Bryk, Walker & Biancarosa, 2008; Hough, Bryk, Pinnell, Kerbow, Fountas, Scharer, 2008) to document the extent to which the **CLASS Project** accomplishes the strategies proposed, identify the resources required, provide information about the roadblocks encountered and identify the solutions used to overcome obstacles.

D.2. Quantitative & Qualitative Evaluation Data

A process-focused evaluation design will examine the extent to which the Consortium LEAs successfully develop the locally and collaboratively designed PBCS, by documenting the experiences of the participants and the evolution of the new models of teacher and principal evaluation, compensation, and career ladders. Case studies will be constructed to determine the extent to which each LEA reaches the CLASS goals and to identify how they are responding to any challenges they encounter. Process-focused questions will be designed to map onto each of the project goals and will be refined as the PBCSs evolve over the course of the project. Sample process-focused questions include the following:

- What process is used to refine the teacher and principal performance evaluation systems? Who participates in the development/refinement process? What are the primary challenges and how are they addressed?
- What process is used to complete the development of the individual teacher/classroom/school "growth over time" modeling? Who participates in the

development process? What are the primary challenges and how are they circumvented?

- What process is used to develop the professional development for teachers and principals to build their knowledge and skill with the performance-based evaluation system?

Additional process questions will address specific goals and objectives.

Each component of the CLASS PBCS will be examined to provide summative evidence that each Consortium member's efforts are supporting the attainment of all project goals. The emergent teacher performance evaluation systems will be examined in light of evolving Oregon requirements for the evaluation of teacher and principal effectiveness, and with the most current research-based characteristics of such systems. Evidence of the development of a comprehensive professional development system with targeted and job-embedded professional learning that is linked to student achievement and the teacher and principal performance evaluation system will be examined. Data sources will include survey and implementation data built on instruments developed by the NSDC (Killion & Roy, 2009). School-level data will be aggregated to the LEA-level. The emerging school district policies and practices for equitable teacher distribution will be compared to the policies for teacher compensation to describe the level of the alignment between these two components of the PBCS for each LEA.

Evaluation of the **CLASS Project: Teachers & Principals** will also include an examination of the summative impact of the development and implementation of the PBCS on student achievement, with an evaluation design that relies on a comparison

group of non-CLASS schools, selected from among non-CLASS districts, that have been statistically matched to schools in the CLASS districts. For each grade level (elementary, middle, secondary), evaluators will identify comparison schools using propensity score matching.

Covariates to be used in the matching procedure include total enrollment, recent growth in enrollment, school-level demographics (e.g., share of students that are minority, share of students eligible for free or reduced-price lunch, share of students designated as LEP), baseline measures of academic achievement (e.g., for high school students, the students' average 8th grade achievement scores), characteristics of teaching faculty (e.g., average experience level), and expenditures per student. By definition, the matching procedure cannot control for unobserved differences across schools and districts that impact student outcomes. Thus, this quasi-experimental approach does not eliminate the effects of selection bias in any resulting impact estimates. However, it does provide a reasonable methodology given that the CLASS evaluation cannot implement an experimental research design across all of the districts who are participating in the CLASS project. Local evaluators will work with national TIF evaluator Mathematica to facilitate the experimental design evaluation with the Bend-La Pine LEA.

The impact of the CLASS initiative on student achievement will be based on previously negotiated access to the statewide student data with ODE. Good access to statewide data and good local implementation data will provide the context in which it will be possible to examine the relationship between success in implementing the CLASS PBCS and student achievement. An accelerated longitudinal cohort design

incorporating a value-added analysis of program effects at both the teacher- and school- levels (Bryk, 2010; Biancarosa, Bryk & Dexter, 2008) will be implemented to examine the extent to which the CLASS PBCS designed and implemented by the Consortium LEAs have contributed to the achievement growth of students in the identified high-need schools. Implementation fidelity and program outcome data will contribute to an estimation of the teacher- and school-level value-added effects.

D.3. Evaluation Procedures Ensure Feedback & Continuous Improvement

The Consortium is committed to pursuing a cycle of continuous improvement and refinement for the development and implementation of the CLASS PBCS across the six LEAs. Once selected through a competitive procurement process, evaluation staff from will participate in all CLASS Advisory Council activities to provide preliminary findings and recommendations on a schedule to be determined by the project. In addition, formative and summative findings and recommendations will be presented to the Consortium LEAs within two months of the end of each project year.

The Consortium members will participate in all evaluation activities that are requested by the funding agency. Should the **CLASS Project: Teachers & Principals** be accepted into the Evaluation Competition, local evaluators will look forward to coordinating the local evaluation with that of the national evaluation.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **CLASS TIF High-Need Schools** Pages: **1** Uploaded File: **CLASS High-Need Schools.pdf**

LEA	School	High-Need %	Feeder Calculation %	Subjects Performing School %	Teachers Under-	Teachers	Principals	Students	Evaluation Competition Schools
Bend-LaPine	Bear Creek Elementary School	72				31.6	1.5	471	X
Bend-LaPine	Bend Senior High School	-	59.3		1	74.5	3	1395	
Bend-LaPine	Elk Meadow Elementary School	62				30.7	1.5	520	X
Bend-LaPine	Ensworth Elementary School	76			2	15.4	0.5	230	X
Bend-LaPine	High Desert Middle School	-	78.4		2	42.2	2	795	X
Bend-LaPine	Juniper Elementary School	68				30.6	1	457	X
Bend-LaPine	LaPine Elementary School	72				26.7	1	450	X
Bend-LaPine	LaPine Middle School	73			3	26.1	2	488	X
Bend-LaPine	LaPine Senior High School	67			3	26.8	2	530	
Bend-LaPine	Marshall High School	78			3	9.2	1	163	
Bend-LaPine	Pilot Butte Middle School	70				32.2	2	597	X
Bend-LaPine	Pine Ridge Elem	55				28.5	1	483	X
Bend-LaPine	R E Jewell Elementary School	51				30.5	1.5	521	X
Bend-LaPine	Sky View Middle School	-	52.4			33.2	2	681	X
Bend-LaPine	Three Rivers Elementary School	68				24.9	1	423	X
Bend-LaPine	Westside Village Magnet School	50			1	10.3	0.5	191	
Crook County	Crook County High School	53			3	42.3	2.5	858	
Crook County	Paulina School	58			2	2.1	1	32	
Crook County	Cecil Sly Elementary School	61			3	26	1	493	
Crook County	Crook County Middle School	63			3	36.3	2	703	
Crook County	Crooked River Elementary School	63			1	21.9	1	360	
Crook County	Ochoco Elementary School	72			3	21.6	1	378	
Crook County	Pioneer Secondary Alternative High	77			3	2.6	0.5	77	
Lebanon	Lebanon High School	75			1	67.1	2	1186	
Lebanon	Hamilton Creek School	51			1	16.9	0	353	
Lebanon	Seven Oak Middle School	51			1	24.9	2	511	
Lebanon	Riverview School	64			1	24.5	1	468	
Lebanon	Green Acres School	75			1	15.5	1	267	
Oregon City	Oregon City Senior High School	-	50		1	107.6	5.5	2152	
Oregon City	Ogden Middle School	-	50		1	34.6	2	631	
Oregon City	Jennings Lodge Elementary School	54			1	15.4	0.5	254	
Oregon City	Mt Pleasant Elementary School	56			1	17.5	1	368	
Oregon City	Candy Lane Elementary School	58			1	13.6	0.5	263	
Oregon City	Oregon City Service Learning Academy	66			1	4	1	93	
Redmond	Redmond High School	55			1	96.1	4.7	1824	
Redmond	Terrebonne Community School	59			1	24.5	1	429	
Redmond	Vern Patrick Elementary School	71			1	28.3	1	506	
Salem-Keizer	Hammond Elementary School	64			1	26	1	474	
Salem-Keizer	Swegle Elementary School	80			1	27.5	1	495	
Salem-Keizer	Yoshikai Elementary School	69			1	25.6	1	439	
Salem-Keizer	Lamb Elementary School	79			2	23	1	451	
Salem-Keizer	Hallman Elementary School	82			3	26.4	1	443	
Salem-Keizer	Middle Grove Elementary School	82			3	13.7	1	212	
Salem-Keizer	Scott Elementary School	69			3	32.3	2	547	
Salem-Keizer	Stephens Middle School	76			3	52.7	2	916	
Salem-Keizer	Waldo Middle School	70			3	50.1	2.9	788	
Salem-Keizer	Washington Elementary School	77			3	22.1	1	390	
6 LEAs	47 SCHOOLS					1416	70	25756	12

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **CLASS MOUs** Pages: **14** Uploaded File: **CLASS District MOUs.pdf**

**Creative Leadership Achieves Student Success (CLASS) Project:
Teachers and Leaders
Teacher Incentive Fund (TIF) Grant Application**

Partner School District Commitment

School District BEND LA PINE

As a partner in the TIF grant application for the CLASS Project, the undersigned school district commits to the following:

1. Adhering to the CLASS Project goals and objectives as outlined in the TIF application.
2. Providing relevant and accurate data upon request.
3. Providing oversight of a grant budget and insuring compliance with federal TIF grant priorities, which include:
 - a. Differentiated Levels of Compensation for Effective Teachers and Principals
 - b. Fiscal Sustainability of the Performance-Based Compensation System (PBCS)
 - c. Comprehensive Approaches to the Performance-Based Compensation System (PBCS)
 - d. Use of Value-Added Measures of Student Achievement
 - e. Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools
4. In conjunction with Chalkboard Project, working to solve problems that could impede the project's progress.
5. Increasingly providing matching funds to support and sustain the project.

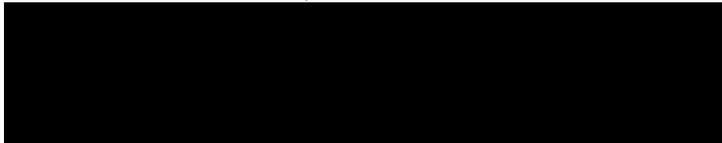
Entity: School District BEND LA PINE

District Superintendent:

Ronald D. Wilkin 6/30/10
Signature Date

Ronald D. Wilkin
Printed Name

District Union President:



Participating School Building Administrator:

D. Scott Edmondson 6/28/10
Signature Date

D. Scott Edmondson Sky View Middle School 6/28/10
Printed Name School

Participating School Building Administrator:

Dave Reynolds 6/29/10
Signature Date

Dave Reynolds Jewell
Printed Name School

Participating School Building Administrator:

Jim Boen 6/29/10
Signature Date

Jim Boen LaPine Middle
Printed Name School

Participating School Building Administrator:

Stephanie Bennett 6/29/10
Signature Date

Stephanie Bennett Pilot Butte MS
Printed Name School

Participating School Building Administrator:

Victoria Jenkins 6/29/10
Signature Date

Victoria Jenkins 6/29/10
Printed Name School

Participating School Building Administrator:

Kathleen A. Saterdahl 6/29/10
Signature Date

Kathleen A. Saterdahl 6/29/10
Printed Name School

Participating School Building Administrator:

Michael Hyder 6-29-10
Signature Date

Michael Hyder 6-29-10
Printed Name School

Participating School Building Administrator:

Jay Mathen 6/29/10
Signature Date

Jay Mathen LaPine High
Printed Name School

Participating School Building Administrator:

Signature Date

Participating School Building Administrator:

Kevin Gehring 6-29-10
Signature Date

Kevin Gehring 6-29-10
Printed Name Date

**Creative Leadership Achieves Student Success (CLASS) Project:
Teachers and Principals
Teacher Incentive Fund (TIF) Grant Application**

Partner School District Commitment

School District

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 - e. Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools
4. In conjunction with Chalkboard Project, working to solve problems that could impede the project's progress.
5. Increasingly providing matching funds to support and sustain the project.

Entity: Crook County School District

District Superintendent:

I. Hernandez 6/14/10
Signature Date

Ivan Hernandez
Printed Name

District Union President:

[Redacted Signature] [Redacted Date]
Signature Date

[Redacted Name] [Redacted School]
Printed Name School

Participating School Building Administrator:

Cheri Rasmussen 6/14/10
Signature Date

Cheri Rasmussen Crooked River
Printed Name School
Elementary

Participating School Building Administrator:

Rocky Miner 6/15/10
Signature Date

Rocky Miner CC HS/PAB
Printed Name School

Participating School Building Administrator:

Stacy Smith 6/15/10
Signature Date

Stacy Smith CCHIS
Printed Name School

Participating School Building Administrator:

P. Hernandez 6.14.10
Signature Date

Traci Hernandez Paulina
Printed Name School

Participating School Building Administrator:

Stan Johns 6-15-10
Signature Date

Stan Johns Ochoco Elem.
Printed Name School

Participating School Building Administrator:

J. Bates 6-15-10
Signature Date

James M Bates Cecil Sky Elem.
Printed Name School

Participating School Building Administrator:

Signature Date

Printed Name School

Participating School Building Administrator:

Signature Date

**Creative Leadership Achieves Student Success (CLASS) Project:
Teachers and Principals
Teacher Incentive Fund (TIF) Grant Application**

Partner School District Commitment

School District

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4. In conjunction with Chalkboard Project, working to solve problems that could impede the project's progress.
5. Increasingly providing matching funds to support and sustain the project.

Entity: **Lebanon Community Schools**

District Superintendent:

Robert Hess 6/15/10
Signature Date

ROBERT HESS
Printed Name

District Union President:

Signature Date

Printed Name School

Printed Name School

Participating School Building Administrator:

Ed Savin 6/15/10
Signature Date

Ed SAVIN 60M
Printed Name School

Participating School Building Administrator:

B. Yates 6/15/10
Signature Date

B. Yates LHS
Printed Name School

Participating School Building Administrator:

Dawn Baker 6-15-10
Signature Date

Dawn Baker Hamilton Creek
Printed Name School

Participating School Building Administrator:

Jan E. Zarate 6/15/10
Signature Date

Jan E. Zarate Green Acres
Printed Name School

Participating School Building Administrator:

Lynnda Gregory 6/15/10
Signature Date

Lynnda Gregory River View
Printed Name School

**Creative Leadership Achieves Student Success (CLASS) Project:
Teachers and Principals
Teacher Incentive Fund (TIF) Grant Application**

Partner School District Commitment

School District

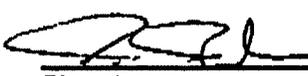
As a partner in the TIF grant application for the CLASS Project, the undersigned school district commits to the following:

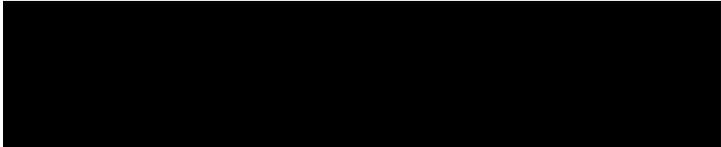
1. Adhering to the CLASS Project goals and objectives as outlined in the TIF application.
2. Providing relevant and accurate data upon request.
3. Providing oversight of a grant budget and insuring compliance with federal TIF grant priorities, which include:
 - a. Differentiated Levels of Compensation for Effective Teachers and Principals
 - b. Fiscal Sustainability of the Performance-Based Compensation System (PBCS)
 - c. Comprehensive Approaches to the Performance-Based Compensation System (PBCS)
 - d. Use of Value-Added Measures of Student Achievement
 - e. Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and In Hard-to-Staff Subjects and Specialty Areas in High-Need Schools
4. In conjunction with Chalkboard Project, working to solve problems that could impede the project's progress.
5. Increasingly providing matching funds to support and sustain the project.

Entity: Oregon City School District

District Superintendent:

District Union President:


Signature 6/30/10
Date



Roger Rada
Printed Name


Printed Name School

Participating School Building Administrator:

Participating School Building Administrator:


Signature 6-29-2010
Date


Signature 6/24/10
Date

Carol Kemhus Mt. Pleasant Elem.
Printed Name School

Nancy Bush-Lange OCHS
Printed Name School

Participating School Building Administrator:

Javier Castaneda 6/29/10
Signature Date

Javier Castaneda J. Lodge/C. Lane Elems
Printed Name School

Participating School Building Administrator:

MD 6-28-10
Signature Date

Michael D McIntosh Terrebonne
Printed Name School Comm,
School,

Participating School Building Administrator:

[Signature] 6/28/10
Signature Date

Brian Lemos - RHS
Printed Name School

**Creative Leadership Achieves Student Success (CLASS) Project:
Teachers and Principals
Teacher Incentive Fund (TIF) Grant Application**

Partner School District Commitment

School District

As a partner in the TIF grant application for the CLASS Project, the undersigned school district commits to the following:

1. Adhering to the CLASS Project goals and objectives as outlined in the TIF application.
2. Providing relevant and accurate data upon request.
3. Providing oversight of a grant budget and insuring compliance with federal TIF grant priorities, which include:
 - a. Differentiated Levels of Compensation for Effective Teachers and Principals
 - b. Fiscal Sustainability of the Performance-Based Compensation System (PBCS)
 - c. Comprehensive Approaches to the Performance-Based Compensation System (PBCS)
 - d. Use of Value-Added Measures of Student Achievement
 - e. Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools
4. In conjunction with Chalkboard Project, working to solve problems that could impede the project's progress.
5. Increasingly providing matching funds to support and sustain the project.

Entity: Salem-Keizer Public Schools

District Superintendent:

S Husse 6/15/10
Signature Date

Sandy Husse
Printed Name

District Union President:



Participating School Building Administrator:

Signature Date

Printed Name School

Participating School Building Administrator:

[Signature] 6-15-10
Signature Date
Erea Cole Hammond
Printed Name School

Participating School Building Administrator:

[Signature] 6/18/10
Signature Date
Kerry Lohman Lamb
Printed Name School

Participating School Building Administrator:

[Signature] 6/18/10
Signature Date
Neil Anderson Stephens Middle School
Printed Name School

Participating School Building Administrator:

[Signature] 6/18/2010
Signature Date
Ken Parshall 6/18/2010
Printed Name School

Participating School Building Administrator:

[Signature] 6/18/2010
Signature Date
Tricia Nelson 6/18/2010
Printed Name School

Participating School Building Administrator: Printed

[Signature] 6/18/10
Signature Date
Suzanne Byers Hayesville
Printed Name School

Participating School Building Administrator:

[Signature] 6/18/10
Signature Date
Ralph Wisna Grant Community School
Printed Name School

Participating School Building Administrator:

[Signature] June 18, 2010
Signature Date
Zan Payne Yoshikai Elementary
Printed Name School

Participating School Building Administrator:

[Signature] 06/18/2010
Signature Date
Corina E. Valencia-Chavez Sweeple
Printed Name School

Participating School

SR 6/2/10
Signature

Steve Lush Hallman Elem.
Printed Name

Participating School Building

[Signature] 6-21-10
Signature

GRANT P FOSTER Fruitland
Printed Name School

Participating

Building

[Signature] 6
Signature Date

Linda St. erre Washin
Printed School

Project Narrative

Other Attachments

Attachment 1:

Title: **CLASS TIF Other Attachments** Pages: **98** Uploaded File: **CLASS TIF Other Attachments.pdf**

HQT – By District

Bend-La Pine SD

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
Bend, Marshall, Mt. View, Summit HSs	Lang Arts Lab	15	7	46.7%
Bend-La Pine Administrative SD 1	English Lang & Lit—Other	5	2	40.0%
	Mathematics (Other)	17	2	11.8%
	Science	127	1	0.8%
	World History (Other)	2	2	100.0%
Buckingham Elem	Reading (T-1/Remedial)	12	1	8.3%
Mountain View HS	Chemistry	11	2	18.2%
	Geometry	14	2	14.3%
	Modern U.S. History	17	1	5.9%
	Particular Topics in Chemistry	4	1	25.0%

Crook County SD

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
Crook County HS	Informal mathematics	11	1	9.1%
	Mathematics (other)	5	3	60.0%
Crook County MS	English/LA	20	1	5.0%
	Reading (T-1 Remedial)	6	6	100.0%
	Soc Studies (history)	20	2	10.0%

Lebanon Community Schools

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
Lebanon HS	Biology	9	1	11.1%

Oregon City SD 62

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
McLoughlin Elem & Ogden MS	Reading (T-1/Remedial)	10	2	20.0%
OC Service Learning Academy	Algebra II	14	1	7.1%
	Mathematics (Other)	8	1	12.5%
Ogden MS	Mathematics	46	2	4.3%

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
Oregon City HS	Algebra I	16	2	12.5%
	Biology	19	1	5.3%
	Eng/Lit (freshmen & sophomores)	1	1	100.0%
	General Math	5	4	80.0%
	Modern U.S. History	6	1	16.7%
	Pre-Algebra	9	2	22.2%
Oregon City HS & OC Service Learning	Geometry	16	2	12.5%

Redmond SD 2J

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
Elton Gregory MS	English/ Lang Arts	52	2	3.8%
	Mathematics	56	2	3.6%
Redmond HS	Lang Arts Lab	8	4	50.0%
	World History (Other)	2	2	100.0%

Salem-Keizer SD 24J

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
Claggett Creek & Leslie MSs	Reading (grade level)	63	5	7.9%
Claggett Creek MS	Reading (T-1/Remedial)	66	8	12.1%
Claggett Creek, Leslie, Parrish, Walker, & Whiteaker MSs	English/ Lang Arts	500	9	1.8%
Claggett Creek, Parrish, Leslie, Houck, Waldo & Stephens MS	Soc Studies (History)	69	29	42.0%
Early College & Roberts HSs	World Geography	22	3	13.6%
Jane Godall Environ., Judson & Walker MSs	Geometry	5	3	60.0%
Leslie MS	Social Studies – Geography	106	3	2.8%
McKay HS	Contemp World Issues	18	1	5.6%
Mckay, North, Roberts, & South HSs	Eng/Lang Arts IV	10	6	60.0%
Mckay, North, Roberts,	Eng/Comp (fresh &	217	16	7.4%

School	Course Name	# of courses taught	# courses taught with teachers who are not highly qualified	Percentage
South, & West HSs	soph)			
McNary & Sprague HSs	Civics	2	2	100.0%
McNary HS	Geometry	93	2	2.2%
McNary HS	Prin of Alg & Geom	74	6	8.1%
North & South Salem HSs	Algebra I	169	4	2.4%
North & South Salem HSs	General Math	21	4	19.0%
North Salem HS	World Literature	7	1	14.3%
Roberts & Early College HSs	American Literature	17	3	17.6%
Roberts & South Salem HSs	Eng/Lang Arts III	13	2	15.4%
Roberts HS	Lang Arts Lab	15	1	6.7%
Walker MS	Mathematics	569	6	1.1%

OAKS Statewide Testing Schedule

Subject Tested	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading/Literature	x	x	x	x	x	x	x
Mathematics	x	x	x	x	x	x	x
Science			x			x	x
Writing		x			x		x
Social Sciences			*			*	*

* Testing is optional in grades 5, 8, and high school

Note: High school assessments are required of all grade 10 students. Grade 9 students may also take the assessment. Grade 11 and 12 students may take the assessment if they haven't yet passed.

CLASSROOM EDUCATOR PERFORMANCE STANDARDS: Four Domains of Teaching¹

Adapted from: "Enhancing Professional Practice: A Framework for Teaching" by Charlotte Danielson, ASCD Pub., 1996, 2nd ed. 2007

<p>Domain 1: Planning, Preparation & Curriculum</p> <p>a) Demonstrates Knowledge of Content, Standards & Pedagogy</p> <ul style="list-style-type: none"> i) Knowledge of District, State and National Standards ii) Knowledge of Subject Area Content iii) Knowledge of Content Related Pedagogy <p>b) Demonstrates Knowledge of Students</p> <ul style="list-style-type: none"> i) Knowledge of Developmental Characteristics of Age Group ii) Knowledge of The Learning Process iii) Knowledge of Students' Skills, Prior Learning & Language Proficiency iv) Knowledge of Students' Interests and Cultural Heritage v) Knowledge of Students' Special Needs <p>c) Selects Instructional Goals</p> <ul style="list-style-type: none"> i) Goals Represent Appropriate Expectations ii) Goals are Clearly Stated and Assessable iii) Goals are Clearly Connected With a Long-term View of Curriculum iv) Suitability for Diverse Learners <p>d) Knowledge of Resources</p> <ul style="list-style-type: none"> i) Resources for Classroom Use ii) Resources to Extend Content Knowledge and Pedagogy iii) Resources for Students <p>e) Designs Coherent Instruction</p> <ul style="list-style-type: none"> i) Plans Learning Activities Relevant to Goals and Students ii) Selects Materials and Resources that Support Goals <p>f) Designs Student Assessments</p> <ul style="list-style-type: none"> i) Congruence with Instructional Goals ii) Criteria and Standards iii) Design of Formative Assessments iv) Uses Assessment Data for Planning 	<p>Domain 3: Instruction & Assessment</p> <p>a) Communicates Clearly and Accurately</p> <ul style="list-style-type: none"> i) Expectations for Learning ii) Directions and Procedures iii) Explanation of Content iv) Oral and Written Language <p>b) Uses Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> i) Quality of Questions ii) Discussion Techniques & Student Participation <p>c) Engages Students in Learning</p> <ul style="list-style-type: none"> i) Activities and Assignments ii) Grouping of Students iii) Instructional Materials and Resources iv) Structure and Pacing <p>d) Assess Student Learning</p> <ul style="list-style-type: none"> i) Assessment Criteria ii) Monitoring of Student Learning iii) Provides Feedback to Students iv) Student Self-assessment and Monitoring of Progress <p>e) Demonstrates Flexibility and Responsiveness</p> <ul style="list-style-type: none"> i) Adjusts Lesson ii) Responds to Students iii) Persistence
<p>Domain 2: Classroom Environment & Student Management</p> <p>a) Creates an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> i) Classroom Interactions (Both teacher-student & student-student) <p>b) Establishes an Effective Learning Environment</p> <ul style="list-style-type: none"> i) Enthusiasm for Content ii) Expectations for Student Learning & Work <p>c) Manages Classroom Procedures</p> <ul style="list-style-type: none"> i) Manages Student Learning Activities ii) Manages Transitions & Procedures iii) Manages Materials & Supplies iv) Performance of Non-instructional Duties v) Manages Volunteers &/or Para-professionals <p>d) Manages Student Behavior</p> <ul style="list-style-type: none"> i) Establishing Behavioral Expectations ii) Monitoring of Student Behavior iii) Responding to Student Misbehavior <p>e) Organizes Physical Space</p> <ul style="list-style-type: none"> i) Safety and Accessibility ii) Arrangement of Furniture and Use of Physical Resources 	<p>Domain 4: Professional Responsibilities & Relationships</p> <p>a) Reflects on Teaching</p> <ul style="list-style-type: none"> i) Accuracy of Reflection ii) Use In Future Teaching <p>b) Maintains Accurate Records</p> <ul style="list-style-type: none"> i) Student Completion of Assignments ii) Student Progress In Learning iii) Non-instructional Records (Behavior, Attendance, Bookkeeping) <p>c) Communicates with Families</p> <ul style="list-style-type: none"> i) Information about the Instructional Program ii) Information about the Individual Student <p>d) Contributes to the School Community</p> <ul style="list-style-type: none"> i) Relationships with Colleagues ii) Involvement in a Culture of Professional Inquiry iii) Service to the School Community <p>e) Continues Professional Growth and Development</p> <ul style="list-style-type: none"> i) Enhancing of Content Knowledge and Pedagogical Skill ii) Receptivity to Feedback from Colleagues iii) Service to the Profession <p>f) Demonstrates Professionalism</p> <ul style="list-style-type: none"> i) Complies with School & District Policies & Procedures ii) Uses Prof. Judgment & Maintains Confidentiality iii) Integrity and Ethical Conduct iv) Punctuality Regarding Attendance, Duties, Forms

¹ Each domain encompasses 4 levels of performance upon which a teacher is assessed: Unsatisfactory, Basic, Proficient and Distinguished. See "Enhancing Professional Practice: A Framework for Teaching" by Charlotte Danielson, ASCD Pub., 1996, 2nd ed. 2007.

Oregon Standards for Advanced Programs in Educational Leadership
Modifications of Educational Leadership Constituency Council (ELCC) May 6, 2004
Adopted into Oregon Administrative Rule January 13, 2005
Teacher Standards and Practices Commission

Standard 1.0. Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0. Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0. Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0. Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Standard 5.0. Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0. Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0. Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

(Note: Underlining indicates wording changes or additions from ELCC original standards.)



Oregon Leadership Network

OREGON LEADERSHIP NETWORK LEADERSHIP STANDARDS: POLICY and PRACTICE DEVELOPMENT

STANDARD 2.0: INSTRUCTIONAL IMPROVEMENT
 Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competency to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote positive school culture
- 2.2 Provide an effective instructional program
- 2.3 Apply best practice to student learning
- 2.4 Design comprehensive professional growth plans

Beginning	Emerging	Proficient	Exemplary
Conducts school-wide analysis of student performance and school climate including: <ul style="list-style-type: none"> • Behavior data • Course enrollment • Attendance • Participation in extra-curricular activities. Reviews data to inform decision making. Provides an annual report. Helps develop a school improvement plan. Accesses and provides high quality professional development for data collection.	Supports the collection of data that allow for disaggregation. Multiple instruments and processes used to collect data including: <ul style="list-style-type: none"> • Student surveys • Parent surveys Reviews multiple data points. Engages in gap analysis. Facilitates dialogue to identify inequities. Accesses training in skilled facilitation. Shares student outcomes and information about the teaching practices and policies that contribute to those outcomes.	Data collected from multiple stakeholders. Data collected that address gaps in student knowledge. Encourages multiple stakeholders to view, discuss, and analyze data. Facilitates advanced inquiry that engages stakeholders through the lens of cultural competency. Professional development is accessed from exemplary practices and schools. Revises policy in response to data. Routinely uses data in presentations and to ask questions and pose problems.	Routine systems in place to collect data to inform practices and to address inequity. Multiple stakeholders engaged in data collection processes. Assures that staff and stakeholders are engaged in Discourse II in the analysis of data (for example, shifting the language and focus from “dropouts” to “pushouts”) Analysis and inquiry is culture specific to address issues and perspectives of under-served groups. Resource allocation decisions result from data analysis to address inequities.

<p>Routinely reviews policies and practices.</p> <p>Has policies in place that address equity, mission, the student handbook, and parent/family involvement.</p> <p>Assesses the degree to which curriculum syllabi and classroom practices are differentiated and adapted to accommodate diverse student needs.</p> <p>Assesses the availability and use of technology to support teaching, learning, and assessment, and identifies additional technology needs for the school.</p> <p>Assesses all students' equitable access to, and use of, technology.</p> <p>Monitors and guides the implementation of best practices to meet the needs of diverse learners.</p> <p>Is knowledgeable about multiple theories of human development, diversity, etc.</p> <p>Examines own human development theory and impact on equity.</p> <p>Identifies and documents individual and collective theories and practices of staff.</p> <p>Is knowledgeable about multiple theories of human development, diversity, etc.</p>	<p>Identifies solutions and actions to be taken to instigate improvement in student outcomes.</p> <p>Technical solutions result from the use of data.</p> <p>High quality professional development and support for data collection is provided to all staff members.</p> <p>Evaluates the implementation of policies and practices.</p> <p>Collects information from students and families who are impacted by policies and practices.</p> <p>Evaluates the outcomes and impacts of policies and practices.</p> <p>Conducts gap analysis.</p> <p>Revises policies and practices based on evaluations.</p> <p>Implements standards-based curriculum and ensures high expectations for all students such that race and other factors are not a predictor of success.</p> <p>Implements a comprehensive plan for integrating technology into curriculum, instruction, and staff development with accommodations for diverse learners.</p> <p>Spends significant and regular time in every classroom with observation data</p>	<p>Uses data to examine values, beliefs, expectations, and biases.</p> <p>Uses data formative evaluations. Regularly assesses the professional development needs of the staff.</p> <p>Professional development is provided to staff that includes multiple strategies and is differentiated (i.e. entry level, advanced).</p> <p>Monitors the implementation of policies and practices.</p> <p>Policies and practices are examined through the lens of Discourse II (i.e. suspensions, dress codes, homework, algebra).</p> <p>Oversees the development and implementation of the content through multiple formative assessment instruments and strategies while monitoring all learner performance with research based strategies for under-performing students.</p> <p>Monitors and promotes integration of technology into curriculum and instruction and provides professional development opportunities for staff, students, and parents in an equitable manner.</p> <p>Develops a climate of trust with teachers and spends significant and regular time in every classroom collaboratively developing observation</p>	<p>The cycle of data use is institutionalized.</p> <p>Problems are routinely assessed through data use involving multiple stakeholders.</p> <p>New data is routinely collected to address emerging and unexamined practices.</p> <p>Adaptive change results from data use. Leader tracks the impact of professional development.</p> <p>Professional development is accessed by multiple and diverse stakeholders.</p> <p>Professional development efforts are high quality, linked, systemic, and ongoing.</p> <p>Analysis and measurement of policies and practices are part of a routine cycle of practice with a lens toward continuous improvement.</p> <p>All policies and practices around school climate and school culture are examined and evaluated.</p> <p>Unintended consequences and impacts for specific underserved students are routinely discussed with stakeholders.</p> <p>Multiple key stakeholders are engaged in the review process and offer advice on policies and practices.</p> <p>Confronts issues of unequal access and</p>
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<p>Examines own human development theory and impact on equity.</p> <p>Identifies and documents individual and collective theories and practices of staff.</p> <p>Observations, collaboration, and other best practices in PD model are thinly used or narrowly interpreted therefore</p> <p>Attempts to create professional development opportunities that are embedded and ongoing.</p> <p>Has an awareness of the roll of self-assessment and reflective practice in lifelong learning.</p>	<p>to share with each teacher on the effectiveness of his or her instructional practice.</p> <p>Assists staff in exploring values, beliefs, and expectations related to diversity and student success.</p> <p>Examines the culture of the school and identifies those who do and do not benefit from the existing culture.</p> <p>Assists staff in exploring values, beliefs, and expectations related to diversity and student success.</p> <p>Examines the culture of the school and identifies who does and does not benefit from the existing culture.</p> <p>Reads and interprets data and begins to use it to inform the development of professional development model that is based on system needs.</p> <p>Uses self-assessment and system assessment to inform the development of a professional development model.</p>	<p>data to share with each teacher on the effectiveness of his or her instructional practice.</p> <p>Poses questions for staff, students, and community members that encourage the examination of the links between social structures and inequitable outcomes.</p> <p>Models critical consciousness and leads towards adaptive change.</p> <p>Engages staff and students in their exploration of the stages of cultural identity development.</p> <p>Poses questions for staff, students, and community to examine the links between social structures and inequitable outcomes.</p> <p>Models critical consciousness and leads towards adaptive change.</p> <p>Engages staff and students in exploring the stages of cultural identity development</p> <p>Develops a professional development model that is cohesive, coordinated, data-based, and has initial positive outcomes on student achievement.</p> <p>Actively uses personal professional growth plans and evidence to help staff understand their roles and positions in the process.</p>	<p>implements changes to allow all students access to curricular and program offerings and establishes sustainable systems and practices that promote equitable outcomes.</p> <p>Leader models and promotes the systemic use of technology to extend the learning environment to the wider global community.</p> <p>Fosters a school environment where teachers collaborate and mutually coach and monitor one another to improve pedagogy and the achievement of all students regardless of race and other factors.</p> <p>Provides opportunities for staff to demonstrate collaborative inquiry to each other and to other schools.</p> <p>Supports and sustains courageous conversations that engage multiple stakeholders.</p> <p>Supports a school culture that continuously examines the experiences and perspectives of underserved students.</p> <p>Applies critical race theory to uncover systemic inequities.</p> <p>Supports and sustains courageous conversations that engage multiple stakeholders.</p> <p>Supports a school culture that continuously examines the experiences</p>
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			<p>and perspectives of underserved students.</p> <p>Applies critical race theory to uncover systemic inequities.</p> <p>Creates a culture of inquiry and teacher-led action research allowing for the development of new goal areas based on the assessment of data.</p> <p>Creates the conditions for moving the work deeper and further, via professional learning communities and teacher-driven professional development so that high expectations are held for all students such that race and other factors are not predictors of achievement.</p> <p>Replaces a workshop model of professional development with a model in which theory and action are merged.</p> <p>Maintains, through hiring and ongoing staff development, a high quality, culturally proficient staff.</p> <p>Institutionalizes practices so that high expectations exist for all students such that race and other factors (SES, language, ability, gender, religion, mobility, culture and sexual orientation) are not predictors of achievement.</p>
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NSDC's Standards for Staff Development **(Revised, 2001)**

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. ([Learning Communities](#))
- Requires skillful school and district leaders who guide continuous instructional improvement. ([Leadership](#))
- Requires resources to support adult learning and collaboration. ([Resources](#))

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. ([Data-Driven](#))
- Uses multiple sources of information to guide improvement and demonstrate its impact. ([Evaluation](#))
- Prepares educators to apply research to decision making. ([Research-Based](#))
- Uses learning strategies appropriate to the intended goal. ([Design](#))
- Applies knowledge about human learning and change. ([Learning](#))
- Provides educators with the knowledge and skills to collaborate. ([Collaboration](#))

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. ([Equity](#))
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. ([Quality Teaching](#))
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. ([Family Involvement](#))

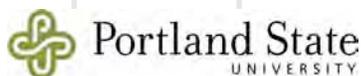


CLASS

Student Achievement

Scorecard

Sherwood School District's
Profile of Progress
2008/2009





Student Learning and Achievement

Sherwood District Priorities

2009 Improvement on Oregon Assessment of Knowledge and Skills (OAKS)

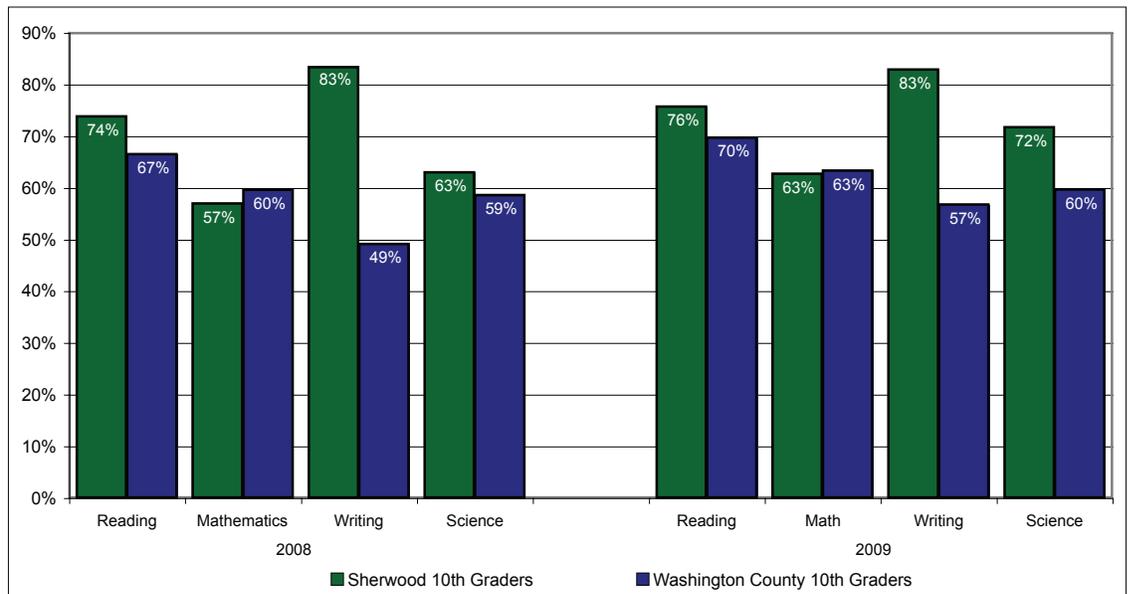
In **17 out of 20** assessment measures, Sherwood School District's 2009 student achievement **surpassed** the 2008 OAKS results.

	Reading	Mathematics	Science	Writing
Grade 10	✓	✓	✓	✓
Grade 8	✓	✓	✓	--
Grade 7	✓	✓	--	✓
Grade 6	✓	✓	--	--
Grade 5	✓	✓	✓	--
Grade 4	✓	✓	--	×
Grade 3	×	×	--	--

- ✓ = 2009 results surpassed the 2008 results
- × = 2009 results maintained or did not surpass the 2008 results
- = No state test at this level

Sherwood 10th Grade Students Rank Among Top in Washington County

This graph illustrates the percentage of Sherwood 10th grade students who met or exceeded benchmarks on the OAKS assessment with the average scores of Washington County 10th grade students (Beaverton, Banks, Gaston, Hillsboro, Forest Grove, and Tigard/Tualatin Districts).



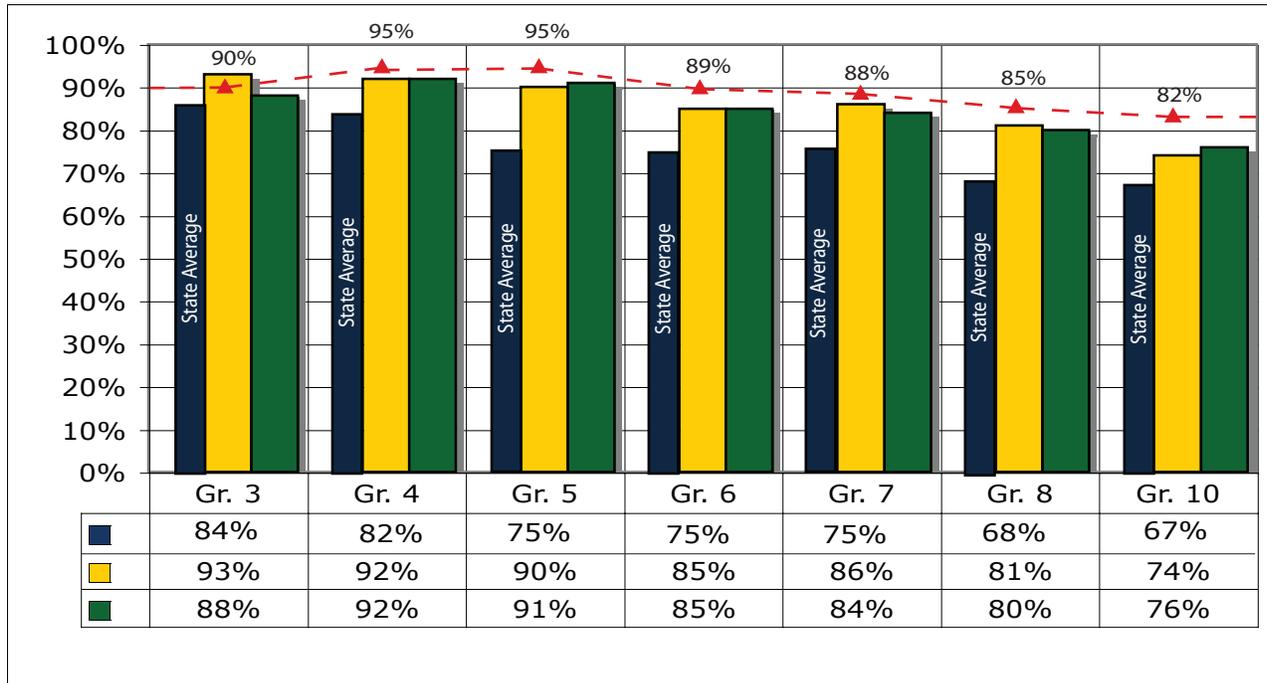
Student Learning and Achievement



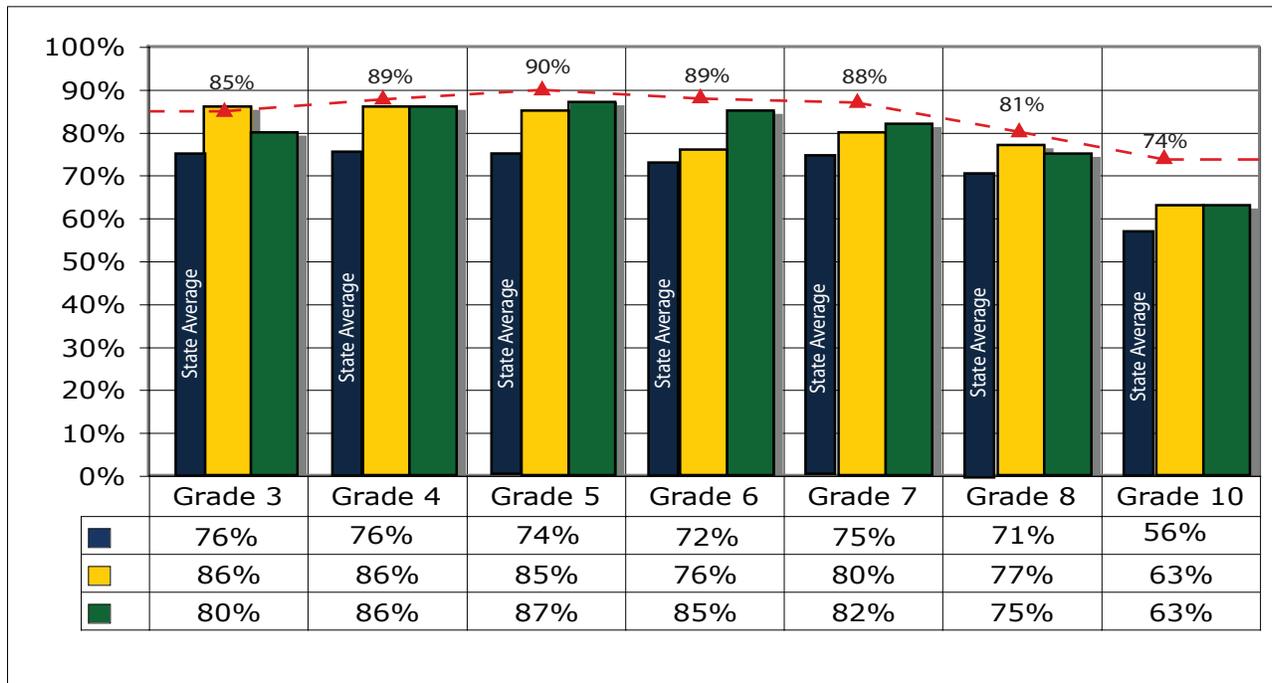
Reading & Mathematics Achievement

The following graphs compare year-to-year improvement in the percentage of Sherwood students meeting or exceeding reading and mathematics standards on the OAKS over the past three years by grade-level. In addition the graphs include the state averages based on the 2006/07 benchmarks and the CLASS student achievement targets.

Reading Achievement



Mathematics Achievement



■ 2005-08 State Average ■ 2005-08 District Average ■ 2008/09 District - - Target

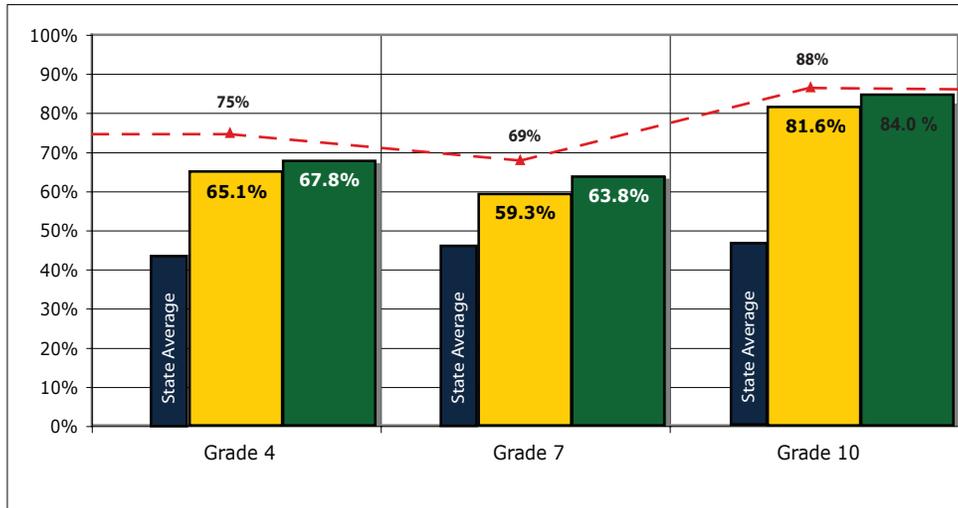


Student Learning and Achievement

Writing Achievement

This graph compares improvement in the percentage of students by grade level meeting or exceeding writing standards on the Oregon Statewide Writing Assessment over the past three years. In addition the graph includes the 2005-2008 state average and the CLASS student achievement target.

Writing Achievement



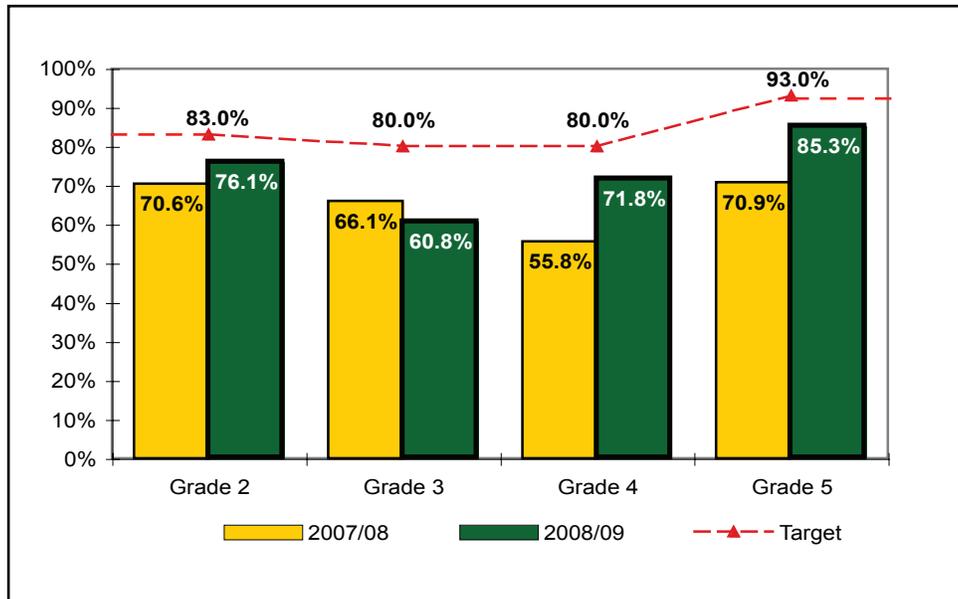
■ 2005-08 State Average ■ 2005-08 District Average ■ 2008/09 District — Target

Elementary School Achievement Data

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) graph displays the increase in the percentage of Sherwood students reading at grade-level benchmark by grade.

DIBELS - Reading Assessment



Student Learning and Achievement



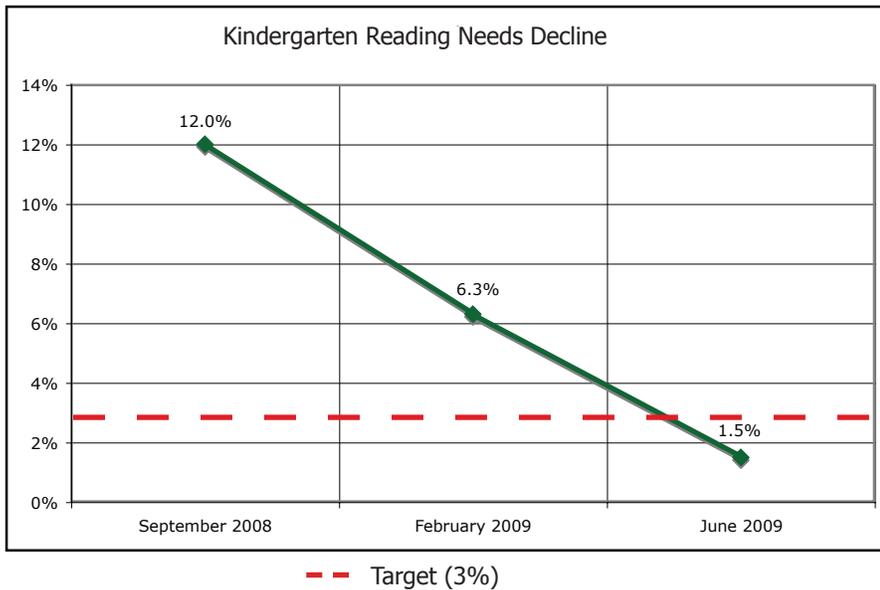
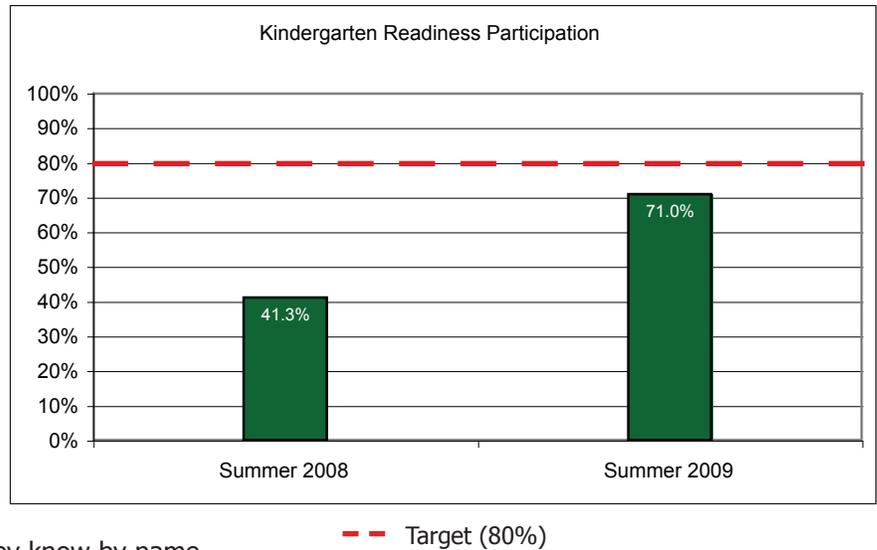
Elementary School Achievement Data

Kindergarten Readiness Participation

The Kindergarten Readiness graph displays the percentage of Sherwood kindergarten student participation in kindergarten orientation.

Teacher feedback on the value of early assessment data includes:

- Students are familiar with their schools in a way no kindergarten student has been previously.
- Students understand Positive Behavior Support System, our guide for student behavior choices.
- Majority of children participating now have at least one friend at school whom they know by name.

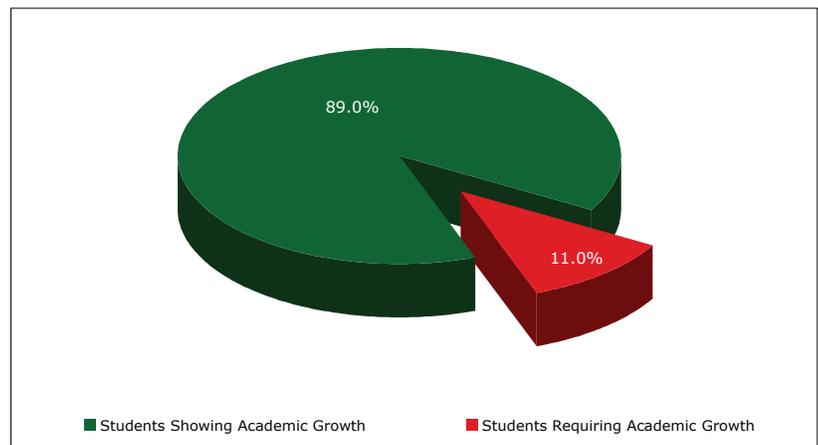


Kindergarten Reading

The Kindergarten DIBELS graph displays the percentage of Sherwood students in need of intensive reading intervention for 2008/09.

5th Grade Reading Achievement

Every 5th grade Hopkins Elementary student will show academic growth in reading as measured by their OAKS and DIBELS scores. This graph displays the progress made as of June 2009, as they move toward their goal of 100% of students showing one year academic growth.



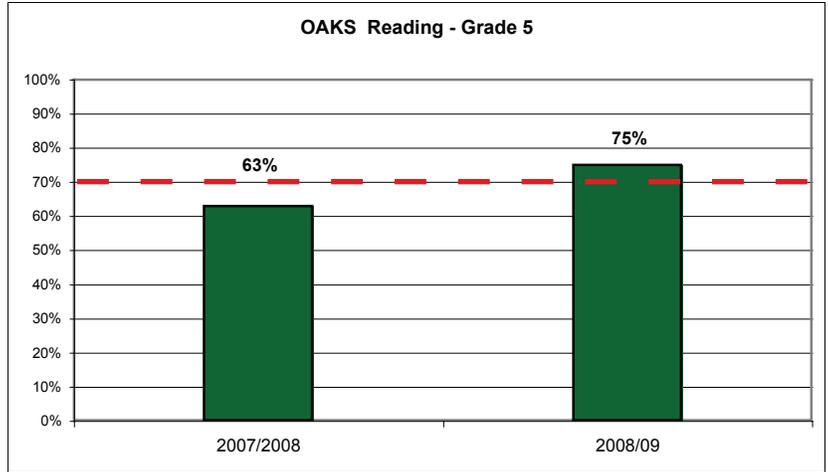


Student Learning and Achievement

Elementary School Achievement Data

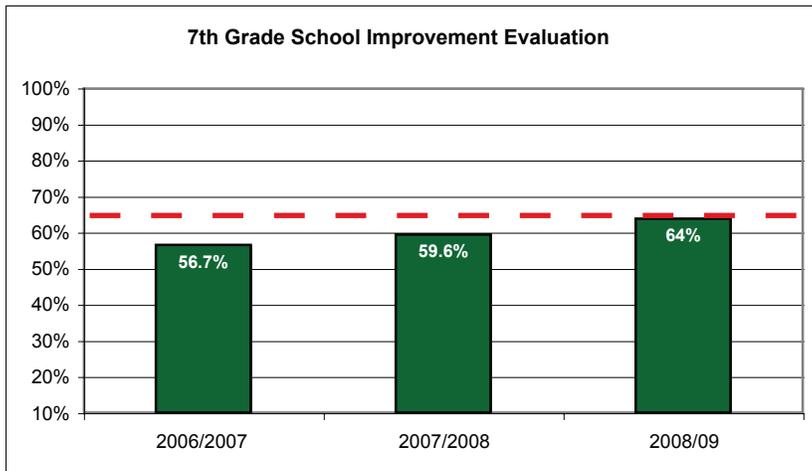
5th Grade Elevated Sherwood Standards

The graph displays the percentage of all fifth grade Sherwood School District students meeting or exceeding the Elevated Sherwood Reading Standard of 224 on the OAKS test. The state standard is 215.



-- Target (70%)

Middle School Student Achievement Data



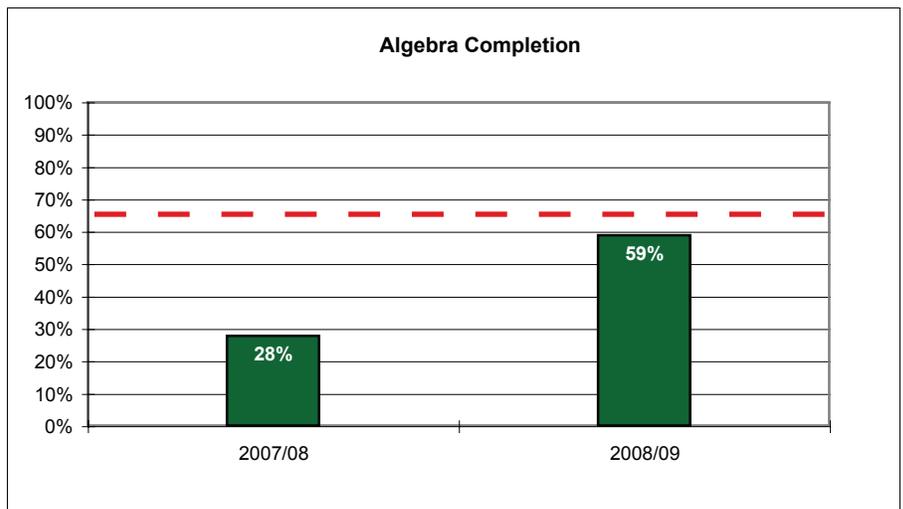
-- Target (65%)

7th Grade Writing - School Improvement Goal

The writing achievement graph displays writing achievement for 7th grade Sherwood students for the 2006-2009 academic years compared to the 2008/09 target goal.

8th Grade Algebra

This graph displays the increase in the percentage of Sherwood students who successfully completed Algebra 1 by the end of 8th grade.



-- Target (66%)

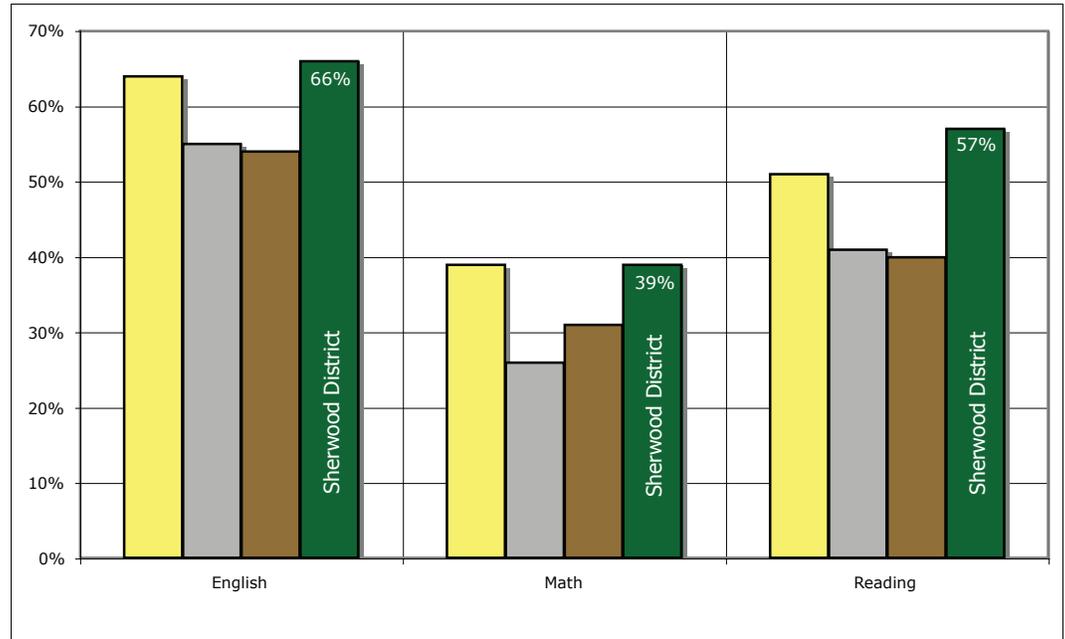
Student Learning and Achievement



High School Student Achievement Data

College Readiness

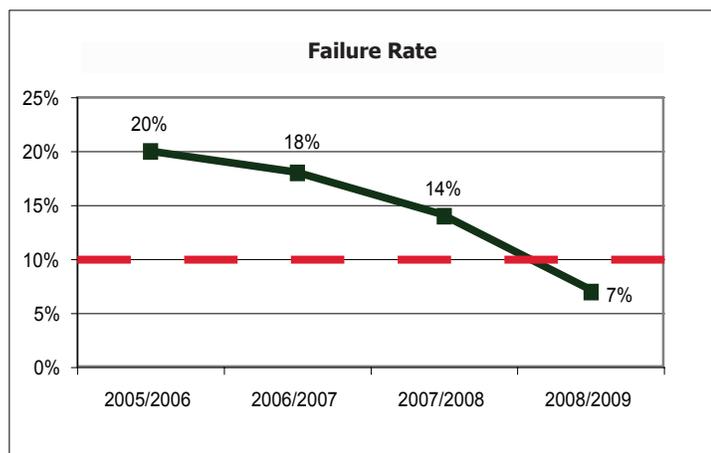
The ACT is a nationally norm-referenced, curriculum-based test that allows us to track our students' readiness for the rigor of college coursework. Although all Sherwood students begin the ACT series of tests in 8th grade, Oregon only tested 33% of graduates in 2009. Because this makes it difficult to make meaningful comparisons, we have compiled data, comparing Sherwood's performance to three states (Colorado, Kentucky, and Michigan) that test over 95% of their students.



The graph above compares the percentage of Sherwood students meeting college readiness benchmarks on the 2009 ACT to students in Colorado, Kentucky, and Michigan.

Early Warning Signals

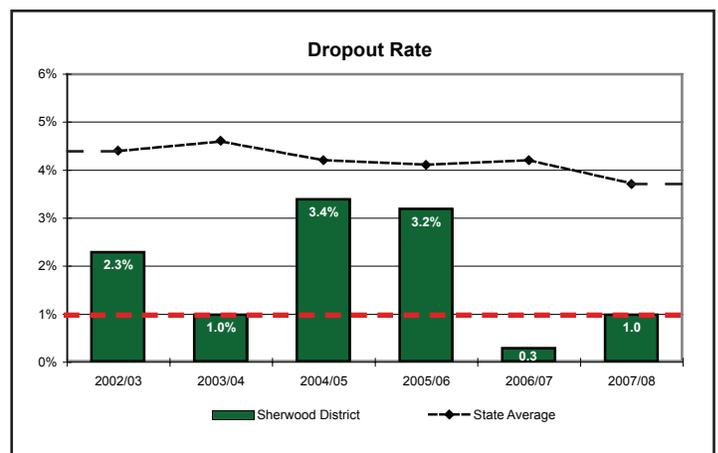
The graph below displays the decrease in the percentage of 9th grade students failing one or more classes.



-- Target (10%)

Dropout Rate

The dropout rate for Sherwood School District and the Oregon averages for 2002-2008 based on the state report.



-- Target (1%)

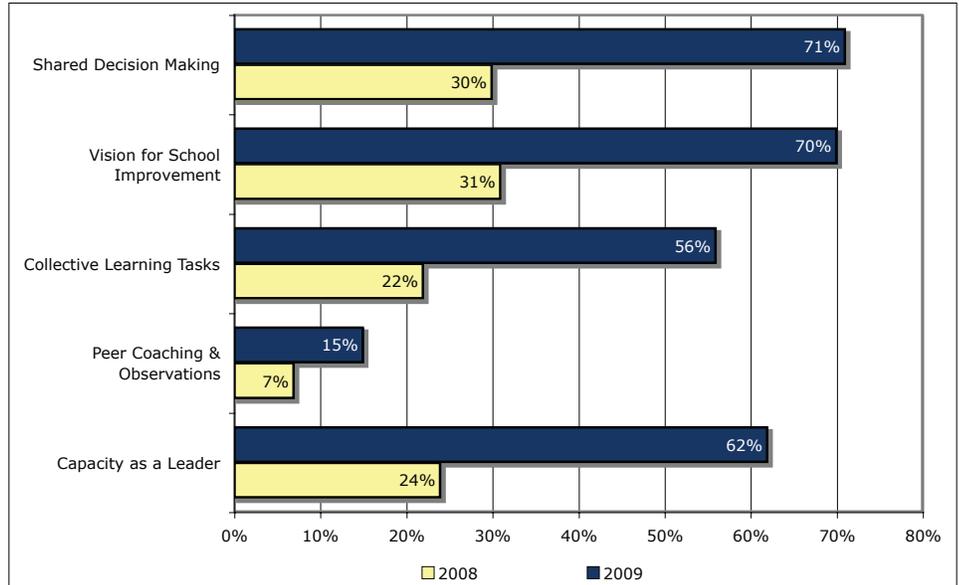
Student Learning and Achievement



Teacher Effectiveness

School Professional Staff as Learning Communities Questionnaire*

In February 2008 and May 2009, Sherwood School District certified and classified staff completed a questionnaire concerning the school staff as a learning organization, rating each topic on a scale of 1 to 5, with a "5" indicating a high degree of development in the school. The graph below outlines the average percentage of each category receiving a score of "4" or "5" in the 2008 and 2009 surveys for all Sherwood schools.



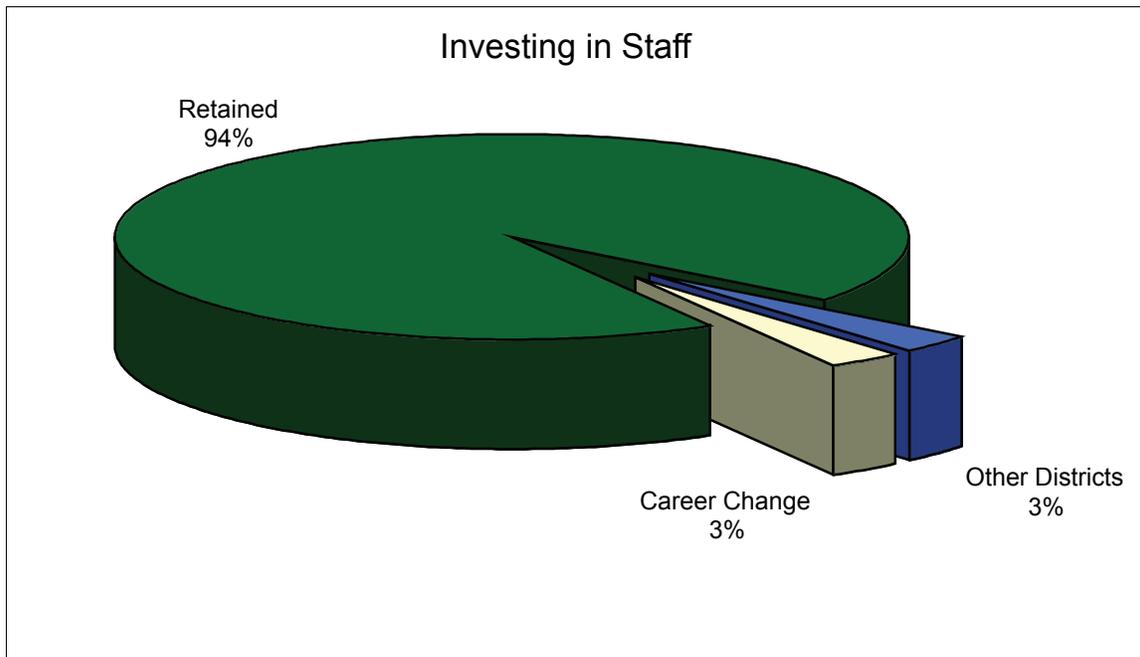
Number of participants:

2008 = 232 2009 = 236

* Shirley M. Hord - Southwest Educational Development Laboratory (SEDL)

Investing in Staff

This graph illustrates the percentage of certified staff retained between June 2007 and July 2009. These percentages include only those individuals who left the Sherwood School District for a specific change of profession or other teaching opportunities and do not include individuals who relocated.





CLASS

Student Achievement

Scorecard



ct's
ess
009



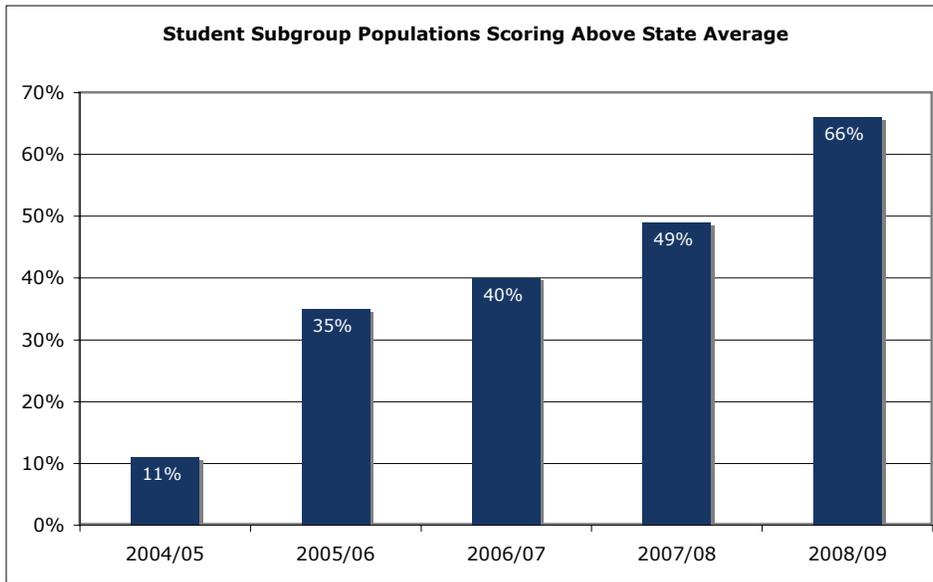


Student Learning and Achievement

Tillamook District Priorities

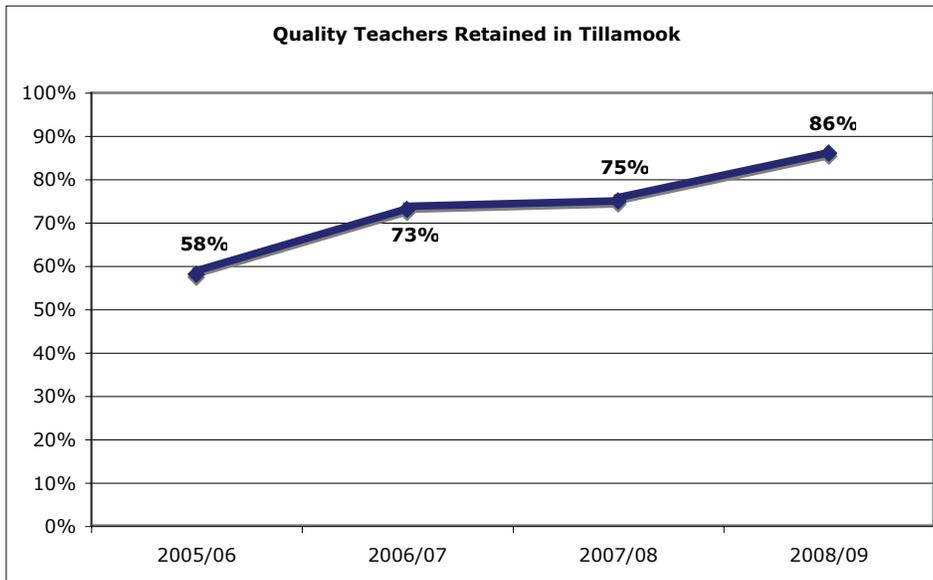
Student Achievement Growth

No Child Left Behind--Annual Yearly Progress (AYP) is calculated not only by the total population of students meeting/exceeding the benchmarks at each grade level, but also by subgroup populations (English Language Learners, Special Education, Economically Disadvantaged). The graph below shows the steady and significant growth in the percentage of Tillamook subgroups that are scoring above the state average.



New Teacher Retention Program

In February 2009, the Tillamook School District implemented the New Teacher Retention Program. Our goal was to increase the number of **quality** teachers hired who reach permanent status and stay with the district for five years or longer. This graph shows the percent of quality teachers who have stayed with the Tillamook School District.



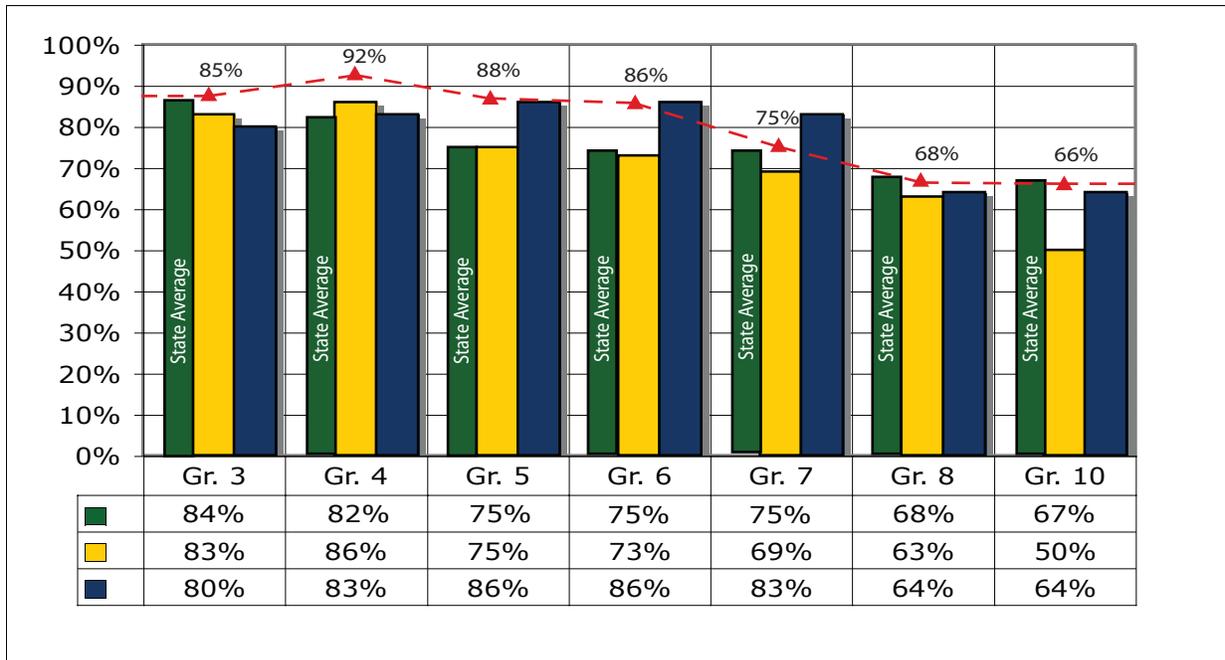
Student Learning and Achievement



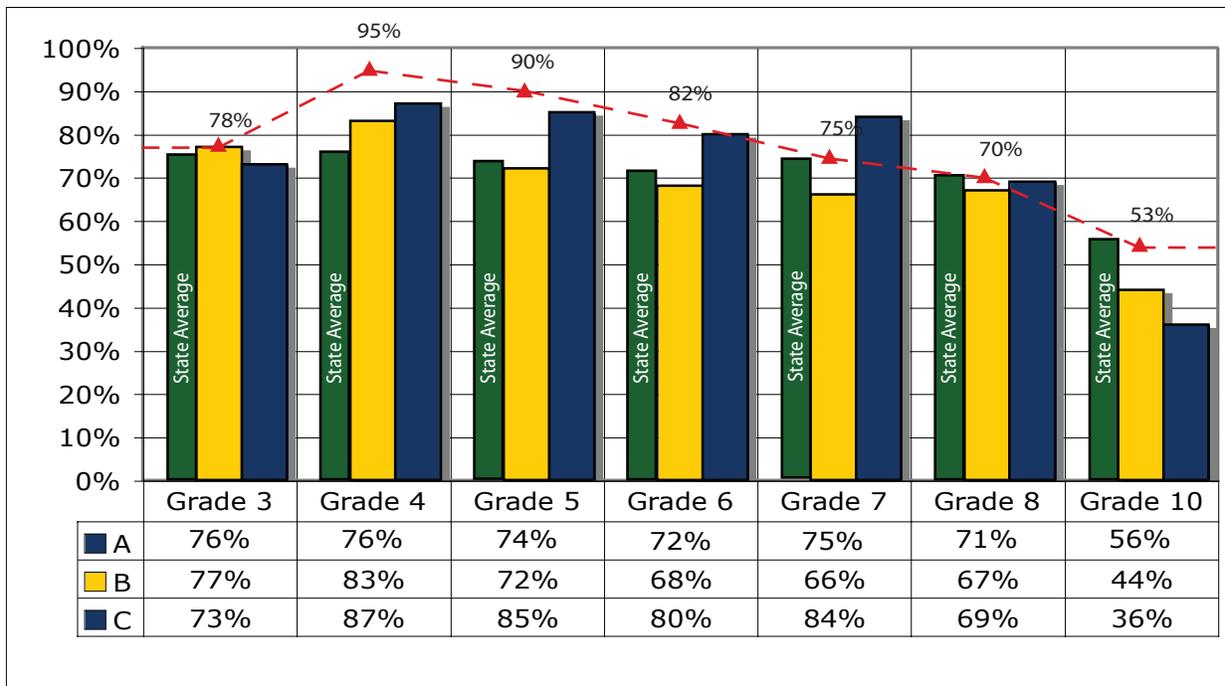
Reading & Mathematics Achievement

The following graphs compare year-to-year improvement in the percentage of Tillamook students meeting or exceeding reading and mathematics standards on the Oregon Assessment of Knowledge and Skills (OAKS) assessment over the past three years by grade level. In addition the graphs include the 2005-2008 state averages based on the 2006/07 benchmarks and the CLASS student achievement targets.

Reading Achievement



Mathematics Achievement



■ 2005-2008 State Avg
 ■ 2005-2008 TSD9 Avg
 ■ TSD9 2008/09
 -▲- Target

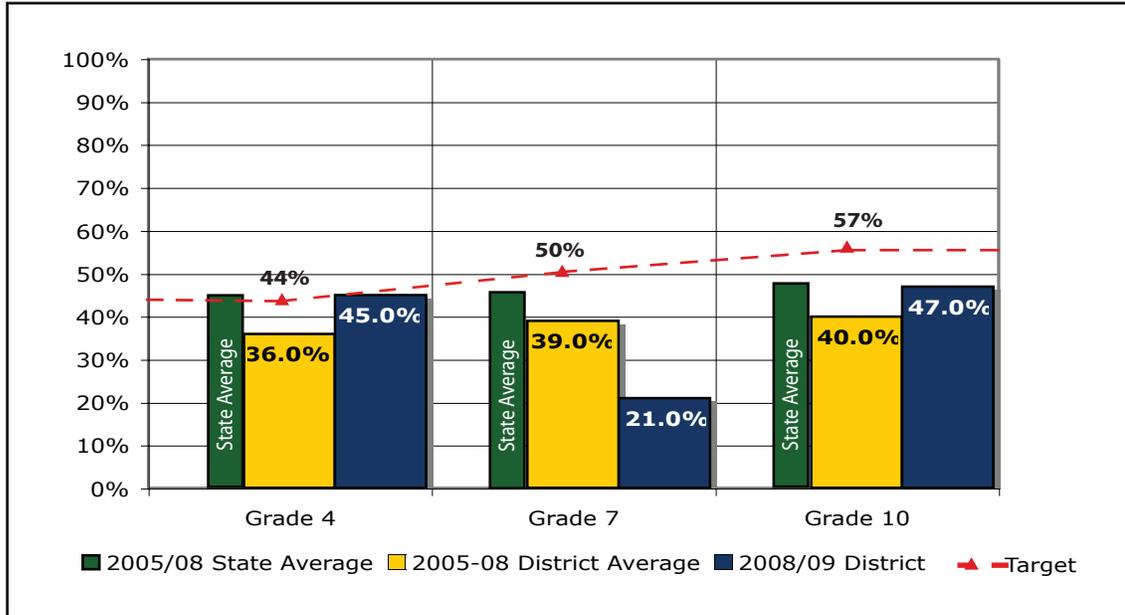


Student Learning and Achievement

Writing Achievement

This graph compares improvement in the percentage of students by grade level meeting or exceeding writing standards on the Oregon Statewide Writing Assessment over the past three years. In addition the graph includes the 2005-2008 state average and the CLASS student achievement target.

Writing Achievement

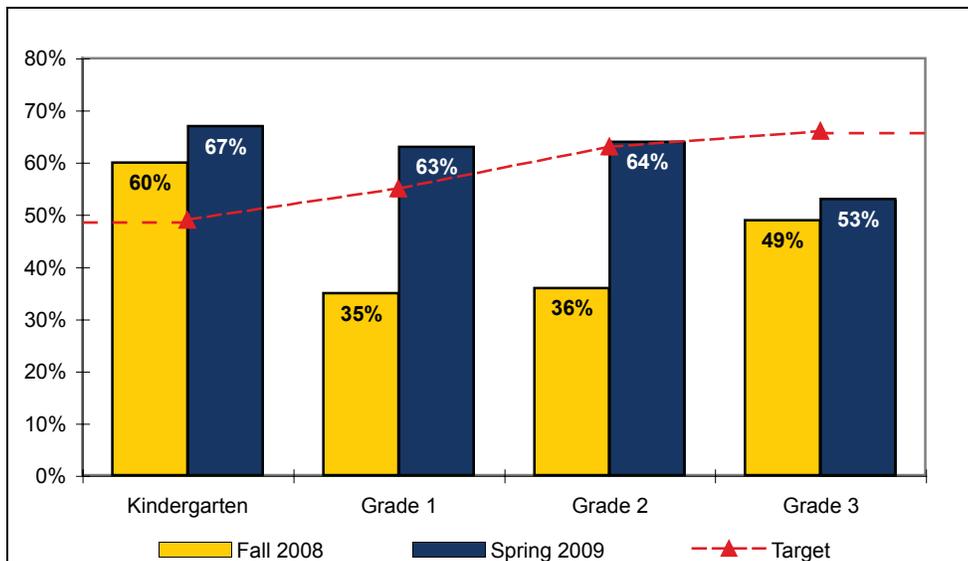


Elementary School Achievement Data

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) graph displays the increase in the percentage of Tillamook students reading at grade-level benchmark by grade.

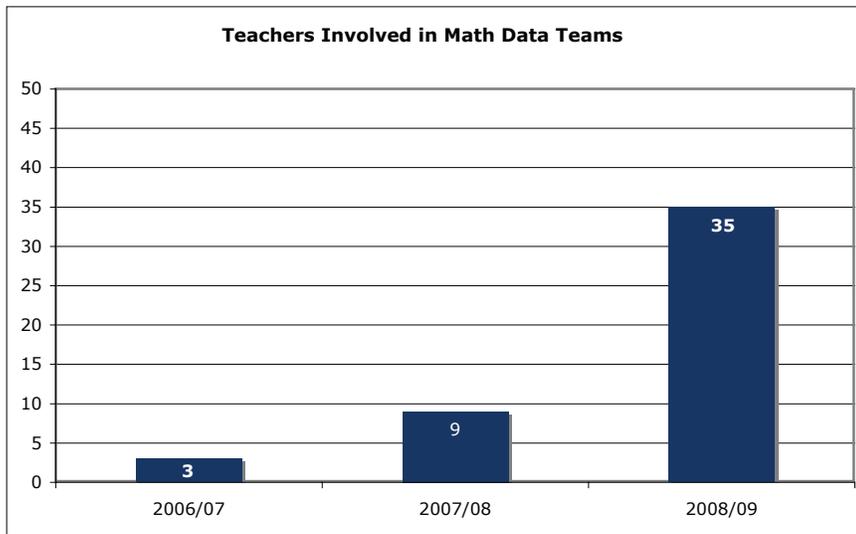
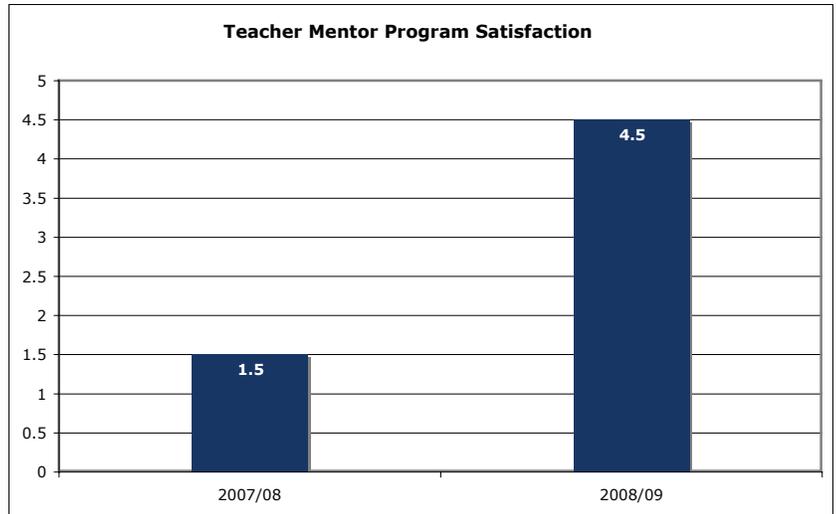
DIBELS - Reading Assessment



Teacher Effectiveness

Teacher Mentor Program

This graph displays the increase of the quality of the Certified Teacher Mentor Program funded by the CLASS Project during the 2008/09 school year. Using a scale of 1 to 5, with "5" indicating a high degree of satisfaction with the program as a whole, the mentor teachers scored the program at the end of the 2007/08 and 2008/09 school years.

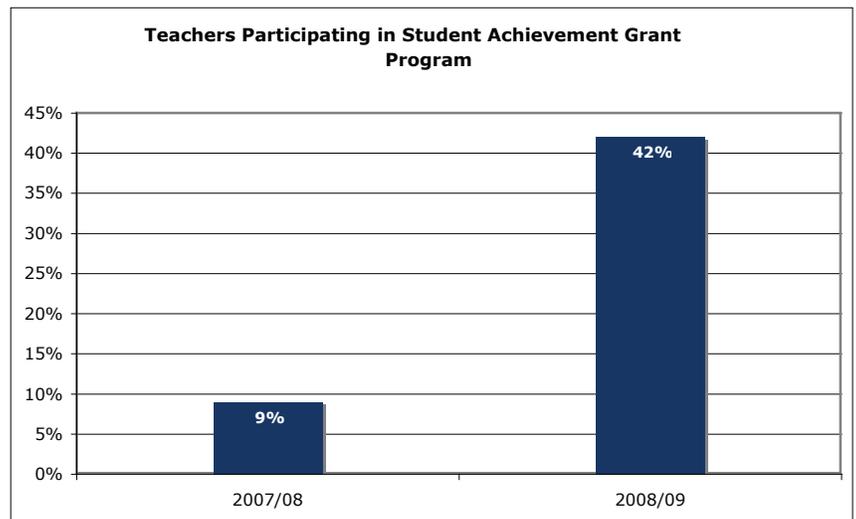


Math Data Teams

Math Data Teams are grade-level or department teams that examine individual student work generated from common assessments. Collaborative, structured, scheduled data team meetings focus on the effectiveness of teaching and learning. TSD9 began implementing Math Data Teams with a volunteer 3rd grade team in 2006/07 and is quickly becoming part of school and district culture.

Professional Development

During the 2008/09 school year, the Tillamook School District wanted to increase teacher-designed professional development. Our goal was to increase the quality and quantity of research-based professional development opportunities in math, reading, writing and technology using our newly created Mini-Grant Program funded through CLASS and district funds.



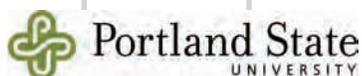


CLASS

Student Achievement

Scorecard

Forest Grove School District's
Profile of Progress
2008/2009

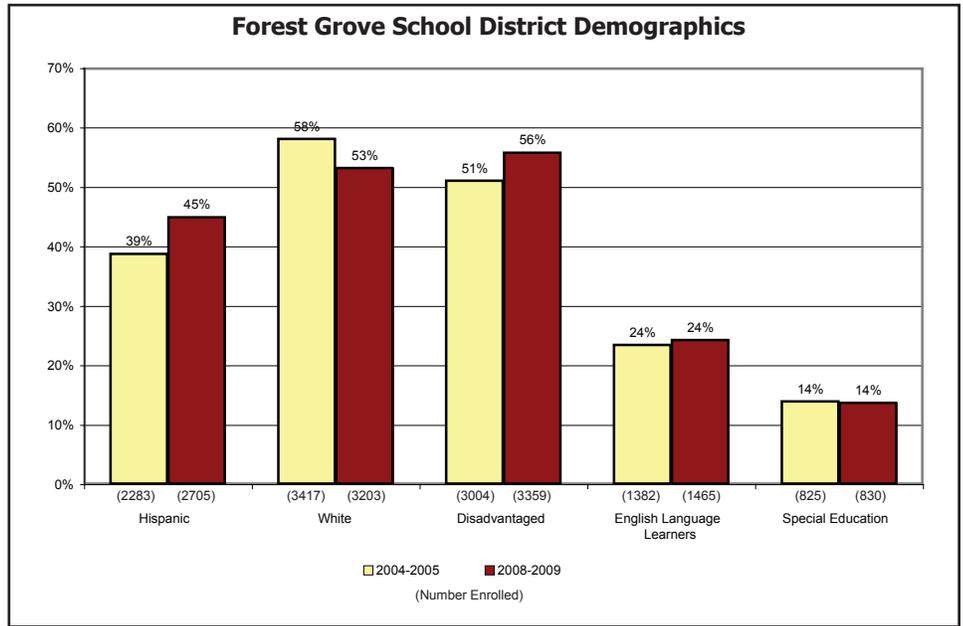


Student Learning and Achievement



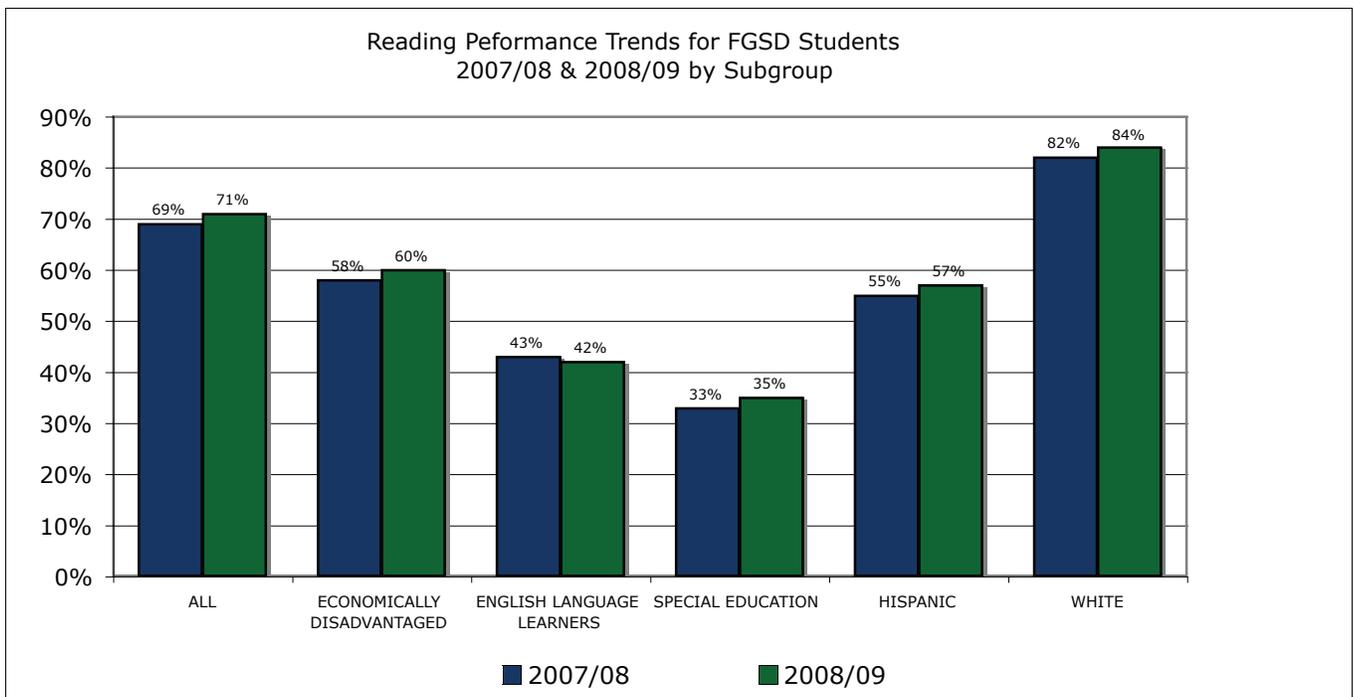
Forest Grove District Priorities

Forest Grove School District serves a diverse community with a growing Hispanic population, currently 48% of students are Hispanic and 56% of the district's children qualify for free and reduced lunch. Forest Grove School District's mission, "Inspiring excellence, while preparing all students for college, career, and citizenship" guides Forest Grove to set high standards for all students. We want to make sure we accelerate learning for each student with equitable outcomes being an overarching goal.



Total Enrollment: 2004/05 = 5,875 2008/09 = 6,013

The district analyzes data from the different student groups to set goals and develop strategies to ensure progress for all. The following chart illustrates student performance as measured by the Oregon Assessment of Knowledge and Skills (OAKS) for reading. White and Hispanic students' scores increased at most levels in 2008/09 compared with 2007/08.



Student Learning and Achievement

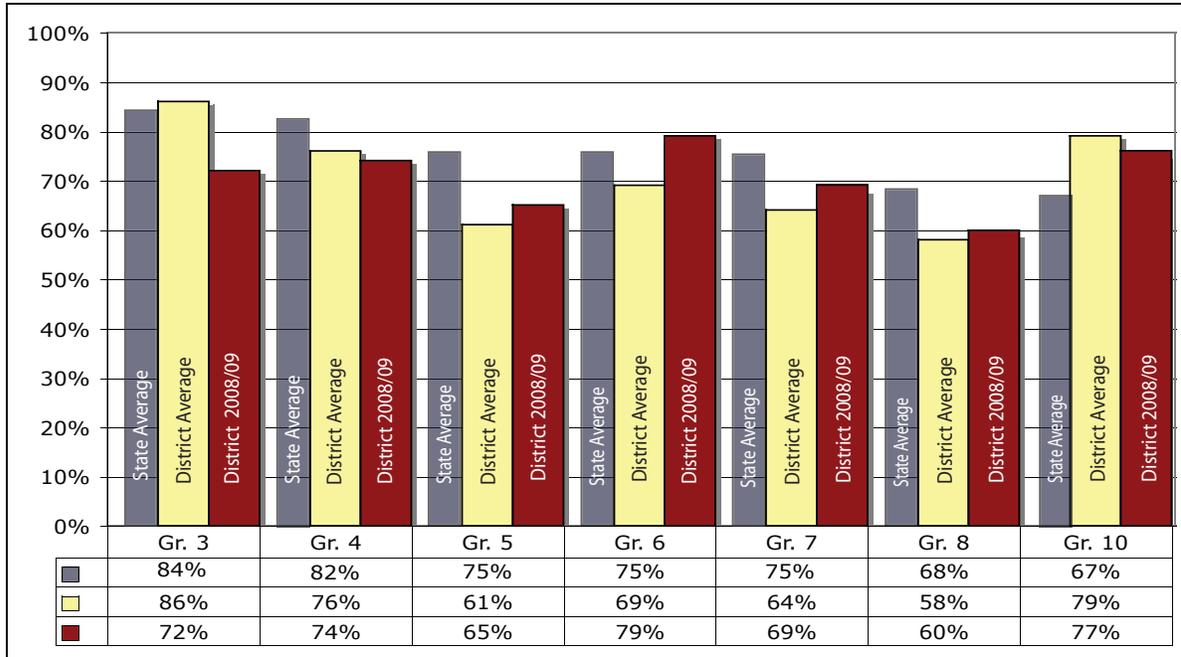


Reading & Mathematics Achievement

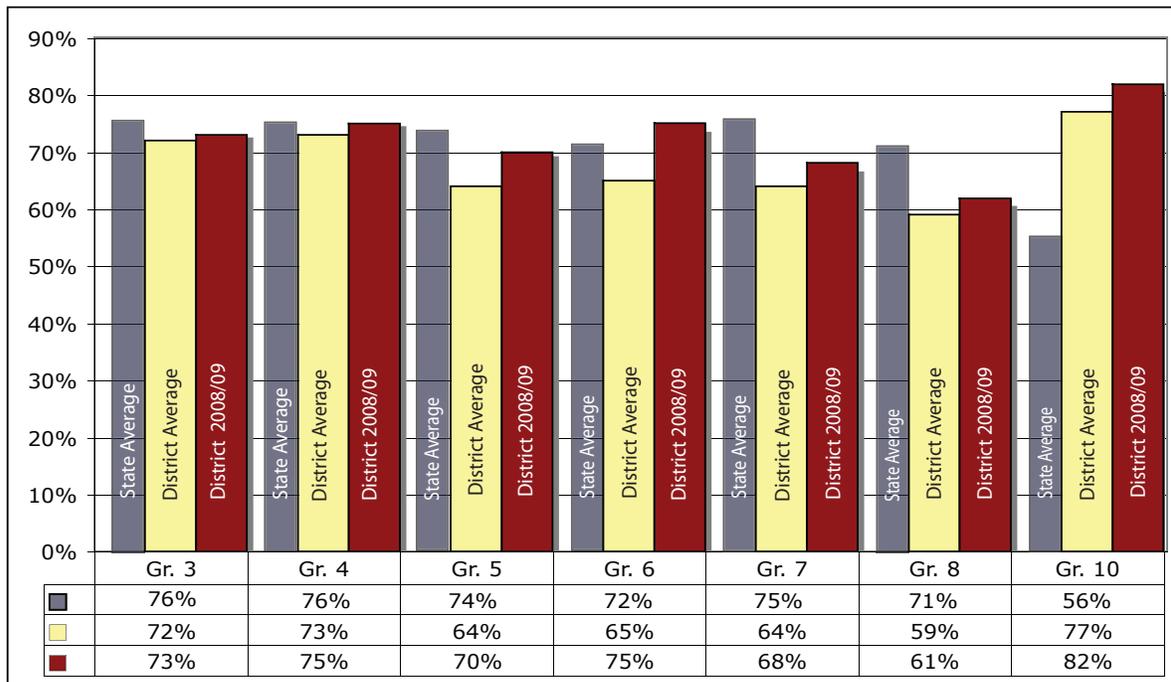
Chalkboard Project averaged scores for the Oregon Assessment of Knowledge and Skills (OAKS) in reading and math statewide for 2005-2008* and for each participating district 2005-2008 to establish a “pre-CLASS” baseline performance metric. The following charts illustrate the improvement of Forest Grove students meeting or exceeding the reading and math standards in 2008/09 by grade level compared with those baselines.

■ 2005-2008 State Avg ■ 2005-2008 Forest Grove Avg ■ Forest Grove 2008/09

Reading Achievement



Mathematics Achievement



* Averages based on the 2006/07 benchmarks.

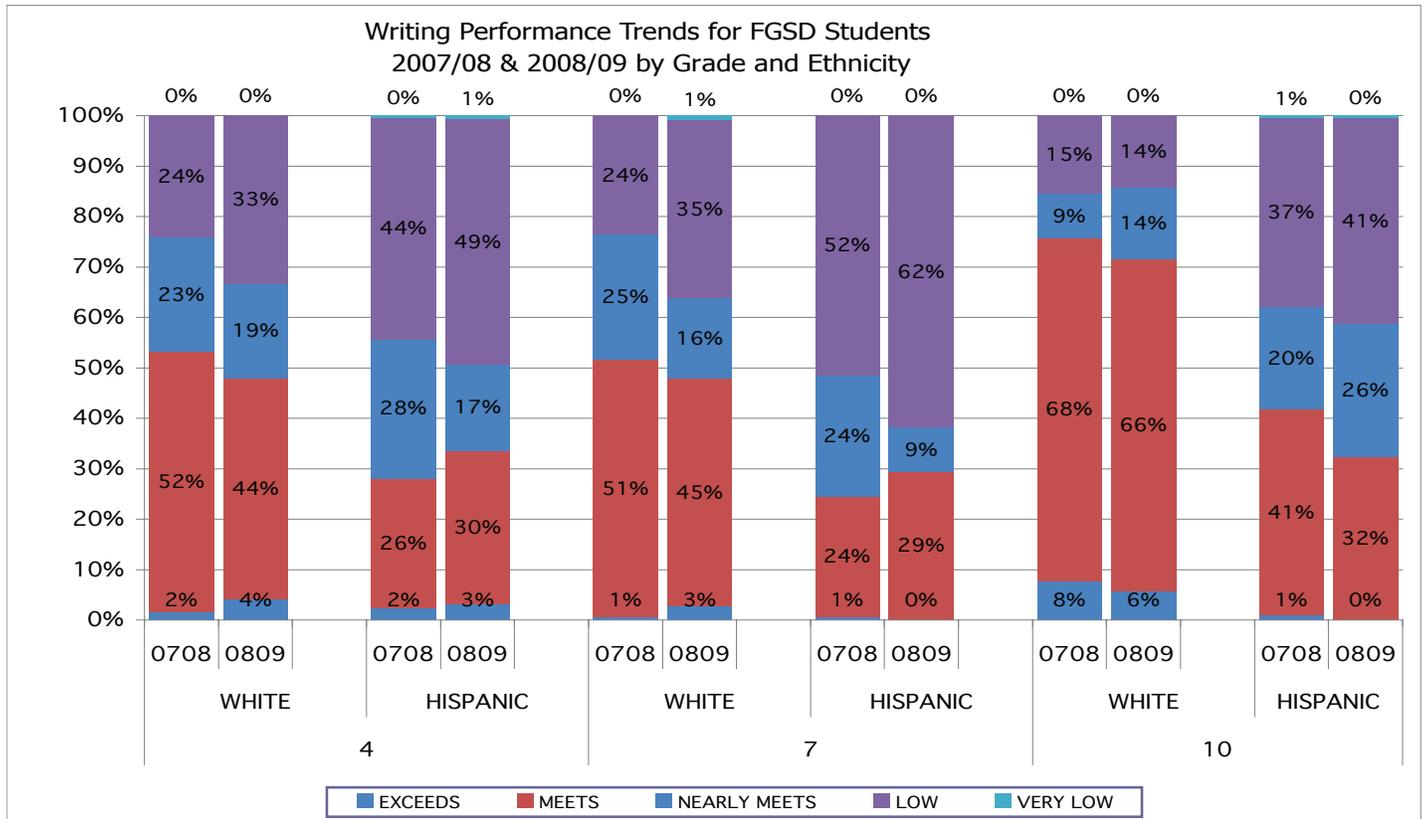
Student Learning and Achievement



Writing Achievement

Writing Performance

Writing performance trends (2007/08-2008/09) disaggregated for grades 4, 7, and 10.



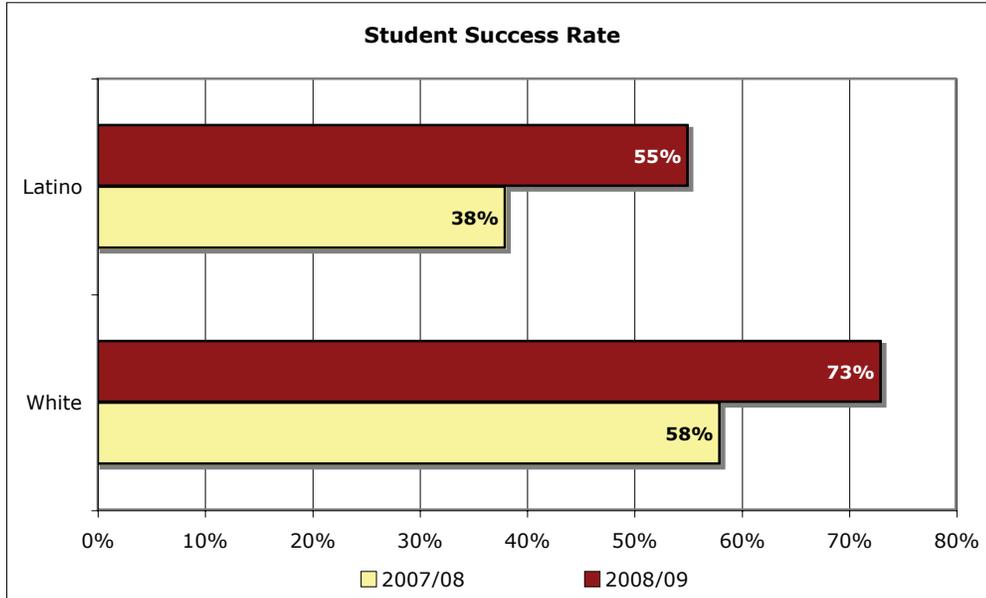
Student Learning and Achievement



Secondary School Achievement Data

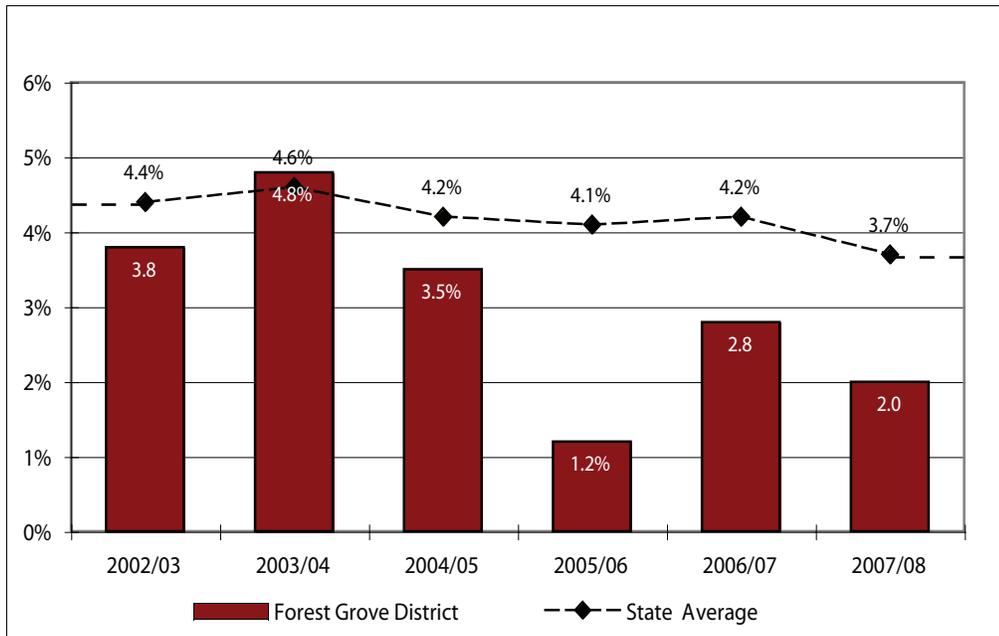
High School Student Success

This graph illustrates the increase in the percentage of Latino and White high school students passing all coursework.



Dropout Rate

The dropout rate for Forest Grove School District and the Oregon averages for 2002-2008 based on the state report.



Student Learning and Achievement

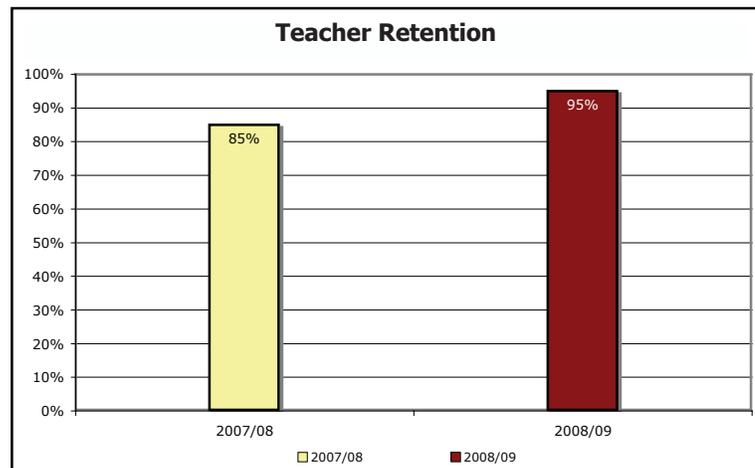
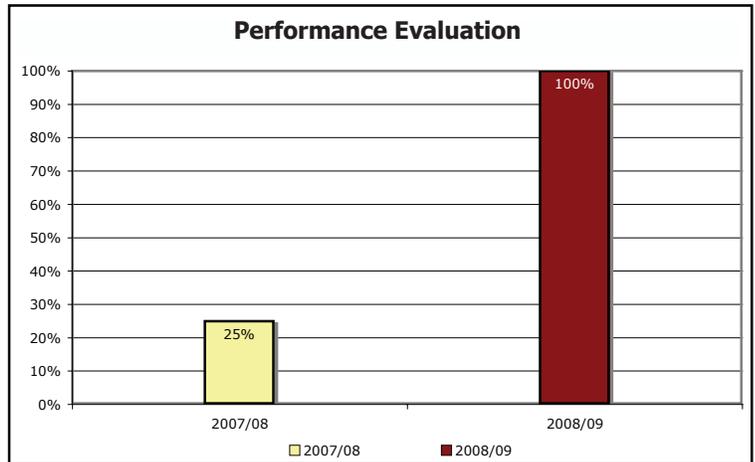


Teacher Effectiveness

Forest Grove School District created a comprehensive induction and mentoring program for beginning staff in 2006. Thanks to Chalkboard's Advocacy, the Oregon Mentoring Grants allowed us to expand our program when we were awarded a grant in May 2008. CLASS Project allowed us to add substantial training in supervision and evaluation and professional development in teacher quality. The following outlines some of the results of those investments.

Performance Evaluation

This graph illustrates the number of administrators trained in supervision and evaluation and data teams between the 2007/08 and the 2008/09 school years.

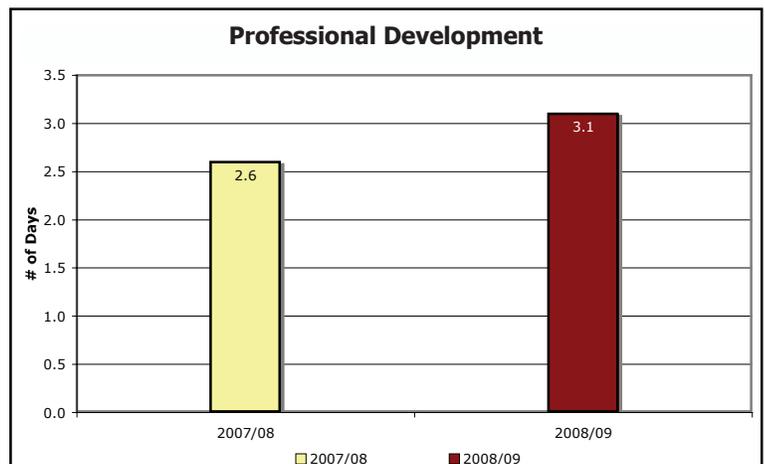


Teacher Retention

This graph illustrates the percentage of teachers retained between the 2007/08 and 2008/09 school years. The Oregon Mentor Grant not only improved our teacher retention, but accelerated the growth of beginning teachers and administrators through 1:1 job embedded mentoring.

Professional Development

This graph illustrates the average number of days per teachers for staff development for the 2007/08 and 2008/09 school years.



Dan C. Jamison



Professional Objective

Serve as a leader in the educational system, providing support to individuals with a focus on delivering the best learning opportunities for all children in all circumstances.

Education and Credentials

- **Superintendent's License Program**, University of Oregon, Continuing Administrator License, 1999
- **Administrative Credential**, Lewis and Clark College, Standard C-921, 1994
- **Master of Education**, Oregon State University, Language Arts and Writing, 1986
- **Bachelors of Arts**, Washington State University, History, Cum Laude, 1978

Professional Experience

- **Superintendent**, Sherwood Public Schools **2005 - Present**
Sherwood Public Schools, Sherwood, OR

Gather, analyze, and organize student data to create a user-friendly format for use in buildings • Assist building administrators in strategic planning, identifying focus and implementing plans • Guide development, implementation, and evaluation of district curriculum and instructional services • Keep abreast of developments in curriculum and instruction and furnish leadership in determining their appropriateness for inclusion in the district educational program • Build strong relationships with students, staff, parents and community • Model the wise use of resources that provide stability and certainty in challenging economic times • Earn the trust of the Sherwood community

- **Student Achievement Leader**, District Office **2004 - 2005**
Springfield Public Schools, Springfield, OR

Gather, analyze, and organize student data to create a user-friendly format for use in buildings • Assist building administrators in strategic planning, identifying focus and implementing plans • Guide development, implementation, and evaluation of district curriculum and instructional services • Keep abreast of developments in curriculum and instruction and furnish leadership in determining their appropriateness for inclusion in the district educational program • Guide development, implementation, and evaluation of pre-service and in-service training programs for staff • Work with building principals in the improvement of standards and competencies

Professional Experience (Continued)

- **High School Principal**, West Albany High School **1999 - 2004**
Greater Albany Public School District 8J, Albany, OR

Provide leadership in managing the daily operations of the school as well as provide leadership in long-range planning • Plan, direct, supervise and/or monitor building improvement plans, curriculum development and implementation • Supervise and evaluate Certified and Classified staff • Provide staff development, increase student achievement; facilitate student management and maintain/improve building grounds and facilities • Provide the financial management and support of a 5.5 million budget • Plan for building staffing, initiate and secure grants and School Business Partnerships.
- **Middle School Principal**, Memorial Middle School **1996 - 1999**
Greater Albany Public School District 8J, Albany, OR
- **Elementary Principal**, Tadena Elementary & Tangent Elementary **1992 - 1996**
Greater Albany Public School District 8J, Albany/Tangent, OR
- **Assistant Principal**, South Albany High School **1989 - 1992**
Greater Albany Public School District 8J, Albany, OR
- **Assistant Principal**, Central High School **1988 – 1989**
Central School District, Independence, OR
- **Athletic Director/Activities Coordinator**, Central High School **1986 – 1988**
Central School District, Independence, OR
- **Department Chair – Language Arts**, Central High School **1985-1986**
Central School District, Independence, OR
- **Language Arts Teacher**, Central High School **1983 – 1986**
Central School District, Independence, OR
- **Language Arts Teacher**, Talmadge Junior High **1978 – 1983**
Central School District, Independence, OR

University Work

- **Cohort Leader**, Continuing Administrative Licensure Program **1999 – 2002**
University of Oregon
- **ContinUO Coach**, Executive Leadership Institute, College of Education **2000 - Present**
University of Oregon

Presentations

- *“Race to the Top: A Conversation”*, OACOA Conference, Gleneden, OR **January, 2010**
- *“Standing at the Head of Class”*, Portland City Club, Portland, OR **June, 2009**
- *“Transformational Leadership through the CLASS Project”*
American Leadership Forum, Portland, OR **February, 2009**
- *“Teacher Quality and the Chalkboard Project”*, Northwest Congressional
Delegation, US Department of Education, National Education Association
Washington DC **September, 2008**
- *“Transformational Leadership and CLASS”*, Confederation of Oregon
School Administrators, Seaside, OR **June, 2008**
- *“School District and City Partnership”*, Oregon School Boards Association
Portland, OR **November, 2006**
- *Keynote Address*, O.A.S.C.D., Western Oregon University, Monmouth, OR **March, 2005**
- *“Future Teachers Conference”*, Linn Benton Community College, Albany, OR **2002-2004**
- *“Engaging At-Risk Youth”*, NW Regional Parish Nurses Conference, Albany, OR **October, 2002**
- *“Attendance Improvement”*, COSA Summer Institute, Florence, OR **August, 2001**
- *“Data Driven Decision-Making”*, Principal’s Institute, Bend, OR **June, 1999**
- *“Ethical Decision Making”*, Workshop, Albany, OR **March, 1999**
- *“Engaging Caring Adults with Youth”*, Oregon Youth Summit, Wilsonville, OR **October, 1998**
- *“Character Education”*, Governor Kitzhaber’s Juvenile Task Force, Salem, OR **March, 1998**
- *“Demographic Trends and the Rise of Children in Need”*,
Soroptimist International, Albany, OR **March, 1998**
- *“Putting the Public Back in Public Schools”*,
Oregon School Public Relations Association (with COSA), Seaside, OR **June, 1997**

Honors and Awards

- **Outstanding Administrator for Oregon**, Oregon Music Education Association **2010**
- **Citizen of the Year**, Sherwood Area Chamber of Commerce, Sherwood, OR **2009**
- **University Council for Educational Administration Excellence in Educational Leadership Award**, University of Oregon, Eugene, OR **2008**
- **Sherwood Chamber of Commerce President’s Award**, Sherwood Area Chamber of Commerce, Sherwood, OR **2007**
- **First Citizen Nominee**, Albany Area Chamber of Commerce, Albany, OR **2003**
- **Bev Gladder Mentorship Award**, COSA, Seaside, OR **2001**
- **Leaders of the 21st Century**, Mid Valley Sunday,
Corvallis Gazette Times, Albany Democrat Herald, Corvallis/Albany, OR **2000**
- **Spirit Award**, Mid-Willamette YMCA, Albany, OR **1999**
- **Distinguished Administrator Award**, Greater Albany Public Schools
Albany, OR **1993**
- **Teacher of the Year**, Central School District, Independence, OR **1983**

Community Service

<u>Sherwood Chamber of Commerce</u>	2005 - Present
<u>Sherwood Educational Foundation</u>	2005 – Present
<u>Sherwood Regional Family YMCA</u>	2007 – Present
• Board Member	
<u>Mid Valley YMCA</u>	
• Division Leader , Community Gifts Committee	2004
• President , Executive Board Member	1993 – 2001
• Chair , YMCA 2000	
• Task Force Member	
<u>First Church of God</u>	
• Member, Executive Council Member, Vice Chair, Congregational Representative, & Chairman of Church Council	1992 – 2005
<u>Albany Schools Foundation</u>	
• Executive Board Member	1995 - 1999
<u>East Albany Lions</u>	
• Member, Coordinator (Eyeglasses for Students), Quest Training	1990 – 1998
<u>Youth Task Force</u>	
• Chair , Interagency Community Group Coordinate, survey, and deliver inter-agency services to adolescents in Albany	1996 – 1997

John B. Hamilton, CPA



SUMMARY STATEMENT

Financial manager with experience in all aspects of accounting and financial management, including four years in Public Accounting. Years of highly responsible management experience. Team leader/team player ready to take on multiple challenges.

PROFESSIONAL EXPERIENCE

FOUNDATIONS FOR A BETTER OREGON Portland, Oregon 6/08 to Present

Finance Specialist, Chalkboard Project

Perform all financial management functions for the Chalkboard Project including accrual based accounting and budgeting functions. Coordinate the budget process and work directly with staff to develop and monitor program budgets. Responsible for all financial reporting as requested by grant funders, Chalkboard Project's Board of Directors and President. Job responsibilities include: Developing the annual budget; Overseeing financial planning; Financial reporting; Administer financial aspects of various internal programs; Provide special reports, analysis and other duties as needed.

E3: EMPLOYERS FOR EDUC. EXCELLENCE Portland, Oregon 9/04 to 5/08

Controller

Responsible for all financial management, accounting, contract administration, budgeting, and maintenance of personnel and financial policies and procedures. Coordinated the budget process and worked directly with Program Directors to develop and monitor program budgets. Responsible for all financial reporting as requested by grant-funders, E3's Board of Directors and Executive Director. Oversaw maintenance of the payroll system and administration of benefits. Served as liaison to the E3 Finance Committee and met quarterly with the committee to review quarterly performance and forecasts.

EASTER SEALS OF OREGON Portland, Oregon 6/03 to 7/04

Vice President of Finance

Managed the financial operations and facilities of the organization. Reported directly to the Executive Director. Responsible for all the accounting functions, contract administration, cash management and insurance and risk management. Oversaw administration of fringe benefit plans. Coordinated budgeting and forecasting process. Staffed the Finance committee of the Board. Presented the financial reports to the Board.

LUTHERAN COMM. SERVICES NORTHWEST Portland, Oregon 6/01 to 6/03

Organization formed by a merger of Lutheran Family Service and Lutheran Social Services in Seattle. 600+ employees and a \$25 million budget.

Director of Contracts

After the merger, the fiscal department moved to Seattle. I opted to stay in Portland and accepted this new position. Reported directly to the Chief Financial Officer in Seattle. Set up a system to review and process all agency service contracts from a central office.

Implemented an electronic system to monitor and age contract funding status. Served as fiscal resource in the Portland and other Oregon offices. Coordinated many of the fiscal transition issues related to the merger. Performed special fiscal projects.

LUTHERAN FAMILY SERVICE **Portland, Oregon** **9/90 to 6/01**

Large non-profit social service agency with 14 offices throughout the State. 200 employees and a budget of approximately \$6 million.

Chief Financial Officer

Reported directly to the Executive Director. Responsible for supervising the accounting and payroll departments, preparing agency financial statements, audit coordination, fiscal planning and contract administration. Maintained banking relationships, cash management, and insurance and risk management programs. Oversaw administration of fringe benefit plans. Coordinated budgeting and forecasting process. Responsible for Facility management. Staffed the Finance Committee of the Board of Directors and provided technical input to the Board.

- Designed reports for financial, budget and forecast reporting which improved the management decision making process.
- Paid off substantial debt that existed in 1989 improving the cash flow condition of the agency. Also negotiated a \$500,000 line of credit with local banks.
- Coordinated a salary study and implemented the results to bring about equity between staff positions. A study had not been done for ten years.
- Coordinated the planning and remodeling of the Corporate office over the period of one year.

METRO. COMMUNITY ACTION **Portland, Oregon** **12/88 to 9/90**

Metropolitan Community Action was responsible for planning, management, coordination and advocacy of emergency service and community action programs for Multnomah County.

Business Manager

Reported directly to the Executive Director. Supervised five fiscal staff. Managed the fiscal administration of 27 contracts and conducted audits of the contractors. Was responsible for fiscal planning, agency budget preparation and monitoring (\$7 million). Supervised accounting functions including a computerized fund accounting system.

GOOD SAMARITAN HOSPITAL **Portland, Oregon** **6/79 to 12/88**

Manager of Financial Services **1984 to 1988**

Reported to the Director of Finance. Responsibilities included supervision of the department staff, hospital budget preparation, financial forecasting, cost accounting and analytical support.

Assistant Controller **1979 to 1984**

Reported to the Controller. Areas of responsibility included supervision, accounts payable, general ledger, payroll, management reporting and third party cost report preparation.

PROVIDENCE MEDICAL CENTER **Portland, Oregon** **8/73 to 6/79**
Controller
Reported to the Director of Finance. Supervised the accounting department. Areas of responsibility included payroll, accounts payable, budget, general ledger, management report preparation, third party cost report preparation, and other government reports.

DIETRICH, BYE, GRIFFIN & YOUEL, CPA'S **Portland, Oregon** **9/70 to 8/73**

PEAT, MARWICK, MITCHELL, CPA'S **Salem, Oregon** **9/69 to 9/70**

EDUCATION AND CERTIFICATION
Portland State University, B.S. **Graduated 1969**
Oregon CPA Certificate # 2051 (Inactive) **Received 1972**



Chalkboard Project

Job Description

October 2010

Position Title:	Project Manager, CLASS Project: Teachers & Principals Teacher Incentive Fund (TIF) Grant Awardee
Reports To:	CLASS PBCS Project Director
Compensation:	Salary and Benefits are Competitive, full-time
Timeframe:	October 2010 – July 2015

About Chalkboard:

Launched in March 2004, the Chalkboard Project exists to inspire Oregonians to do what it takes to help make our K-12 public schools among the nation's best. Our goal is to lift student outcomes by moving Oregon's public education system into the top ten in the nation as measured by student achievement results. Chalkboard pursues this goal through a combination of information and education of the public, pursuing proven education practices in the policy process, and piloting promising practices in over 50 schools in our state.

About CLASS Project: Teachers & Principals PBCS

CLASS is a performance-based compensation system (PBCS) based on an integrated framework with five key components: 1) rigorous, transparent, and fair performance evaluation systems; 2) alternative/differentiated compensation structures; 3) job-embedded professional development systems; 4) expanded career paths; and 5) preliminary analysis to guide the equitable distribution of effective teachers and principals. Recently awarded a Teacher Incentive Fund (TIF) grant to develop, implement, refine, and evaluate the project in six Oregon school districts, Chalkboard seeks a project manager to assist in the overall management of project development and implementation.

Job Summary:

The CLASS PBCS Project Manager will assume ongoing responsibility for coordination of all project activities, including project planning; data collection, management, and reporting; financial record keeping and reporting; and all reporting to the granting agency. The Project Manager reports directly to the Project Director. The Project Manager will help organize and facilitate an advisory committee comprised of representatives from all key stakeholder groups, to ensure that the project is jointly governed by input from principals, teachers, central office staff, union officials, community members, among others. The Project Manager ensures that the

project is on track to meet identified milestones, facilitates internal and external communications, prepares project reports, and assumes other responsibilities as needed.

Additional responsibilities include:

- Establish multiple project teams
- Monitor project status
- Present accurate and timely progress records
- Convene advisory groups
- Act as a first-line liaison between project team and stakeholder groups
- Assist with identifying and securing appropriate resources
- Maintain stewardship of financial operations
- Overall management of project logistics

Position Requirements:

- Bachelor's required (Master's preferred) in an education-related field
- Experience or knowledge of the education sector
- Significant experience managing large-scale initiatives, including at least three years of direct work experience in a project management capacity
- Database and operating systems experience
- Exceptional organizational skills
- Experience with financial management and budget control
- Experience managing a team
- Strong written and oral communication skills
- Strong people skills
- Able to travel throughout Oregon

Contact:

Please email resume and cover letter to info@chalkboardproject.org.

Or mail to:

Chalkboard Project
Attn: Dan Jamison
221 NW 2nd Ave., Suite 203
Portland, OR 97209

SUE HILDICK

EXPERIENCE

March 2004 – Present

FOUNDATIONS FOR A BETTER OREGON

President, Portland, Oregon

Leader of a unique start-up foundation, funded by six of Oregon's leading foundations: the Oregon Community Foundation, the Jeld-Wen Foundation, the Meyer Memorial Trust, the Collins Foundation, the James and Marion Miller Foundation, and the Ford Family Foundation. FBO is a collaboration focused on bringing the foundations together to work on public policy issues of significance to Oregon's quality of life. Its first initiative is *The Chalkboard Project* which is a ten-year public process to engage Oregonians around the quality, accountability and financing of the state's K-12 public schools in order to raise student achievement to the top ten performing states in the Nation. FBO's oversight is provided by a board composed of the executive directors of the six founding entities as well as a trustee from each. Chalkboard is currently implementing its 15-point Action Plan to Improve Oregon's Schools by pursuing in-depth citizen engagement and information sharing, advancing a multi-year local, state and federal legislative strategy, and implementing a unique set of pilot projects designed to test promising educational practices.

September 1999 – 2004

AMERICAN RED CROSS, OREGON TRAIL CHAPTER

Executive Director, Portland, Oregon

Directed one of the thirty largest chapters of the American Red Cross in the United States. The Oregon Trail Chapter (OTC) serves a seven-county area (Multnomah, Clackamas, Washington, Columbia, Clatsop, Yamhill, and Tillamook) by providing disaster prevention, preparation and response and health and safety training. Oversaw Chapter operations which included 100 full- and part-time employees, 1600 volunteers and an annual operating budget of more than \$6 million. The Chapter, the largest United Way recipient in the Columbia-Willamette region, also serves as the lead chapter for the state of Oregon, insuring that emergency response services are provided statewide. Received local, regional and national recognition for the first-of-its-kind statewide citizen preparedness campaign called *PrepareOregon* which has become the national *Together We Prepare* initiative. OTC was the first chapter in the country to produce and market on-line CPR and an under-the-table workplace disaster safety kit. Responsibility included representing the Red Cross before local, state and national legislative leaders.

December 1996 – 2001

ALBERT AND MARY LASKER FOUNDATION

Policy Advisor, New York, New York

Consultant to Funding First, an initiative in honor of Mary W. Lasker to raise public awareness and support for the national investment in medical research. Assisted former U.S. Senator Mark O. Hatfield in his role as Chairman of Funding First by drafting policy papers, crafting federal strategy options for building public and policy-maker support, writing speeches and materials for publication. Planned and carried out a conference co-hosted by the American Association for the Advancement of Science to examine long-term funding options for medical research, and a U.S. Senate hearing held May, 2001, on the economic impacts of the national investment in medical research.

December 1996 – August 1999

OREGON HEALTH SCIENCES UNIVERSITY

Government Relations Director, Portland, Oregon

Principal liaison between Oregon's only academic health center (OHSU is Portland's largest employer with over 12,000 employees and an annual operating budget of over \$1.4 billion) and federal, state, county and local governments. Planned, coordinated and directed state and federal strategic legislative agenda; communicated with policy makers and testified before government bodies on behalf of the university. Managed a team of three government relations specialists and supervised contract lobbyists on federal issues. Oversaw budget and staff development for government relations department. Succeeded in obtaining federal funding for OHSU's Center for Women's Health and the Center for Healthy Aging, as well as building both visibility and strong relationships for the institution with the Oregon congressional delegation and the Oregon Legislative Assembly.

07/05/10

December 1997 – 1999

THE CAMPAIGN FOR MEDICAL RESEARCH

Legislative Director, Washington, D.C.

Founding board member and consultant to advocacy organization designed to increase the budget for the National Institutes of Health by 15% a year over a five year period in order to double federal medical research funding. Established federal legislative strategy for the effort and accompanied principals including former Republican Leader Bob Michel, former U.S. Senator Mark Hatfield, former Congressman Paul Rogers and CMR Chairman John J. Whitehead on visits to key congressional leaders. CMR's goal was achieved when Congress appropriated an 100% increase for the NIH over five fiscal years.

February 1990 – December 1996

U.S. Senator Mark O. Hatfield (R-OR)

Legislative and Policy Director, Washington, D.C.

Senior policy advisor responsible for developing Senator Hatfield's public policy agenda. Second ranking staff member and manager of a team of twelve policy specialists (divided between Oregon and Washington, D.C.). Directed all policy development, including positions on issues, communications with constituents and the media, speeches and public statements. Supervised legislative activity, represented the Senator at public meetings, events and negotiations, and oversaw activities in committee and on the Senate floor. Advised Senator Hatfield on all education, medical research and Oregon appropriations priorities.

EDUCATION AND TRAINING

Executive Program for Senior Leaders of the American Red Cross, Harvard University, Hauser Center for Non-Profit Management and John F. Kennedy School of Government, Cambridge, Massachusetts, Winter 2001-2002.

John C. Stennis Congressional Fellowship, Stennis Center for Public Service, Inaugural Class of senior congressional staff nominated by their Members of Congress to study institutional leadership issues, Washington, D.C., 1993-1994.

Executive Program for Senior Managers in Government, Harvard University, John F. Kennedy School of Government, Eastman Kodak Congressional Fellowship Award, Cambridge, Massachusetts, Summer 1992.

The Northwestern School of Law, Lewis and Clark College, Evening Division, 1986-1988.

Georgetown University, College of Arts and Sciences, Honors Government Program, Bachelor of Arts, 1986.

COMMUNITY INVOLVEMENT, ACTIVITIES AND HONORS

- Board Member, Oregon March of Dimes, 2009 - present
- Regence Blue Cross/Blue Shield Oregon Community Board, 2008 - present
- Board Chairman, NEW Leadership Oregon, 2006 – 2008
- Commissioner (Governor's Appointee), Oregon Government Standards and Practices Commission, 2004 - 2008
- Board Member, National Civic League, 2007 - present
- Grantee Advisory Committee Member, W.K. Kellogg Foundation, 2007
- Board Member and Chair, Montessori II, 2003 – present
- Awardee, NEW Leadership Oregon Women Leader of 2009
- Awardee, Women Rules!, Selected as one of 80 Women Leaders by O Magazine and the White House Project, 2008
- Awardee, Nonprofit CEO of the Year, Portland Business Journal, 2007
- Awardee, 100 Most Powerful Women, NW Women's Journal, 2007
- Awardee, Oregon Business Magazine's 50 Leaders to Watch, 2003, 2006
- Awardee, Forty Under 40, Portland Business Journal, 2002
- Awardee, Tiffany Award (highest level staff award), American Red Cross, 2003
- Regional Awardee, American Red Cross Chairman's Award for "PrepareOregon", 2002
- Member, Inaugural Class of Leadership Portland, Portland Business Alliance, 2003 (selected to represent Leadership Portland alumni on the Board of the Portland Business Alliance)
- Officer, American Red Cross Metro Managers Association (top 50 chapters), 2001-2003; Vice Chair and Chair-Elect, 2003 – 2005 (resigned due to going to FBO)
- Commissioner (Governor's Appointee), Oregon State Commission on Voluntary Action and Service, 2001-2004

07/05/10

KATE G. DICKSON, PH.D.



CAREER PURPOSE_____

Leadership for innovative educational policy and programs designed to increase achievement and success for ALL students.

SUMMARY OF QUALIFICATIONS_____

- Strong personal belief in the value of education in preparing ALL students to graduate ready for college, career, and citizenship as lifelong learners and contributing members of society.
- Proven professional experience and academic background in K-12 and higher education. Areas of expertise include school re-design, leadership development, teacher and administrator effectiveness, data based decision making, and teacher/administrator supervision and evaluation.
- Experience as an external consultant/change agent with school districts and state level organizations in the Pacific Northwest in strategic planning, environmental analysis, program evaluation, research analysis/data decision making, professional supervision and evaluation, school re-design including professional technical programs, and teacher/administrator career and leadership development.
- Active in public and private sector efforts to support significant school reform focused on increasing K-12 student achievement and success.
- Chalkboard Project lead and facilitator for innovative school district policies and procedures to redesign teacher career paths, professional development, performance evaluation, and compensation systems.

2006-Present: School Reform Projects

Chalkboard Project and Foundations for a Better Oregon: Vice President for Education Policy—statewide policy and legislative coordination, school district reform programs targeted to increasing achievement for ALL students and the recruitment and retention of highly effective teachers.

School District Consulting: Vision-driven strategic planning, school reform and re-design, facilitating development of high performing learning communities, teacher and administrator leadership development, professional practice performance evaluation.

Doctoral and Administrator Licensure Professor: University of Oregon—Graduate School of Education and Lewis and Clark College Graduate School of Education: Courses include: Leadership, Ethics and Governance, School Re-design for Effective Teaching and Learning

Consulting Partners: Chalkboard Project and Foundations for a Better Oregon (FBO), Center for Educational Policy and Research-UofO, Educator's for Excellence (E3), Portland Leaders Roundtable, Business Education Compact, Oregon School Board Association, Confederation of Oregon School Administrators; and School Districts: Ashland, Beaverton, Centennial, Eugene, Gresham Barlow, Klamath Falls City, Sherwood, Forest Grove, Parkrose, Tillamook, Portland Public Schools, Tigard-Tualatin, West Linn-Wilsonville, University of Oregon, Lewis and Clark College, George Fox University, Marylhurst University, Oregon Health Science University etc.

EDUCATION

- Ph.D., Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon. Dissertation topic-Leadership
- Administrator/Superintendent Credential K-12:
- Master of Science, College of Education, Western Oregon State College, Monmouth, Oregon
- Bachelor of Science, College of Education, University of South Dakota, Vermillion, South Dakota

PROFESSIONAL EXPERIENCE

- 2006 to Present: Chalkboard Project—Foundations for a Better Oregon Vice President-Education Policy
- 2003 to Present: President, Leadership Matters, Inc.
- 1994 to Present: University of Oregon, Leadership Doctoral Program and Lewis and Clark Doctoral Program, adjunct professor

- 1999 to 2003 Deputy Superintendent of Public Instruction, Department of Education, Salem, Oregon
- 1998 Sabbatical to England...Research work on Educational Leadership, International Principal Center, Oxford University
- 1994 to 1998 Assistant Executive Director, Confederation of Oregon School Administrators, Salem, Oregon
- 1988 to 1994 Assistant Superintendent, West Linn/Wilsonville School District
- 1986 to 1988 Director, Oregon Leadership Academy, Confederation of Oregon School Administrators, Salem, Oregon
- 1986 to 1987 Research Associate, Northwest Regional Educational Laboratory, School Improvement Program, Portland, Oregon
- 1983 to 1984 Field Representative and Policy Analyst, U.S. Senator Mark O. Hatfield, Salem, Oregon and Washington D.C.
- 1978 to 1985 Principal, Salem/Keizer School District, Salem, Oregon
- 1975 to 1977 Classroom Teacher and Curriculum Resource Specialist, K-12, Salem- Keizer School District, Salem, Oregon

FELLOWSHIPS AND GRANTS

- President's Oregon Educational Leadership Award, Confederation of School Administrators, 2003
- Federal Leadership Center grant, Confederation of Oregon School Administrators, 1987
- Graduate Teaching Fellowship, College of Education, University of Oregon, Eugene, Oregon, 1986
- National Science Foundation Fellowship, 1975.

PROFESSIONAL CERTIFICATES

- Oregon Standard Administrative Credential, Division of Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon, 1977
- Oregon Standard Teaching Certificate, 1975.

PROFESSIONAL ORGANIZATIONS AND BOARDS

- Oregon Health Science University Heart Research Center—Board Member
- Teach the Children Foundation-- Board Member for West Linn Wilsonville School District
- George Fox University Board of Trustees, Chair, Academic Affairs Committee
- Marylhurst Heritage Center—Board Member

FORMER BOARD AND PROFESSIONAL ORGANIZATIONS_____

- National Advisory Committee for Leadership in Educational Administration Development (LEAD) program
- University of Oregon, Advisory Committee for Education Administration
- House Bill 2020, Professional Development Center for Advisory Committee
- University of Oregon Field-Based Principal Program, Board member
- Confederation of Oregon School Administrators
- United Way Distribution Panel, Salem, Oregon
- Association of Supervision and Curriculum Development
- Phi Delta Kappa
- Northwest Women in Educational Administration
- Delta Kappa Gamma, Vice President, 1982 to 1984
- Center for Peace Learning, George Fox College, Advisory Board

Primary Areas of Expertise

Education leadership
 Education policy
 Science education

Education

Ed.D., Educational Leadership, Lewis and Clark College, Portland, OR Dissertation: <i>Educational leadership development for equity: Enhancing a critical theory of action</i>	2008
M.S., Science Education, Oregon State University, Corvallis, OR	1987
B.A., Political Science and Elementary Education	1978
Executive Leadership Program, Harvard University Graduate School of Education, Business, and Kennedy School of Government	2007–2010
Principal Center Institute Harvard University, Graduate School of Education	1998
Educational Policy Fellowship Program	1993–1994

Professional Experience

Center Director, Center for Teaching and Learning Education Northwest, Portland, OR	2009–present
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Leads a staff of twenty-four employees to provide research-based resources and services that enable educators to implement high-quality curriculum, instruction, and assessments that foster improved learning, performance, and achievement for all students.

Duties entail staff leadership, budget management and control, human capital management, business development, coordination with Executive Cabinet, collaboration with senior staff of external organizations and agencies, product development and marketing, and federal policy liaison.

Federal Liaison, Director Oregon Leadership Institute Office of the State Superintendent of Public Instruction Oregon Department of Education	2002–2009
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Led federal relations and advocacy for the State School Superintendent; collaborated with Congressional staff, federal agency, and national policy leaders on policy development for Oregon education; managed policy

coherence and risk among federal, state, and local education policy; constructed policy initiatives; designed and implemented statewide initiatives; published policy reports and research; responded to policymaker requests for data and information.	
Director, Policy and Research Office of the State Superintendent of Public Instruction, Salem, OR	2000–2002
Policy Analyst, Office of the State Superintendent of Public Instruction Salem, OR (On loan from West Linn-Wilsonville School District)	2000–2002
Assistant Principal, Athey Creek Middle School West Linn-Wilsonville School District, West Linn, OR	1998–2000
Instructional Coordinator, Willamette Primary School West Linn-Wilsonville School District, West Linn, OR	1997–1998
Coordinator, Curriculum Instruction and Assessment Greater Albany Public Schools, Albany, OR	1996–1997
Director, Science and Mathematics Education Program Northwest Regional Educational Laboratory, Portland, OR	1992–1995
Coordinator, Science and Mathematics Initiatives, Rural Education Program Northwest Regional Educational Laboratory, Portland, OR	1992–1992
Manager, Adult and Teacher Education Oregon Museum of Science and Industry, Portland, OR	1987–1991
Adjunct Faculty, Department of Teacher Education Lewis and Clark College, Portland, OR	1987–1991
Co-Founder, Assistant Director, National Youth Ecology Program National Audubon Society, Breman, ME	1984–1987
Teacher, Bethany Elementary School Beaverton Public Schools, Beaverton, OR	1984–1987
Teachers, Westmoreland/Edgewood Elementary Schools Eugene Public Schools, Eugene, OR	1979–1983

Publications

- Larson, R.T. (2009). Educational leadership development for equity: Enhancing a critical theory of action (Doctoral dissertation, Lewis and Clark College, Portland, OR, 2008). *Dissertation Abstracts International: Section A. Humanities and Social Sciences*, 69(07).
- Larson, R., Burk, P., Chamberlain, V., & Noor, S. (2008). Policy development: The agency of state leadership. *NCPEA Education Leadership Review*, 9(1), 10–27. Miami, AZ: National Council of Professors of Educational Administrators.
- McCullum, P., Balderas, G., Rodriquez, P., & Larson, R. (2008). The breakthrough stories:

Cultural competence and K–12 literacy become dominant themes in administrator licensure and practice. *NCPEA Education Leadership Review*, 9(1), 78–87. Miami, AZ: National Council of Professors of Educational Administrators.

Hart-Landsberg, S., & Braunger, J. (1994). *Crossing boundaries: Explorations in integrative curriculum*. Portland, OR: Northwest Regional Educational Laboratory. (Supervised and directed publication of this national award winning publication).

Kober, N. (1993). *Ed talk: What we know about science teaching and learning*. Washington, DC: Council for Educational Development and Research. (Editorial board).

Sutton, J., Hoover, W., Larson, R., & Marble, S. (1993). *Curriculum framework analysis tool*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Sutton, J., Hoover, W., Larson, R., & Marble, S. (1993). *A summary of analyzed state curriculum frameworks*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Larson, R. (1991). *Improving the outcomes of science education for the Pacific Northwest*. Portland, OR: Northwest Regional Educational Laboratory.

Dunn, S., & Larson, R. (1991, March). Engineering thought and action. *Connect*. Brattleboro, VT: Teacher's Laboratory.

Dunn, S., & Larson, R. (1990). *Design technology: Children's engineering*. New York, NY: Falmer Press.

Larson, R. (1985-1986). The world conservation strategy in action. *Clearing Magazine*, 41, 9–13.

Other Professional Activities

Oregon House Bill 3619 Task Force on Education Career Preparation and Development, State of Oregon.

Oregon Coalition for Teaching & Learning, Affiliate of the National Commission for Teaching for America's Future

Council of Chief State School Officers, Taskforce on the Reauthorization of the Elementary and Secondary Education Act*

Oregon Leadership Network, State Steering Committee, Oregon Department of Education*

Oregon Commission for Children and Families, Representative for Oregon State Superintendent Susan Castillo*

Portland State University Graduate School of Education Advisory Council*

Northwest Regional Educational Laboratory Board of Directors, Vice-Chair, Representative for Oregon State Superintendent Susan Castillo*

Council of Chief State School Officers Federal Liaison Network*, (Elected Chair, 2007-2008)

Windows on the Wild National Advisory Board, World Wildlife Fund

Superintendent's Advisory Committee on Assessment, Oregon Department of Education

Expert Review Panel for AR, CA, CO, NJ, NY, SC, TX, and VT, Division of Educational System Reform, NSF

Mathematics and Science for All National Advisory Board, Montana State University

National Steering Committee, Eisenhower National Clearinghouse for Mathematics and Science Education

National Network of Eisenhower Regional Consortia and Clearinghouse, Founding Member

Teacher Educator Network, Association of Science and Technology Centers, Founding Member

July 1, 2010

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

Dear Secretary Duncan:

The Oregon Leadership Network (OLN) is proud to serve as a partner in The Chalkboard Project's Teacher Incentive Fund application to the U.S. Department of Education, CLASS Project: Teachers & Principals.

This project represents a critical step in the continuation of the collaborative equity work occurring in Oregon. For the past ten years, the OLN has grown to be a vibrant network of school districts, state agencies, higher education institutions, and education stakeholder organizations. In fact, the OLN membership currently engages 28 school districts that serve 52% of Oregon's students and 50% of Oregon's teachers and educational leaders. The growth of this network is based on a simple yet compelling mission—to enhance instructional leadership for equity. With a generous decade of support from the Wallace Foundation, the OLN has catalyzed a purpose of educational leadership for greater equity in our schools. Indeed, Oregon is the only state in the nation to integrate culturally competent practices into each of its administrative licensure standards and to sustain a statewide network explicitly to enhance educational leadership and equity. Additionally, the OLN has led a statewide effort for assessing administrator performance, involved every administrative licensure program in the state, and partnered with a number of influential state and national stakeholder organizations in support of educational leadership.

The history and commitment of the OLN has resulted in the readiness and capacity to assist in the implementation of a performance-based compensation system (PBCS) for teachers and principals participating in the Teacher Incentive Fund scope of

work. Critical to the PBCS will be the ongoing development and validation of the *Leadership for Equity Rubric*, based on Oregon administrator licensure standards, in which the OLN districts are already engaged. This work will be a foundation for principal evaluation system. With two of the six district partners applying for this grant already serving as active OLN members, I am certain their leadership will strengthen the rigorous, evidence-based teacher and principal evaluation system linked to differentiated compensation and high-quality professional development that helps all schools raise student achievement overall and particularly for high-needs students. The districts not yet members of the OLN will become members as soon as the PBCS project begins. They will receive targeted professional development and mentoring related to the OLN's commitment to instructional leadership for equity.

Our network has been especially proud of its ability to create a culture of collaboration both within and between districts and to guarantee that all development, implementation, and assessment of new policies include broad involvement of key stakeholders. Therefore, we expect to play a key role in ensuring that all teachers and principals, as well as their communities, understand each component of PBCS work and to assist in making the data that is generated from this work useful to every teacher and principal. As a project partner, we will serve a coordinating role in helping districts undertake the planning, development, and evaluation work involved in this project in the most cost-effective manner possible. Finally, we anticipate being heavily involved in communicating the ongoing work of the CLASS Project: Teachers & Principals to all of the districts in our network and throughout the state.

As the U.S. Department of Education implements its support for great teachers and principals, you can count on the support and hard work of the OLN to advance effective teaching and leading for each Oregon student. We are ready and able to be an active player based on a track record of innovative approaches to leadership development.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Larson", with a long horizontal flourish extending to the right.

Robert Larson, Ed.D.

Director, Oregon Leadership Network

Director, Center for Classroom Teaching & Learning, Education Northwest

SUSAN CASTILLO
State Superintendent of Public Instruction



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

June 29, 2010

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

Dear Secretary Duncan:

I am writing in support of the Chalkboard Project's application to the Teacher Incentive Fund (TIF) for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

The Oregon Department of Education (ODE) has agreed to partner with the Chalkboard Project and the consortium of LEAs represented in this application in support of the CLASS Project. ODE has and will continue to provide the data required to meet the CLASS goals and objectives. Student and teacher data is a necessary component in a comprehensive system to ensure effective educators.

ODE is proud of its partnership on this project because we know that effective educators make the difference for Oregon's students. Oregon faces unique challenges in meeting the needs of all of our students. We have 197 school districts, many of which serve less than a thousand students. Our geography is diverse and the demographics of our student population are rapidly changing. In order to ensure that every Oregon student graduates ready for career or college, we have to make attracting, recruiting and retaining effective educators a priority.

The districts participating in the CLASS Project will serve as models for the rest of the state. By implementing fair and rigorous performance evaluations, expanding educator leadership opportunities, providing relevant professional development, recognizing and rewarding effective teachers, and creating the equitable distribution of effective teachers the CLASS districts will demonstrate how comprehensive models that focus on effective teaching can raise student achievement.

Every Student, Every Day—A Success

As the Superintendent of Public Instruction for Oregon, I know how essential leadership and vision are to successful change in education. The ODE stands ready to support this work through this partnership.

Thank you for considering the Chalkboard Project's application. CLASS has the capacity to become a model for the state and the nation. I hope that TIF resources will be provided to support this essential work.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" being more prominent than the last name "Castillo".

Susan Castillo
Superintendent of Public Instruction



THEODORE R. KULONGOSKI
GOVERNOR

June 23, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Chalkboard Project's application to the Teacher Incentive Fund (TIF) in support of the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

As the Governor of Oregon I believe that strengthening the effectiveness of our teachers is essential to the success of our students. CLASS is an innovative program that brings together stakeholders in the participating schools to shape and implement a plan to ensure that all students have access to the best teachers and all teachers have the resources and tools to be their best. This focus on educator effectiveness makes CLASS the type of project TIF was designed to support.

CLASS meets high standards while giving districts the flexibility they need to be successful. The plans vary by district, but they are all aligned around raising student achievement. This program has been a positive catalyst for change in an environment that many are finding very challenging. Expanding and deepening the project will allow constructive change in the communities across the state.

A TIF grant would allow the CLASS Project to continue to grow and transform the culture of teaching and learning in Oregon districts. The success and sustainability of CLASS will make it a model of strengthening teacher effectiveness for others across the country to follow.

The Honorable Arne Duncan, Secretary
June 28, 2010
Page Two

I strongly support the Chalkboard Project's application to the Teacher Incentive Fund.

Sincerely,

A handwritten signature in black ink that reads "Theodore R. Kulongoski". The signature is written in a cursive style with a large initial 'T'.

THEODORE R. KULONGOSKI
Governor

TRK:ml:jl

Congress of the United States
Washington, DC 20510

May 6, 2010

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

Dear Secretary Duncan:

We are writing to express our support for the Chalkboard Project's application for the Teacher Incentive Fund (TIF) under the Office of Elementary and Secondary Education at the Department of Education. Funding of this grant would enable the Chalkboard Project to build upon the success of their Creative Leadership Achieves Student Success (CLASS) program which is designed to strengthen teacher effectiveness and raise student achievement.

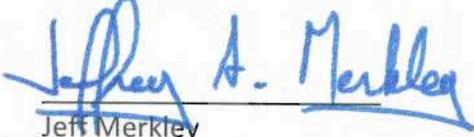
The Chalkboard Project, a non-profit, non-partisan, education policy organization, has a proven record of success in the state of Oregon, and is currently being piloted in 12 Oregon school districts. Each participating district designs action plans around four main components: expanded career paths, effective performance evaluations, relevant professional development and new compensation models. The CLASS Project is founded in the knowledge that teachers have the most significant impact on a student's learning. Increased financial support through the Teacher Incentive Fund would allow the CLASS Project to continue to grow and transform the culture of teaching and learning in the participating school districts.

Unfortunately, during the first two competitive grant rounds of TIF under the Bush Administration, there were no grants awarded west of Colorado. Since that time, there has been a tremendous amount of work done by not-for-profits and school districts that are setting the "gold standard" for innovation and results in education. We urge you to view favorably the Chalkboard Project application and reward their work so that they can continue to develop programs to boost student achievement in our state.

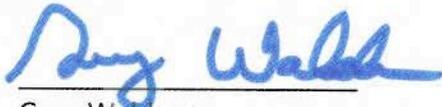
Effective teachers are critical to the success of Oregon's public schools and are critical to the success of our nation. We must invest in the development of projects like CLASS if we want to provide our children with every opportunity to succeed in college, future careers, and citizenship. The success and sustainability of CLASS is already a model for strengthening teacher effectiveness that the entire nation can benefit from.

Thank you for your full and fair review of Chalkboard's request. Should you have any questions about our support of this request, please do not hesitate to contact any of us or members of our staff.

Sincerely,



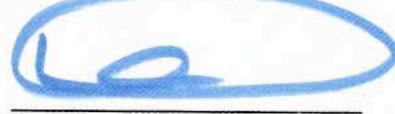
Jeff Merkley
United States Senator



Greg Walden
United States Representative



Kurt Schrader
United States Representative



David Wu
United States Representative

May 10, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Chalkboard Project's application for the Teacher Incentive Fund (TIF) under the Office of Elementary and Secondary Education at the Department of Education. Funding this grant would enable the Chalkboard Project to build upon the success of their Creative Leadership Achieves Student Success (CLASS) project, which is designed to strengthen teacher effectiveness and raise student achievement.

The Chalkboard Project, a non-profit, non-partisan, education policy organization, has a proven record of success in the state of Oregon, and its CLASS project is currently being piloted in 12 Oregon school districts. Each participating district designs action plans around four main components: expanded career paths, effective performance evaluations, relevant professional development, and new compensation models. The CLASS project is based on the premise that teachers have the most significant impact on a student's learning. Increased financial support through the Teacher Incentive Fund would allow the CLASS project to continue to grow and transform the culture of teaching and learning in the participating school districts.

Unfortunately, during the first two competitive grant rounds of TIF under the Bush Administration, there were no grants awarded west of Colorado. Since that time, there has been a tremendous amount of work done by not-for-profits and school districts that are setting the gold standard for innovation and results in education. I urge you to view favorably the Chalkboard Project application and reward their work so that they can continue to develop programs to boost student achievement in Oregon. .

Effective teachers are critical to the success of Oregon's public schools and to the success of our nation. We must invest in the development of projects like CLASS if we want to provide our children with every opportunity to succeed in college, future careers, and life. The success and sustainability of CLASS is already a model for strengthening teacher effectiveness that the entire nation can benefit from.

Thank you for your full and fair review of Chalkboard's request. Should you have any questions, please contact Mary Gautreaux in my Portland office.

Sincerely,



RON WYDEN
United States Senator

CHRIS DUDLEY

FOR GOVERNOR ★ 2010

April 29, 2010

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

Dear Secretary Duncan:

I write to express my strong support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization.

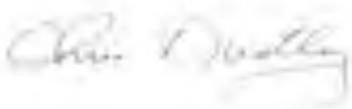
TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.

It is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps. As a father of three public school students, a businessman, and someone who is vitally concerned with Oregon's future, I say without hesitation that there are few missions more important than ensuring our children have access to high quality teachers.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness. TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

I strongly support the Chalkboard Project's application and believe that the CLASS project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,



Chris Dudley

John Kitzhaber

for Governor 2010

P.O. Box 4593 • Portland, OR 97208 • (503) 217-6222
campaign@johnkitzhaber.com • johnkitzhaber.com

June 28, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Chalkboard Project's application to the Teacher Incentive Fund (TIF) application in support of the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

The Chalkboard Project is committed to working collaboratively with principals, teachers and teacher organizations to strengthen educator effectiveness and raise student achievement. The CLASS Project meets high standards while addressing local needs.

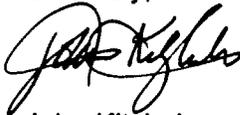
As a candidate for Governor in Oregon, I support such approaches and will, if elected, count on Chalkboard and other non-profit, non-partisan organizations to support and invest in educator-led efforts to improve the success of students in our public schools.

True change, through new ideas and the application of best practices, must take place at the district level and in local schools. State leaders and state funding can encourage and support such efforts, but the classroom teacher is the leader and the key to the connection between students and what they learn. The willingness of organizations like Chalkboard to encourage and enable local school district efforts in this direction frequently makes the difference between engaging or not engaging in such efforts at all.

A focus on student success through school building initiatives and led by teachers is the essence of the approach I intend to pursue if elected and I welcome the activities captured in this grant proposal. My commitment to such efforts is a matter of public record in "Transforming Public Education in Oregon; Laying the Foundation for a Secure, Prosperous Future," the education policy foundation of my campaign.

Please consider this my expression of support for the Chalkboard Project's application.

Sincerely,



John Kitzhaber

Paid for by Kitzhaber 2010

Deborah Boone
State Representative
HD 32



900 Court Street NE
Salem, OR 97301
503-986-1432

April 27, 2010

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

Dear Secretary Duncan:

As a legislator, former educational assistant, Head Start Policy Council member, Oregon Children's Trust Fund board member, and mother, I must write to you and express my support for the Chalkboard Project's Teacher Incentive Fund (TIF) grant application.

Chalkboard is piloting the Creative Leadership Achieves Student Success (CLASS) Project in twelve Oregon districts. The Tillamook School District, within my legislative district, was one of the first three to begin CLASS design, then implementation.

Early on in the district's CLASS design phase, it became apparent that teacher effectiveness was the key and that student achievement was the measure. Yet, in Tillamook, our largest problem is *keeping* effective teachers. With implementation of CLASS, what we could not have predicted was the overwhelming response from teachers who say they feel more supported than ever before in their careers. Indeed that change is infectious, the energy it brings to the classroom is exciting and the corresponding excitement in our students will help to foster the education reforms we need in coastal Oregon.

With their New Teacher Retention Program underway, Tillamook retained 86% of their effective teachers in 2008/09 as compared to 75% in 2007/08. By keeping these effective teachers, Tillamook was able to focus on raising student achievement and one indicator of success is that 10th grade reading scores rose 14% in 2008/09 compared to the average from 2005 through 2008.

Because TIF was created to support programs that strengthen effective teaching, I implore you to fund CLASS so that our good work in Tillamook School District may continue and so that other school districts can have the same opportunity to introduce these reforms.

Thank you,

Representative Deborah Boone



PETER COURTNEY
President of the Senate

May 17, 2010

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

Dear Secretary Duncan:

As the President of the Oregon State Senate, a life-long educator, and a resident of the Salem-Keizer School District, I am writing to express my support for the Teacher Innovation Fund (TIF) application submitted by the Chalkboard Project, a unique organization established by Oregon's largest foundations.

The local level changes brought by Chalkboard's funding of the CLASS (Creative Leadership Achieves Student Success) Project in three of our State's school districts have been noticed by many and applauded by community members, teachers, administrators, businesses and public policymakers. Now the expansion of CLASS to nine additional school districts is providing an example of what can be done by districts seeking to bring distinctive reforms to their structures.

The Salem-Keizer School District, which is within my legislative district, has 40,106 students, with 48% qualifying for free or reduced price lunch, 42% being minorities and 17% speaking English as a second language. This large and demographically diverse district will be the largest to participate in the design phase of CLASS. Because CLASS provides districts with a framework, but allows them to build a plan that meets their own goals and needs, I am eager to see what Salem-Keizer devises to assist our teachers and meet the needs of our students.

With the size of the district, implementation of the CLASS plan will prove the most challenging part of enacting reforms. This federal funding opportunity may just provide the key to the success of many districts' plan. Because TIF was created to support programs that raise student achievement, Chalkboard's CLASS Project has proven itself a deserving recipient through the already measurable results in its first three districts and its generosity in funding the next nine.

I support the Chalkboard Project's application and believe TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

Sincerely,

A handwritten signature in black ink that reads "Peter Courtney". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Senator Peter Courtney



HOUSE OF REPRESENTATIVES

April 29 2010

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

Dear Secretary Duncan:

I am writing in support of the Chalkboard Project's Teacher Incentive Fund (TIF) grant application to fund the critical work of the CLASS Project.

My legislative district encompasses part of the Salem-Keizer School District, which is the second largest district in Oregon and the largest district participating in the CLASS Project. With 48% of students receiving free or reduced price lunch we face great challenges in educating all of our children and we know the importance of having great teachers in every classroom.

CLASS strengthens teacher effectiveness and raises student achievement while providing a participating district with the flexibility and ownership it needs to be successful. During the CLASS design phase, our administrators, teachers, union reps, and board members will be able to determine how support effectiveness, place/retain teachers across the entire district, and ultimately, raise student achievement at all of our schools.

The TIF grant was created to strengthen teacher effectiveness and ensure that all students have access to effective teachers. Salem-Keizer is participating in CLASS after watching three districts take on the initiative and see transformations in their cultures and exciting student achievement results. The implementation of CLASS in Salem-Keizer could only benefit our students and community.

Our teachers in Salem-Keizer work extremely hard and they need the support and tools to do their best work in an increasingly demanding environment. The TIF funds would help ensure that districts, like Salem, are providing teachers with expanded career paths, relevant professional development, effective performance evaluations and new compensation models, all with the goal of raising student achievement.

I strongly support the Chalkboard Project's TIF application and believe that CLASS can and will make a difference for all children in Salem-Keizer and the state of Oregon.

Best,

Rep. Brian Clem



TED FERRIOLI
District 30



Senate Republican Leader

OREGON STATE SENATE
SALEM, OR
97301

May 4, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project for funding of its Creative Leadership Achieves Student Success (CLASS) Project.

As the Oregon Senate Republican Leader, I have had the opportunity to be one of the most vocal supporters of Chalkboard Project's reform goals. Mentoring and professional development have definitely benefited from bills Chalkboard introduced and advocated for. CLASS, however, is a reform so big and so dynamic, that Chalkboard, sadly, has had to go outside the legislature and around the legislative stakeholders in Salem, to the local level to make change.

CLASS provides both a framework for enhancing teacher effectiveness and funding to create innovative approaches for recruiting, retaining, mentoring, developing, evaluating and compensating educators that are linked to raising student achievement. And it showcases the success that can result when key stakeholders come together genuinely to tackle these challenging issues. Developed by each school district to meet their benchmarks for teacher effectiveness and student achievement, CLASS epitomizes the kind of program TIF was meant to fund and that state legislatures so need the federal government to help us support.

In all, approximately 16% or almost one out of every six Oregon students (92,325 students) and 18% of Oregon teachers (5,221 teachers) participate in districts that are now engaged in the CLASS Project. A TIF grant would allow the CLASS Project to continue to grow and transform the culture of teaching and learning in districts across the state. The success and sustainability of CLASS will make it a model of strengthening teacher effectiveness for others across the country to follow.

I strongly support the Chalkboard Project's TIF application and urge that you help us cultivate and grow this program statewide.

Sincerely,

Senator Ted Ferrioli



OREGON STATE SENATE

May 5, 2010

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

Dear Secretary Duncan:

As leaders of the Oregon Senate Education & General Government Committee, we want to share with you our excitement for the prospects we see being developed in the CLASS (Creative Leadership Achieves Student Success) Project. It is our hope that the application submitted by the Chalkboard Project to the Teacher Incentive Fund (TIF) will be granted so that they can expand CLASS and our state can begin implementation of much needed reforms to the status quo.

We have been privileged to have Chalkboard Project present to our committee multiple times as the CLASS Project has progressed. All members of our committee have been intrigued by the innovations in CLASS and supportive of the concepts. Because TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers, CLASS is the perfect recipient for funds. Furthermore, CLASS provides districts with a framework to create locally-developed, teacher-led plans, a collaborative process yielding unique school plans which we believe is the way to successful change in Oregon. We introduced a bill (SB 1048) providing a statewide framework for funding local programs like CLASS, but the timing restrictions of our February supplemental session kept the bill from proceeding.

While members of both parties and both legislative bodies in Oregon understand that it is essential to our state that we invest in the effectiveness of our teachers, we, like so many others, have budget constraints that have made basic education funding difficult. In past sessions we have enacted changes to educator professional development and have funded much needed teacher mentors. Yet, as you know, so much more could be done and the initial investment from TIF would help Oregon build the capacity it needs to strengthen effective teaching.

The legislature needs partners in change and we see great promise in CLASS. CLASS is already showing signs of success with only one year of data and the feedback from educators, parents and the community at large has been incredibly positive. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

Granting of TIF dollars will allow CLASS to continue, to expand and to bring to the legislature more stories of effective change for our educators and increased student achievement. We strongly support the Chalkboard Project's application and ask that you grant dollars to this innovative program in Oregon.

Sincerely,

Senator Mark Hass

Senator Jeff Kruse





JOHN E. HUFFMAN
State Representative - House District 59
Oregon House of Representatives

May 1, 2010

Hon. Arne Duncan, Secretary
US Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Secretary Duncan:

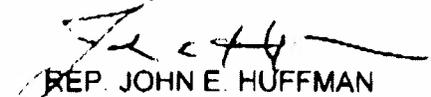
I am writing this letter to share with you my support of the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project. As a state legislator, I have been impressed with the progress they have made in an arena so restricted by the status quo. As a grand parent, I am excited and impressed they are demanding reforms that will improve student achievement.

Jefferson County School District, which is within my rural legislative district, has 3,043 students. A staggering 74% of them qualify for free or reduced cost lunch, 65% are minorities, and only 10% of 10th graders meet the state and federal standards in reading, 37% in writing, and 34% in math. While the statewide average of teachers with Master's degrees is 60%, only 45.8% of our district teachers have the degree.

Our CLASS (Creative Leadership Achieves Student Success) Project design team is keeping these numbers in mind and asking how we use the framework provided by CLASS (evaluations, career paths, professional development, compensation) to recruit, train, empower and retrain excellent teachers, hence improving our student achievement. We know we can close the achievement gap in our diverse population if our teachers are given the right tools. Because CLASS allows our teachers, administrators, union reps and community to determine what our district's plan will look like, we know that it will address our concerns, our needs and our goals, not those of a larger, metropolitan or homogenous district.

It is essential to my district and to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps. Because TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers, I believe Chalkboard's CLASS Project is a deserving recipient. Please assist Chalkboard in its efforts in my district and in school districts in need across Oregon.

Sincerely,


REP. JOHN E. HUFFMAN
House District 59



June 28, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project for their Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

House District 55 includes Cook County, one of only 36 counties in Oregon. This county has only one school district – 3200 students and 190 teachers. Forty-five percent of the students receive free or reduced price lunches and only fifty-eight percent of the 10th graders meet state and federal academic standards in reading - 40% in math and 34% in science.

Class sizes are quite small with an average of seventeen in kindergarten and eighteen in the first grade. These class sizes should indicate scholastic success but teacher turnover is higher than other parts of Oregon indicating that quality teachers and programs that retain these teachers is also vital to scholastic success.

Crook County School District has decided to be a CLASS district. CLASS will strengthen educator effectiveness and raise student achievement, which makes it the type of project TIF was designed to support.

The district's design team is currently looking at options to create expanded career paths, effective performance evaluations, relevant professional development and new compensation models. This analysis and resulting strategy is being developed in a collaborative manner with labor and management, teachers and administrators, school board members and community members. The result will be a plan for raising teacher effectiveness and student achievement that suits the specific needs of Crook County Schools.

I look forward to seeing the continued progress of Crook County Schools through their participation in the CLASS Project and I am hopeful that the TIF funds will create significant momentum around these efforts to support effective teaching.

Very truly yours,

George L. Gilman

BETSY JOHNSON

State Senator

DISTRICT 16

Columbia, Clatsop, Tillamook Counties
Banks & Sauvie Island



April 29, 2010

**OREGON STATE SENATE
900 COURT ST NE
SALEM, OREGON 97301**

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

Dear Secretary Duncan:

As a Senator representing one of the first CLASS districts, I am writing to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project to maintain and expand its piloting of the Creative Leadership Achieves Student Success (CLASS) Project.

When Tillamook School District began to design their CLASS strategy, they sought to address the framework directives of professional development, career paths, evaluation and compensation in a way that would conquer the district's biggest challenge: high teacher turnover. Keeping effective teachers has always been an issue for the small coastal community. On average, Tillamook was losing about 50% of its new teachers every year. One of their primary goals with CLASS was to create a system that supported new teachers and kept them in the district. With their New Teacher Retention Program underway, Tillamook retained 86% of their effective teachers in 2008/09 (the first year after implementation of CLASS) as compared to 75% in 2007/08.

Additional outcomes have been significant and inspiring for our district:

- A team of third-grade teachers determined to increase the percentage of third-grade English-learning students who could read at benchmark level in English, as measured by the DIBELS test. Their goal was a lofty increase from 14% to 70% by the end of the year. The team adopted strategies that included working together to communicate about students' progress and needs and using new curriculum and technology targeted to student needs (such as SMART boards and computers) to enhance instruction. By June, 71% of the students were reading English at the benchmark level for all third-graders.
- In most of the grade levels there is promising, continuing momentum in improved student achievement—including spikes in both state test scores and results of local diagnostic assessments.
- Our district has shown additional evidence of change, including transformation of teacher attitudes and beliefs and increased opportunity for leadership and collaboration, and the emergence of new, progressive teacher and union leaders passionate for reform.

Clearly, Tillamook School District has exemplified how teacher quality can increase student achievement. Whenever a State legislator sees results like this, they look for ways to spread programs and policies statewide. It is my hope that granting of TIF funds will be the first step to making that a reality.

Sincerely,

Senator Betsy Johnson

Office: 900 Court St NE S-314, Salem, OR 97301 – Phone: 503-986-1716 – Email: sen.betsyjohnson@state.or.us
District: 53894 Airport Rd. (P.O. Box R), Scappoose, OR 97056 – Phone: 503-543-4046 – Fax: 503-543-5296 – Email: betsy@betsyjohnson.com





BILL KENNEMER
STATE REPRESENTATIVE
DISTRICT 39

April 29, 2010

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

Re: Support for Chalkboard Project Teacher Incentive Fund (TIF)

Dear Secretary Duncan:

Thank you for the opportunity to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a well respected and successful non-profit, non-partisan, education policy organization.

In Oregon we highly value and place a top priority on the education of our children. Part of the success of the educational system is ensuring that all students have access to high quality teachers and that teachers are strongly supported by the community and elected officials while being given the tools to assure achievement by their students.

Supporting programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers are two of the reasons that the Teacher Incentive Fund was created. The Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative and unique initiative that provides districts with a framework to create locally-developed, teacher-led plans while meeting the high federal standards and remaining true to the needs of Oregon districts.

In these hard days of tight budgets and limited resources, we must invest in programs that improve the effectiveness of our teachers and close the achievement gaps. With only one year of data, CLASS is already recording success. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and their students better served and more successful.

By expanding from three districts to twelve in three years, CLASS has demonstrated that Oregon districts are energized about this work and are looking for opportunities to engage in new dialogues about strengthening teacher effectiveness. The TIF would certainly help continue this important work and ensure success both for our teachers and our students.

Again, thank you for the opportunity to express my strong support for the Chalkboard Project's application, and I ask that you give the application your favorable consideration.

Sincerely,

A handwritten signature in black ink that reads "Bill Kennemer".

Bill Kennemer
State Representative, District 39

ARNIE ROBLAN
Speaker Pro Tempore
State Representative
House District 9



P.O. Box 1410
Coos Bay, OR 97420
(541) 267-6843

April 28, 2010

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

Dear Secretary Duncan:

Having been involved with aspects of the Chalkboard Project since 2005 and having watched them evolve into one of the most pioneering organizations in our State, we are writing to urge that you grant funds from your Teacher Incentive Fund (TIF) to the Chalkboard Project so that they may expand their CLASS Project.

From mentoring to professional development, from best business practices to early age investments, we have watched Chalkboard take on many of the key issues in education in Oregon. But no issue has received the community support, the educator interest, and the business backing that CLASS has. The focus on the effective teacher and the corresponding increase in student achievement has awed many and inspired others. Because TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers, CLASS is the perfect recipient of funds.

Furthermore, as legislators (as well as former educators) from two very different areas with unique education needs, we are pleased the CLASS project has been built by local teams of educators, administrators, union leaders, and community members. This allows districts to make the plans theirs, and claim successes as their own. As career educators we understand the importance of such bottom-up reforms.

While neither of our legislative districts has been chosen for CLASS design programs, we are hopeful that the entire reform package will someday become real in both the Coos Bay and Woodburn School Districts. In the meantime, we are excited by the leadership shown by the CLASS districts and their demonstrations of promising practices and incremental changes to school districts statewide. With TIF funding, our districts will be one step closer to helping our teachers be the best that they can be.

We urge you to assist Chalkboard in implementing CLASS in a greater number of school districts. In three short years the program has begun turning heads, gaining legislative advocates and garnering community applause. We believe that CLASS will help Oregon move from the bottom tier in all education rankings, to the top.

Thank you for your strong consideration.

Sincerely,

Representative Arnie Roblan
Speaker Pro Tempore
House District 9

Representative Betty Komp
House District 22

MARTHA SCHRADER
DISTRICT 20



OREGON STATE SENATE

COMMITTEES:

Business and
Transportation

Ways and Means
Subcommittee
On General Government

April 29, 2010

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

Dear Secretary Duncan:

I am writing to express our support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project for CLASS (Creative Leadership Achieves Student Success).

As a County Commissioner and a State Senator, I have often confronted walls built to maintain the status quo. As a Masters recipient in education, a school librarian and a mother, I have often seen how those walls keep our teachers from branching out and our children from climbing. The Chalkboard's CLASS Project has the potential to change all that.

The Oregon City School District, which is in my legislative district, is currently in the design phase of CLASS. Our Superintendent, Roger Rada, has infectious enthusiasm for the opportunities it will bring for our teachers and a dynamic strategic plan for how it will result in increased student achievement.

Chalkboard's CLASS Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans that are unique and personal to each district. Currently, the Oregon City School District (including administrators, teachers, union representative and school board members) is looking at improvements to evaluations, professional development, career paths and compensation systems as the means to higher achievement for our students. After they design a system that works for them, the district will be looking for the necessary funds for implementation of their new program.

TIF would help sustain Oregon City's program and would also allows CLASS to grow statewide. I ask that you help my school district and many others engage in conversations and collaborations around local reforms, by providing funding to Chalkboard Project.

Sincerely,

A handwritten signature in black ink, appearing to read "Martha Schrader".

Senator Martha Schrader
District 20

State Representative
Sherrie Sprenger
House District 17
rep.sherriesprenger@state.or.us



April 30, 2010

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

Dear Secretary Duncan:

I am a former school board member, a current legislator and now a representative of a school district that is in the design phase of CLASS (Creative Leadership Achieves Student Success). As such, I am uniquely qualified to add my support to the Chalkboard Project's Teacher Incentive Fund (TIF) grant application.

The Lebanon School District (one of the nine expansion areas for CLASS) has 4,295 students and 227 full time teachers. Only 36% of our 10th graders meet or exceed the state and federal academic standards in math. As a parent, I am concerned about low achievement levels – as a policymaker, I am concerned about the inequitable distribution of teachers across our state. Science, technology, math and engineering teachers tend not to go to the rural areas. So, I am looking to CLASS to help Lebanon School District recruit and retain the teachers we need to raise student achievement.

Because TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers, Chalkboard's CLASS Project is a perfect fit. An innovative initiative that provides districts with a framework to create locally-developed, CLASS is a unique program and one that meets the high federal standards while remaining true to the unique needs of Oregon districts.

It is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps. With our state economy as distressed as many others, it is imperative that we receive federal assistance to expand reforms statewide.

Thank you for seriously considering the Chalkboard Project application and the support that it has received from myself and many other legislators.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sherrie Sprenger". The signature is fluid and cursive, with the first name "Sherrie" being more prominent than the last name "Sprenger".

Sherrie Sprenger
State Representative
House District 17

900 Court Street, NE, H-287 Salem, OR 97301 503-986-1451



BRUCE W. STARR

State Senator

District 15

OREGON STATE SENATE

May 3, 2010

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

Dear Secretary Duncan:

I am an Oregon State Senator who has been involved with the Chalkboard Project's public policy strategy and has supported their legislative efforts since 2005. Within my Senate District is Forest Grove School District, one of the first three recipients of CLASS funding. My support for Chalkboard, for CLASS and for their Teacher Incentive Fund (TIF) grant application is based on real local results and our need for statewide reforms.

The Forest Grove School District was already known for their tremendous work with a diverse student population when they began the CLASS Project. But the district, like many others, struggled with how to recognize and reward teachers for taking on new roles and responsibilities, how to provide job-embedded professional development, and how to continue to raise student achievement. Forest Grove aimed to better serve their diverse student population, by providing more relevant professional development that was useful to staff and noticeable in its affect on learning in the classroom. Instead of looking outside the district for strategies and tools that could be tailored to Forest Grove, the district invested in relevant professional development by turning its own staff into trainers. The approach was a collaborative one in which all teachers could play a role. In addition, the districts use of data teams created the conditions for teachers to meet in grade level or content area teams to review student results and student work. The benefits of teachers collaborating and sharing instructional practices contributed to the continued success of Forest Grove School District.

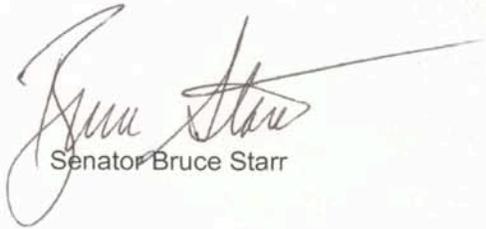
The results are already in...In tough economic times, the district was able to increase the number of professional development days for teachers from 2.6 days in 2007/08 to 3.1 in 2008/09. The .5-day may not seem like a lot, but the increase demonstrated the district's commitment to providing their educators with the support and tools they needed to do their best work. The willingness of

teachers and administrators to work together for the benefit of all Forest Grove students led to a commitment to a continuous improvement model and a culture that embraces innovation. Forest Grove continued positive growth trends in the district, including:

- Neil Armstrong Middle School meeting Adequate Yearly Progress (AYP) for the first time
- Continuing to be one of the only school districts in Oregon to show an increase in the number of students meeting benchmark in mathematics between 8th and 10th grade (In 2008/09, 61% of 8th graders and 82% of 10th graders met benchmark on OAKS math assessments)
- Showing a significant number of students demonstrating growth on reading assessments

CLASS establishes high standards yet gives districts the flexibility they need to be successful. This type of locally grown reform is the way to change not only structure by culture. With TIF grant, Chalkboard will be able to implement more local CLASS plans and lead Oregon to the important education reforms we seem unable enact legislatively at this time.

Thank you for your strong consideration,



Senator Bruce Starr

CHRIS TELFER
STATE SENATOR
DISTRICT 27



OREGON STATE SENATE
900 COURT ST. NE S-423
SALEM, OR 97301

April 27, 2010

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

Dear Secretary Duncan:

As a legislator from a district just entering the CLASS project design phase, I wanted to relay to you my support and my legislative district's overwhelming interest in the reforms being considered for our schools. With funding assistance from the Chalkboard Project, the Redmond, Sisters and Bend-LaPine School Districts have already made progress. With funding from your Teacher Incentive Fund (TIF), CLASS will be able to grow into other school districts statewide.

TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Both these elements are important to our populous community far outside of the metropolitan area. CLASS is allowing my three school districts to mobilize their members to collaborate in the creation of unique, locally-developed, teacher-led plan that meets their teachers' and their students' needs.

My three school districts are currently engaging in the necessary conversations about expanded career paths, effective performance evaluations, relevant professional development and new compensation models. They have absolutely come to the conclusion that the most effective teachers will lead to increased student achievement – now they just have to figure out the best locally-driven policies to get them there.

Interestingly, the chair of Oregon's Race to the Top Committee was the Superintendent of Redmond School District, which is in my Senate district. Vickie Fleming herself said that Oregon failed in our application efforts because,

"We don't have any really bold statewide education reform agenda going on right now that we have codified with legislation. We have a lot of great projects like the CLASS initiative, but they're not systemic, and they're not statewide. Some states are better positioned politically and policywise."

With assistance, CLASS will be able to continue to demonstrate success and expand, and the systemic reform that Oregon education system needs will become a reality.

Sincerely,

Handwritten signature of Chris Telfer in black ink.
Senator Chris Telfer

DOUG WHITSETT
STATE SENATOR
DISTRICT 28



Committees:

Member:
Joint Ways & Means

OREGON STATE SENATE
900 COURT ST NE
SALEM, OR 97301

April 30, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project for their CLASS (Creative Leadership Achieves Student Success) Project.

Our Senate District encompasses all or part of five rural Oregon counties including Crook County. The entire county is included in one school district, with approximately 3,200 students and 190 teachers. Forty five percent of our students receive free or reduced price lunch. Unfortunately, forty two percent of our 10th graders fail to meet state and federal academic standards in reading, while sixty percent fail to reach those minimal standards in math and sixty six percent fail to achieve the standards in science..

It is interesting to note that our average class size is quite small. Classes average seventeen students for kindergarten and average eighteen students for the 1st grade. Notwithstanding that small class size, our teacher turnover rate is higher than other parts of the state. These numbers belie the claims that some make that small class size is the determinant of student success. Conversely, it appears that quality teachers and the quality programs that retain them are the key.

The recent decision to be a CLASS district has given the Crook County School District hope for improvement. CLASS will strengthen teacher effectiveness, will raise student achievement, and will ensure more equitable distribution and retention of highly effective teachers. I believe that the District is a good fit for the type of project TIF was designed to support.

The school district's design team is currently looking at their options within the framework components of expanded career paths, effective performance evaluations, relevant professional development and new compensation models. This analysis and resulting strategy is being developed in a collaborative manner with labor & management, teacher & administrators, school board members and community members. The result will be a plan for raising teacher effectiveness and student achievement that suits the specific needs of the District and is designed solely for the students of the District.

The Chalkboard Project is funding our current design work as well as that of a dozen other districts in Oregon. However, implementation of the design at all the schools will be expensive, as will be the demand for the expansion that I believe will occur statewide. It is for this next step that we hope TIF dollars can be garnered.

Thank you for your consideration,


Senator Doug Whitsett



HOUSE OF REPRESENTATIVES
900 COURT ST NE
SALEM, OR 97301

May 4, 2010

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

Dear Secretary Duncan:

Having served on Oregon's House Education Committee for seven years and having been continuously updated on Chalkboard Project's progress, I want to express my avid support for the Teacher Incentive Fund (TIF) grant application Chalkboard submitted to fund CLASS (Chalkboard is piloting the Creative Leadership Achieves Student Success).

I am a long-time supporter and vocal advocate for the principles behind Chalkboard and its efforts toward education reforms. Hence, I was incredibly pleased when three school districts within my legislative district (Redmond, Sisters, and Bend-La Pine) were chosen to engage in CLASS.

A one time PTA officer, youth sports team coach, vice-chair of the Deschutes County Commission on Children & Families, and active church member, I have seen first hand what a difference a quality teacher makes in a child's life. My school district design teams are analyzing how to develop and retain those quality teachers. CLASS has provided them with the framework for their strategy but has also given them the flexibility they need to be successful. The districts are creating plans with attention to four themes: career paths, performance evaluations, professional development and new compensation models. While my three school districts are near each other, have similar demographics, and often share ideas, the three final plans will be uniquely theirs and substantively different.

While the design strategies will indeed vary by district, they will all align around raising student achievement. With this being the primary goal of the TIF grants, I assure you that the funding of CLASS would be money very well spent. This grant would help move my districts from design to implementation with approval of Chalkboard's grant application.

Sincerely,

A handwritten signature in cursive script that reads "Gene Whisnant".

Gene Whisnant
State Representative
District 53



MATT WINGARD
STATE REPRESENTATIVE
District 26



HOUSE OF REPRESENTATIVES
900 COURT ST NE
SALEM, OR 97301

April 27, 2010

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

Dear Secretary Duncan:

As a legislator who represents a school district involved in CLASS project, I urge you to carefully consider Chalkboard Project's application for funding from the Teacher Incentive Fund. In doing so, you will find that the TIF requirements are fully met by the creative and collaborative CLASS Project, which has already achieved success in my district.

As the fastest growing district in Oregon, Sherwood School District also has a growing percentage of inexperienced teachers. In implementing CLASS, Sherwood focused on ways to develop and motivate this new staff. A new system of evaluating teachers, which includes multiple measures of student achievement, provides teachers with critical data; prioritized professional development and collaborative learning teams provide them with the tools necessary to improve.

This focus on effective teachers has led to quantifiable student achievement in the Sherwood School District. Just one year after implementation, the freshman class failure rate was reduced by half (from 14% to 7%). The teachers, the administrators, the parents and the community at large expect they will continue to see these types of success numbers as CLASS continues.

CLASS is the only innovative reform in Oregon that demands teacher effectiveness and corresponding increases in student achievement. I ask that you grant their application for funds so that Chalkboard may continue this work.

Sincerely,

A handwritten signature in cursive script that reads "Matt".

Matt Wingard

BRAD WITT
State Representative

DISTRICT 31
PORTIONS OF COLUMBIA,
CLATSOP & SAUVIE ISLAND



HOUSE OF REPRESENTATIVES

June 18, 2010

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

Dear Secretary Duncan:

As the State Representative for District 31 in Oregon, I am writing to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project for their Creative Leadership Achieves Student Success (CLASS) Project: Teacher and Principals.

The Chalkboard Project has been piloting CLASS in school districts around Oregon. I am pleased that the Vernonia School District is one of those school districts. As you may remember, Vernonia was hammered by one of our state's worst natural disasters in recent memory. But the people of this community are re-building and education is critical to the community's long-term viability.

Through this collaboration, they are designing new, expanded career paths to keep educators in their profession; performance evaluations that provide educators with critical feedback; professional development that helps educators grow; and new compensation models that recognize and reward new roles and responsibilities.

It is my belief that CLASS is setting a new standard for successful partnerships. I'm very excited at the potential and urge your support for this application. The financial support of TIF grant would strengthen effective teaching and help give every child the best opportunities to succeed.

Sincerely,

Brad Witt
Representative District 31





CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS

707 13TH STREET SE, SUITE 100, SALEM, OREGON 97301
TELEPHONE (503) 581-3141
FAX (503) 581 9840

April 26, 2010

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

Dear Secretary Duncan:

We are writing to express our support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization.

TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. CLASS is a unique program and one that meets high federal standards while remaining true to the needs of Oregon districts.

It is essential to our state that we invest in the effectiveness of our teachers. Effective teachers become teacher leaders, and many teacher leaders eventually take on the broader leadership roles of assistant principals, principals and district administrators. There, they impact the education of students in classrooms throughout entire schools and districts. COSA believes that effective teachers make effective administrators and, in turn, effective administrators make for effective schools.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs are seeing their educators empowered and their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness. TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,

A handwritten signature in black ink that reads "Kent Hunsaker". The signature is written in a cursive, flowing style.

Kent Hunsaker
Executive Director

CHARLOTTE DANIELSON



April 28, 2010

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

Dear Secretary Duncan:

I am writing to express my support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization.

TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.

As you may know from my work and its wide use around the country and overseas, I am highly committed to promoting the quality of teaching in every classroom. There is ample evidence that the single most important factor in promoting student learning is the skill of teachers. Thus, it is essential to Oregon that we invest in the effectiveness of our teachers and target resources to close the achievement gaps.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

I strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,



Charlotte Danielson



June 29, 2010

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

Dear Secretary Duncan:

We are writing to express our support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

Chalkboard is an initiative of the philanthropic consortium known as Foundations for a Better Oregon, which was formed in 2003 by five of Oregon's leading foundations: The Collins Foundation, The Ford Family Foundation, JELD-WEN Foundation, Meyer Memorial Trust and The Oregon Community Foundation. In January 2008, The James F. and Marion L. Miller Foundation joined the FBO consortium.

FBO was formed to better engage Oregon's philanthropic community in discussions about – and ultimately, solutions to – the many challenges facing our state. Member foundations have different individual giving philosophies and priorities, and their participation in FBO allows them to combine some of their resources to effect change they cannot make on their own.

Since forming in 2003, FBO's efforts have been devoted solely to improving Oregon's K-12 public education system through the Chalkboard Project. Chalkboard has promoted a comprehensive school improvement agenda based on "best practices" research and unprecedented efforts to engage Oregonians. After conducting an abundance of research and public opinion polling, it quickly became clear to us that teacher effectiveness has the biggest impact on student success – and is therefore the area in which we can make the biggest difference.

221 NW Second Avenue, Suite 203
Portland, Oregon 97209

voice: 503.542.4325 fax: 971.230.1274

www.chalkboardproject.org

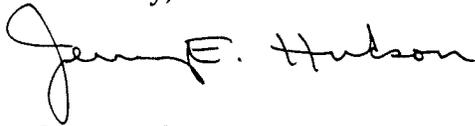
It is our vision and mission to see Oregon's education system ranked as one of the best in the nation – specifically among the top ten. Such success cannot be achieved overnight, but rather requires diligent work toward closing the achievement gap and ensuring that effective teachers and principals are placed in all of Oregon's classrooms. We believe that in order to recruit and retain exemplary teachers and principals, we need to create a system that guarantees they will be supported to do their best work. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is making great strides toward this goal, providing districts with a framework to both empower educators and enhance student achievement.

In addition to seeing quantitative student-achievement gains with the CLASS Project, we are receiving powerful qualitative feedback from educators. Teachers and administrators alike in Chalkboard's partner districts site the CLASS Project as being among the most ground-breaking, meaningful work of their careers. When educators are brought to the table to redesign their district's performance evaluation, professional development, and compensation systems in a way that thoughtfully includes student performance, there is genuine buy-in at all levels. The passion, drive, and pride with which teachers have approached this work has been energizing and inspirational; much of the power of the CLASS project stems from its ground-up process.

Chalkboard's CLASS Project has been truly transformative for twelve of Oregon's school districts. TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success across the state.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers and principals.

Sincerely,

A handwritten signature in black ink that reads "Jerry E. Hudson". The signature is written in a cursive style with a large, looped initial "J".

Jerry Hudson

Chair, Foundations for a Better Oregon

June 28, 2010

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

Dear Secretary Duncan:

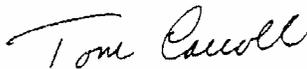
I am writing in support of the Chalkboard Project's application to the Teacher Incentive Fund (TIF) for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

The National Commission on Teaching and America's Future (NCTAF) challenges the nation to provide every child in America with 21st century teaching. The research and policy recommendations NCTAF has developed over its 15 year history have shaped countless education laws and regulations, are the focus of major school improvement initiatives, and speak directly to the goals of the Teacher Incentive Fund (TIF) grant competition.

We are pleased to bring this rich experience and national perspective to support the CLASS Project TIF proposal and its goals of developing 1) an effective performance evaluation system; 2) an evidence-based compensation system; 3) new career paths for teachers; 4) a comprehensive job embedded professional development system; and 5) policies to ensure equitable distribution of effective teachers.

We look forward to continuing our strong working relationship with the Chalkboard Project, and to the opportunity to work more closely with the CLASS district partners through this grant. Together the TIF CLASS project partners will help to transform Oregon education.

Sincerely,



Dr. Thomas Carroll
President
National Commission on Teaching and America's Future



**NATIONAL
STAFF
DEVELOPMENT
COUNCIL**

Stephanie Hirsh
Executive Director
972-421-0900
stephanie.hirsh@nsdc.org

June 28, 2010

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

Dear Secretary Duncan:

I am writing in support of the Chalkboard Project's application to the Teacher Incentive Fund (TIF) for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

The National Staff Development Council (NSDC) is the largest professional membership association focused solely on improving the quality of professional learning in all schools so that educators and students learn and perform at consistently high levels.

NSDC has provided strategic counsel and guidance over the last three years as the CLASS Project has developed. The goals of the CLASS Project align well with the goals of NSDC, and we will continue to be a partner in this important work. Relevant professional development is a key component of the CLASS Project and must be a key component in any effort to strengthen the effectiveness of teachers.

We support the CLASS Project for a variety of reasons including:

- By implementing fair and rigorous performance evaluations, expanding educator leadership opportunities, providing relevant professional development, recognizing and rewarding effective teachers, and creating the equitable distribution of effective teachers the CLASS districts will demonstrate how these collective efforts promote effective teaching and raise student achievement.
- By supporting CLASS you will build on the emerging success documented in year one and enable these school systems to continue to serve their teachers and better serve their students.

NSDC'S PURPOSE:

EVERY EDUCATOR

ENGAGES IN

EFFECTIVE

PROFESSIONAL

LEARNING

EVERY DAY

SO EVERY STUDENT

ACHIEVES

NSDC Executive Office
17330 Preston Road, #106D
Dallas, TX 75252
972-421-0900
972-421-0899 fax
www.nsdc.org

- By funding CLASS you will be targeting resources on closing achievement gaps and serving the teachers and students who need the most support.

The success and the expansion of the CLASS project over the last three years demonstrates the scalability of the CLASS approach and the commitment of teachers to engage in meaningful reform that impacts teaching and learning. In addition, CLASS has resulted in substantive reform in these school systems, these are changes that cannot and will not be reversed under challenging circumstances. CLASS represents the level of reform sought by the administration and merits its support. We strongly support the Chalkboard Project's TIF application and look forward to continued involvement in this work.

NSDC'S PURPOSE:

Sincerely,

EVERY EDUCATOR



ENGAGES IN

Stephanie Hirsh
National Staff Development Council

EFFECTIVE

PROFESSIONAL

LEARNING

EVERY DAY

SO EVERY STUDENT

ACHIEVES.



Northwest Center for Educational Options
10121 SE Sunnyside Road, Suite 329
Clackamas, OR 97015
(503) 353-1690 ~ www.nwceo.org

June 28, 2010

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

Dear Secretary Duncan:

We are writing to express our support of the Chalkboard Project's application to the Teacher Incentive Fund (TIF) for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

While the Northwest Center for Educational Options functions as Oregon's charter school organization and focuses on strengthening high quality public school choice, we are committed to all reforms that improve the K-12 education system for the sake of its current and future students. Clearly, strengthening the effectiveness of our teachers is essential to closing the achievement gap and helping all students succeed.

CLASS meets high standards while giving districts the flexibility they need to be successful. With only one year of data, CLASS is already showing signs of success. The districts that are implementing their CLASS designs are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness. By implementing fair and rigorous performance evaluations, expanding educator leadership opportunities, providing relevant professional development, recognizing and rewarding effective teachers, and creating the equitable distribution of effective teachers the CLASS districts will demonstrate how comprehensive models that focus on effective teaching can raise student achievement.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF priorities to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers. CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.

Sincerely,

Kaaren Heikes
Executive Director



June 25, 2010

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

Dear Secretary Duncan:

We are writing in support of the Chalkboard Project's application to the Teacher Incentive Fund (TIF) for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Leaders.

As a bipartisan, statewide business organization, Oregon Business Association (OBA) takes a balanced and collaborative approach to the development of public policy. OBA members recognize that issues affecting the livability and prosperity of Oregonians are synonymous with business issues.

Ensuring a world-class education system for all Oregonians is critical to the state's ability to compete in the global economy and maintain a high quality of life for all Oregonians. A successful education system provides a more informed citizenry and a stronger workforce and makes Oregon attractive to potential new employees and to businesses who are considering locating here.

OBA has for the past decade consistently supported funding for public education. OBA also supports innovation that focuses on outcomes, marries resources to results and improves educational outcomes for all students. It is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps. This is why OBA strongly supports the CLASS Project.

By implementing fair and rigorous performance evaluations, expanding educator leadership opportunities, providing relevant professional development, recognizing and rewarding effective teachers, and creating the equitable distribution of effective teachers, the CLASS districts will demonstrate how comprehensive models that focus on effective teaching can raise student achievement.

TIF was created to support programs that attract, retain, develop, recognize, and reward effective teaching and ensure the equitable distribution of highly effective teachers. CLASS is a comprehensive approach to support effective teaching. It is also a unique program and one that meets the high federal standards while

remaining true to the needs of Oregon districts. TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF priorities to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan Deckert". The signature is fluid and cursive, with the first name "Ryan" and the last name "Deckert" clearly distinguishable.

Ryan Deckert
President

May 3, 2010



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

Dear Secretary Duncan:

We are writing to express our support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization.

TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.

It is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps. We need to encourage our best teachers to serve in all schools, including those with the most challenging populations.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,

A handwritten signature in black ink, appearing to read "Duncan Wyse", is written over a light blue horizontal line.

Duncan Wyse
President

1100 SW 6th Avenue Standard Plaza, Suite 1608 Portland, Oregon 97204-1090

voice 503-220-0691 fax 503-228-9767 orbusinesscouncil.org



April 29, 2010

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

Dear Secretary Duncan:

We are writing to express our support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization.

TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.

As an association of volunteer, locally elected school boards, we are dedicated to improving student achievement, and believe that strengthening the effectiveness of our teachers is essential to the success of our students. And, every Oregon student deserves access to high quality teachers to ensure our future strength as a state. It is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,

Kevin McCann
Executive Director

jkf

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State Board of Education
Duncan Wyse

EXECUTIVE DIRECTOR

Kevin McCann

Graduate School of Education
Office of the Dean

Post Office Box 751 503-725-4697 tel
Portland, Oregon 97207-0751 503-725-8475 fax
Room 608ED
615 SW Harrison St. <http://www.pdx.edu/education>
Portland, OR 97201

April 26, 2010

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

Dear Secretary Duncan:

I am writing to express support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization, created by some of the major philanthropic organizations in Oregon.

TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.

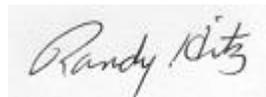
As Dean of the Portland State University Graduate School of Education, I am deeply involved in efforts to provide excellent preparation and professional development experiences for educators. I have had the privilege of serving on Chalkboard's Advisory Council and working closely with Chalkboard staff on a number of projects. The commitment of Chalkboard to improving teaching and learning is sincere and powerful. The CLASS Project is particularly innovative and important as it recognizes the fact that the key to improving education is to support teachers and improve their effectiveness in the classroom.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

I strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,



Randy Hitz, Dean



Salem/Keizer Coalition for Equality

SALEM/KEIZER COALITION FOR EQUALITY

Eduardo Angulo 503.363.3909
eangulo@skcequality.org

Mailing Address: P.O. Box 4296 Salem, OR. 97302
Locations: 2920 Saddle Club Rd. SE; Salem, OR. 97317
Oregon Parent Education Center : 3850 Portland Rd. NE, Suite 214, Salem OR 97301

June 28, 2010

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

Dear Secretary Duncan:

We are writing in support of the Chalkboard Project's application to the Teacher Incentive Fund (TIF) for the Creative Leadership Achieves Student Success (CLASS) Project: Teachers and Principals.

As a coalition of ten Latino community organizations that has been working for equal education for Latino students for the past eleven years and represents our community around Oregon, we strongly believe that strengthening the effectiveness of our teachers is essential to the success of our students.

We strongly support the CLASS Project because it has been implementing fair and rigorous performance evaluations, expanding educator leadership opportunities, providing relevant professional development, recognizing and rewarding effective teachers, and creating the equitable distribution of effective teachers the CLASS districts will demonstrate how comprehensive models that focus on effective teaching can raise student achievement.

CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs are seeing their educators empowered and all of their students better served.

We believe that is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps, and CLASS is doing it.

We in Oregon are at a defining moment and to see the Class Project expanding from three districts to twelve in three years, as CLASS has done, demonstrate that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

As a member of the Design Team in charge of developing Oregon's schools Race To The Top application, I had the opportunity to work for months with the most respected educators in our state who educated me on why

P. UZ

FAX NU. 5033991183

JUN-24-2010 10:19 AM Mano a Mano Family Centre

teachers who have the opportunity to continually work on their professional development, are the ones who are making the difference with our Latino, minority and ELL students in our public schools in Oregon.

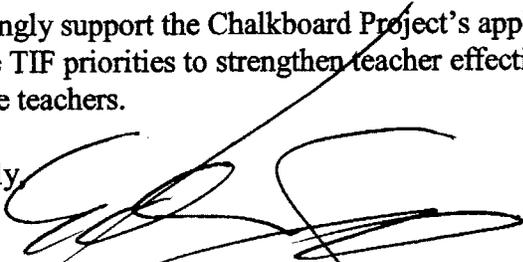
CLASS meets high standards while giving districts the flexibility they need to be successful. Each participating district creates plans around four components: expanded career paths, effective performance evaluations, relevant professional development and new compensation models. The plans vary by district, but they are all aligned around raising all students' achievement.

CLASS should be strongly considered to receive TIF funds because the evidence is overwhelming about its success, which is aligned with the reasons why TIF was created:

- TIF was created to support programs that attract, retain, develop, recognize, and reward effective teaching and ensure the equitable distribution of highly effective teachers.
- CLASS is a comprehensive approach to support effective teaching. CLASS is not an additive program, it is reformative.
- CLASS is a unique program and one that meets the high federal standards while remaining true to the needs of Oregon districts.
- TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF priorities to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,



Eduardo Angulo
Salem/Keizer Coalition for Equality Chairman and Executive Director

PS: Mr. Secretary, last May 2009 I had the opportunity to speak with you at the *Education Equality Rally* at the White House Ellipse to commemorate the **55th Anniversary of Brown v. Board of Education**. I gave you a message from the Latino about the importance of meaningful parental involvement support in our schools. I also spoke at the Rally as I was selected by the National Council of La Raza (NCLR) to represent all the Latino parents from around our country.



516 SE Morrison Street, Suite 420, Portland, OR 97214
503.235.2305 fax 503.963.9517 www.standleadershipcenter.org

April 28, 2010

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

Dear Secretary Duncan:

We are writing to express our support for the Teacher Incentive Fund (TIF) application submitted by the Chalkboard Project, a non-profit, non-partisan, education policy organization.

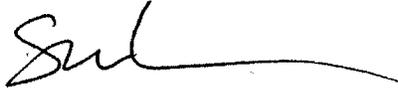
TIF was created to support programs that strengthen effective teaching and ensure the equitable distribution of highly effective teachers. Chalkboard's CLASS (Creative Leadership Achieves Student Success) Project is the most promising program in Oregon designed to increase effective teaching across the state. CLASS is an innovative initiative that provides districts with a framework to create locally-developed, teacher-led plans to do just that. It meets the high federal standards while remaining true to the needs of Oregon districts.

It is essential to our state that we invest in the effectiveness of our teachers and target resources to close the achievement gaps. Right now, Oregon's low-income students are fairing worse than low-income students from other states – despite impressive pockets of local excellence. The successes in other states and some local districts tell us that we can do better – if we target our efforts to support the people that are working with students every day. CLASS represents one of the most promising strategies in Oregon for improving educator effectiveness broadly. CLASS is already showing signs of success with only one year of data. The districts that are implementing their CLASS designs around expanded career paths, effective performance evaluations, relevant professional development and new compensation models are seeing their educators empowered and all of their students better served. Expanding from three districts to twelve in three years, as CLASS has done, demonstrates that Oregon districts are excited about this work and are looking for opportunities to engage in new conversations about strengthening teacher effectiveness.

TIF would help deepen this important work in Oregon and allow CLASS districts to continue to demonstrate success.

We strongly support the Chalkboard Project's application and believe that the CLASS Project is well aligned with the TIF objectives to strengthen teacher effectiveness and ensure that all students have access to highly effective teachers.

Sincerely,

A handwritten signature in black ink, appearing to read "Sue", with a long horizontal flourish extending to the right.

Sue Levin
Executive Director
Oregon Stand for Children

Budget Narrative

Budget Narrative

Attachment 1:

Title: **CLASS TIF Budget Narrative Pages: 25** Uploaded File: **CLASS TIF Budget Narrative FINAL.pdf**

Part 5: Budget Narrative Attachment

Year 1: Proposed 12-Month Planning Year

1. Personnel (██████████) The following requested personnel will all be hired by the lead applicant (Chalkboard Project) as employees of the project.

Name/Title	% FTE	Base Salary	Total
Project Director (1): Dan Jamison, Vice President, Education Policy, will be responsible for the overall leadership and management of the CLASS Project: Teachers & Principals . His qualifications are described in detail in Section C2 of the application, as well as in the resume found in the appendices.	80%	\$ ██████████	\$ ██████████
Project Fiscal Coordinator (1): John Hamilton, Finance Specialist, will be responsible for the payment of invoices and all financial management activities, including the preparation of all fiscal grant reports.	50%	██████████	██████████
Project Manager (1): This is a new position that will be responsible for providing daily support to the Project Director and each Consortium member in the accomplishment of the project's goals and objectives. The desired qualifications are described in detail in Section C2 of the application, as well as in the job description found in the appendices.	100%	██████████	██████████
Project Communications (1): Aimee Craig, Communications Manager, will be responsible for assisting with internal and external project communications about the project.	50%	██████████	██████████
Other Project Support Staff (2): Kylie Grunow, Chalkboard Project Director, and Stacy Michaelson, CLASS Project Assistant, will be responsible with coordinating the efforts between Consortium members, and assisting with the procurement and management of project vendors and consultants.	25%	██████████ ██████████ ██████████	██████████

2. Fringe Benefits (██████████) The following details and accompanying chart explain the rate and base upon which fringe benefits were calculated for all project personnel.

Medical/Dental: [REDACTED] for all personnel except [REDACTED]

401K [REDACTED] For all personnel

Social Security/Medicare (7.65%): For all personnel

Life/Disability (roughly .02%) : For all personnel except [REDACTED]

Unemployment (1.8% of first [REDACTED]): [REDACTED] for all personnel

Worker's Compensation (roughly.003%): For all personnel

Name/Title	Total Benefits
Dan Jamison	[REDACTED]
John Hamilton	[REDACTED]
Project Manager	[REDACTED]
Aimee Craig	[REDACTED]
Kylie Grunow/Stacy Michaelson	[REDACTED]

3. Travel ([REDACTED]): Travel expenses include the two required TIF grant meetings, as well as local travel for Consortium team meetings and project management activities, as described in Section B of the proposal.

TIF Grantee Meeting ([REDACTED] for 3 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED] night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

TIF Topical Meeting ([REDACTED] for 2 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED]/night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

Local travel for project team/consortium meetings ([REDACTED]): A mileage reimbursement pool at the current federal rate of .50 cents/mile, estimated for 13,400 miles, is available to all project staff and other team members traveling on project business.

Other in-state travel ([REDACTED] for 2 people): A small portion of these travel expenses are charged to the grant. These include the average cost of flying roundtrip between Portland and Bend, Oregon ([REDACTED]) for 3 trips by 2 people each year; hotel lodging at [REDACTED]/night for 3 nights; and a per diem for 2 people of [REDACTED] day for 4 days.

4. Equipment (██████): Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

MacBook Pro Computers (3): Three laptop computers, estimated at ██████ each and fully loaded with software and wireless capability, will be needed to expand our current office and supply the needs of 2 project staff members, as well as serve as loaner equipment to be shared by 3 CLASS PBCS coaches.

5. Supplies (██████): Supply costs include office supplies at ██████, and professional development resources, such as books and training materials at ██████. These estimates are based on comparable annual costs for similar projects.

6. Contractual (\$939,930): Chalkboard and its Consortium members plan to contract for the services described below.

Contractual	Timing of Costs	Total
3 contracts with CLASS PBCS Coaches to work with each Consortium member to develop and/or refine missing core elements as described in Section B of the application	Annual	████████████████████
2 or more contracts for project data management services to develop the student growth model for the PBCS; analyze available historical data to provide baseline statistics regarding student achievement growth and teacher value-added; and work with each Consortium member to set up and modify existing teacher and principal evaluation systems so that this LEA-level data is integrated with student data management systems. Please see Section B.4 for more information.	Annual	████████████████████ These estimates are based on preliminary vendor quotes and a preliminary survey of technical LEA staff.
1 contract with an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. Please see Section D for more information.	Annual	████████ estimate based on preliminary vendor quotes).
1 contract with partner OLN to conduct principal effectiveness training. Please see Section B.3 for more information.	Annual	████████ (estimate is based on partner's quote, developed on the basis of an average daily membership weighted by Consortium LEA member.

6 or more contracts to provide professional development services, including data training, leadership training, and other customized training related to the final development and refinement of all 5 core PBCS components. Please see Sections B.1 and B.5 for more information.	Annual	■■■■■ estimate is based on a calculation of ■■■■ x 1,486 teachers and principals x 5 core components; and ■■■■ per head for data training and other types of professional development trainings).
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7. Construction (\$0): Not applicable.

8. Other ■■■■ : During the 12-month planning period, other expenses do not include any TIF-funded differentiated compensation. The applicant (a non-profit organization) is not the employer-of-record for the Consortium members' teachers and principals; for this reason, incentive payments (e.g., recognition) and future years' payments of differentiated compensation are listed under this 'Other' category. This category also includes the ■■■■ incentive for 6 pairs of schools of one Consortium member (Bend-La Pine) to participate in the TIF Evaluation Competition.

Other	Basis for Cost	Total
Teacher Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon teacher's 2010-11 salary of ■■■■	\$0 (not allowed in 12-month planning period).
Principal Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon principal's 2010-11 salary of ■■■■	\$0 (not allowed in 12-month planning period).
EVALUATION INCENTIVE: Substitute Release Time for teachers and principals to attend professional development. Please see Section B.5 for more information about the professional development plan.	■■■■ hour for roughly 3,333 hours of substitute time.	■■■■
EVALUATION INCENTIVE: National Evaluation Participation costs to be paid to Bend-La Pine, such	Rough estimate based on the participation of 473 teachers, 24 principals, and 8,395 students.	■■■■

as costs associated with preparing student records for use by the national evaluator.		
EVALUATION INCENTIVE: Support for the PBCS to be paid to Bend-La Pine for their National Evaluation participation, that would otherwise need to be paid with non-TIF funds in order to implement the plan for fiscal sustainability under Absolute Priority 2. Please see Goal 5 and Section C.3 for more information.	██████████ for 4 years of implementation.	\$0 in the 12-month planning period.

9. Total Direct Costs (██████████): The sums of lines 1-8.

10. Indirect Costs (██████████): The applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency. According to I-6 of the TIF FAQ for the 2010 Competition and Grant Awards, a grantee that does not have a federally recognized indirect cost rate agreement may charge its grant for indirect costs at a temporary rate of ten percent of budgeted direct salaries and wages, per 34 C.F.R. section 75.560(c). If awarded a TIF grant, Chalkboard will submit an indirect cost rate proposal to its cognizant Federal agency within 90 days of receiving its TIF grant award notification. Ten percent of ██████████ (lines 1-2) is ██████████.

11. Training Stipends (\$0): Not applicable for the TIF program.

12. Total Costs (██████████): This represents the sum total of direct costs and indirect costs paid during Year 1, the 12-month planning period.

Part 5: Budget Narrative Attachment

Year 2:

1. Personnel [REDACTED]: The following requested personnel will all be hired by the lead applicant (Chalkboard Project) as employees of the project. A 2.5% COLA increase is reflected in their salaries during Years 2-5 of the TIF grant.

Name/Title	% FTE	Base Salary	Total
Project Director (1): Dan Jamison, Vice President, Education Policy, will be responsible for the overall leadership and management of the CLASS Project: Teachers & Principals . His qualifications are described in detail in Section C2 of the application, as well as in the resume found in the appendices.	80%	[REDACTED]	[REDACTED]
Project Fiscal Coordinator (1): John Hamilton, Finance Specialist, will be responsible for the payment of invoices and all financial management activities, including the preparation of all fiscal grant reports.	50%	[REDACTED]	[REDACTED]
Project Manager (1): This is a new position that will be responsible for providing daily support to the Project Director and each Consortium member in the accomplishment of the project's goals and objectives. The desired qualifications are described in detail in Section C2 of the application, as well as in the job description found in the appendices.	100%	[REDACTED]	[REDACTED]
Project Communications (1): Aimee Craig, Communications Manager, will be responsible for assisting with internal and external project communications about the project.	50%	[REDACTED]	[REDACTED]
Other Project Support Staff (2): Kylie Grunow, Chalkboard Project Director, and Stacy Michaelson, CLASS Project Assistant, will be responsible with coordinating the efforts between Consortium members, and assisting with the procurement and management of project vendors and consultants.	25%	[REDACTED]	[REDACTED]

2. Fringe Benefits [REDACTED]: The following details and accompanying chart explain the rate and base upon which fringe benefits were calculated for all project personnel.

Medical/Dental: [REDACTED] for all personnel except [REDACTED]

401K [REDACTED] : For all personnel

Social Security/Medicare (7.65%): For all personnel

Life/Disability (roughly .02%) : For all personnel except [REDACTED]

Unemployment (1.8% of first [REDACTED]): [REDACTED] or all personnel

Worker's Compensation (roughly .003%): For all personnel

Name/Title	Total Benefits
Dan Jamison	[REDACTED]
John Hamilton	[REDACTED]
Project Manager	[REDACTED]
Aimee Craig	[REDACTED]
Kylie Grunow/Stacy Michaelson	[REDACTED]

3. Travel ([REDACTED]): Travel expenses include the two required TIF grant meetings, as well as local travel for Consortium team meetings and project management activities, as described in Section B of the proposal.

TIF Grantee Meeting ([REDACTED] for 3 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED] night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

TIF Topical Meeting ([REDACTED] for 2 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED]/night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

Local travel for project team/consortium meetings ([REDACTED]): A mileage reimbursement pool at the current federal rate of .50 cents/mile, estimated for 13,400 miles, is available to all project staff and other team members traveling on project business.

Other in-state travel ([REDACTED] for 2 people): A small portion of these travel expenses are charged to the grant. These include the average cost of flying roundtrip between Portland and Bend, Oregon ([REDACTED]) for 3 trips by 2 people each year; hotel lodging at [REDACTED]/night for 3 nights; and a per diem for 2 people of [REDACTED] day for 4 days.

4. Equipment (\$0): Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

5. Supplies (██████): Supply costs include office supplies at \$1,462, and professional development resources, such as books and training materials at \$3,000. These estimates are based on comparable annual costs for similar projects.

6. Contractual (██████): Chalkboard and its Consortium members plan to contract for the services described below.

Contractual	Timing of Costs	Total
3 contracts with CLASS PBCS Coaches to work with each Consortium member to implement the core elements as described in Section B of the application	Annual	██████ estimate based on 1,000 hours at ██████/hr).
1 contract for project data management services to conduct preliminary analysis of outcomes as data becomes available; conduct preliminary analysis of teacher effectiveness rubrics and student growth; and continue development of growth models. Please see Section B.4 for more information.	Annual	██████ This estimate is based on preliminary vendor quotes).
1 contract with an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. Please see Section D for more information.	Annual	██████ (estimate based on preliminary vendor quotes).
1 contract with partner OLN to conduct principal effectiveness training. Please see Section B.3 for more information.	Annual	██████ (estimate is based on partner's quote, developed on the basis of an average daily membership weighted by Consortium LEA member.
6 or more contracts to provide professional development services, including data training, leadership training, and other customized training related to the implementation of all 5 core PBCS components. Please see Sections B.1 and B.5 for more information.	Annual	██████ (estimate is based on a calculation of ██████ x 1,486 teachers and principals x 5 core components; and ██████ per head for data training and other types of professional development trainings).

7. Construction (\$0): Not applicable.

8. Other [REDACTED]: During each remaining 12-month implementation periods, other expenses include all TIF-funded differentiated compensation. The applicant (a non-profit organization) is not the employer-of-record for the Consortium members' teachers and principals; for this reason, incentive payments (e.g., recognition) and future years' payments of differentiated compensation are listed under this 'Other' category. This category also includes the [REDACTED] incentive for 6 pairs of schools of one Consortium member (Bend-La Pine) to participate in the TIF Evaluation Competition.

Other	Basis for Cost	Total
Teacher Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon teacher's 2010-11 salary of [REDACTED]	[REDACTED]
Principal Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon principal's 2010-11 salary of [REDACTED].	[REDACTED]
EVALUATION INCENTIVE: Substitute Release Time for teachers and principals to attend professional development. Please see Section B.5 for more information about the professional development plan.	[REDACTED] hour for roughly 3,333 hours of substitute time.	[REDACTED]
EVALUATION INCENTIVE: National Evaluation Participation costs to be paid to Bend-La Pine, such as costs associated with preparing student records for use by the national evaluator.	Rough estimate based on the participation of 473 teachers, 24 principals, and 8,395 students.	[REDACTED]
EVALUATION INCENTIVE: Support for the PBCS to be paid to Bend-La Pine for their National Evaluation participation, that would otherwise need to be paid with non-TIF funds in order	[REDACTED] for each of the 4 years of implementation.	[REDACTED]

to implement the plan for fiscal sustainability under Absolute Priority 2. Please see Goal 5 and Section C.3 for more information.		
--	--	--

9. Total Direct Costs (██████████) The sums of lines 1-8.

10. Indirect Costs (██████████) The applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency. According to I-6 of the TIF FAQ for the 2010 Competition and Grant Awards, a grantee that does not have a federally recognized indirect cost rate agreement may charge its grant for indirect costs at a temporary rate of ten percent of budgeted direct salaries and wages, per 34 C.F.R. section 75.560(c). If awarded a TIF grant, Chalkboard will submit an indirect cost rate proposal to its cognizant Federal agency within 90 days of receiving its TIF grant award notification. Ten percent of ██████████ (lines 1-2) is ██████████

11. Training Stipends (\$0): Not applicable for the TIF program.

12. Total Costs (██████████) : This represents the sum total of direct costs, indirect costs and differentiated compensation paid during Year 2, the start of the implementation period.

Part 5: Budget Narrative Attachment

Year 3:

1. Personnel [REDACTED]: The following requested personnel will all be hired by the lead applicant (Chalkboard Project) as employees of the project. A 2.5% COLA increase is reflected in their salaries during Years 2-5 of the TIF grant.

Name/Title	% FTE	Base Salary	Total
Project Director (1): Dan Jamison, Vice President, Education Policy, will be responsible for the overall leadership and management of the CLASS Project: Teachers & Principals . His qualifications are described in detail in Section C2 of the application, as well as in the resume found in the appendices.	80%	[REDACTED]	[REDACTED]
Project Fiscal Coordinator (1): John Hamilton, Finance Specialist, will be responsible for the payment of invoices and all financial management activities, including the preparation of all fiscal grant reports.	50%	[REDACTED]	[REDACTED]
Project Manager (1): This is a new position that will be responsible for providing daily support to the Project Director and each Consortium member in the accomplishment of the project's goals and objectives. The desired qualifications are described in detail in Section C2 of the application, as well as in the job description found in the appendices.	100%	[REDACTED]	[REDACTED]
Project Communications (1): Aimee Craig, Communications Manager, will be responsible for assisting with internal and external project communications about the project.	50%	[REDACTED]	[REDACTED]
Other Project Support Staff (2): Kylie Grunow, Chalkboard Project Director, and Stacy Michaelson, CLASS Project Assistant, will be responsible with coordinating the efforts between Consortium members, and assisting with the procurement and management of project vendors and consultants.	25%	[REDACTED]	[REDACTED]

2. Fringe Benefits [REDACTED] The following details and accompanying chart explain the rate and base upon which fringe benefits were calculated for all project personnel.

Medical/Dental [REDACTED] for all personnel except [REDACTED] [REDACTED]

401K [REDACTED] : For all personnel

Social Security/Medicare (7.65%): For all personnel

Life/Disability (roughly .02%) : For all personnel except [REDACTED]

Unemployment (1.8% of first [REDACTED]): [REDACTED] for all personnel

Worker's Compensation (roughly.003%): For all personnel

Name/Title	Total Benefits
Dan Jamison	[REDACTED]
John Hamilton	[REDACTED]
Project Manager	[REDACTED]
Aimee Craig	[REDACTED]
Kylie Grunow/Stacy Michaelson	[REDACTED]

3. Travel [REDACTED]: Travel expenses include the two required TIF grant meetings, as well as local travel for Consortium team meetings and project management activities, as described in Section B of the proposal.

TIF Grantee Meeting [REDACTED] for 3 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED]/night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

TIF Topical Meeting ([REDACTED] for 2 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED] night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

Local travel for project team/consortium meetings ([REDACTED]: A mileage reimbursement pool at the current federal rate of .50 cents/mile, estimated for 13,400 miles, is available to all project staff and other team members traveling on project business.

Other in-state travel ([REDACTED] for 2 people): A small portion of these travel expenses are charged to the grant. These include the average cost of flying roundtrip between Portland and Bend, Oregon ([REDACTED]) for 3 trips by 2 people each year; hotel lodging at [REDACTED] night for 3 nights; and a per diem for 2 people of [REDACTED] day for 4 days.

4. Equipment (\$0): Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

5. Supplies Supply costs include office supplies and professional development resources, such as books and training materials. These estimates are based on comparable annual costs for similar projects.

6. Contractual: Chalkboard and its Consortium members plan to contract for the services described below.

Contractual	Timing of Costs	Total
3 contracts with CLASS PBCS Coaches to work with each Consortium member to implement the core elements as described in Section B of the application	Annual	
1 contract for project data management services to conduct preliminary analysis of outcomes as data becomes available; conduct preliminary analysis of teacher effectiveness rubrics and student growth; and continue development of growth models. Please see Section B.4 for more information.	Annual	(This estimate is based on preliminary vendor quotes).
1 contract with an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. Please see Section D for more information.	Annual	(estimate based on preliminary vendor quotes).
1 contract with partner OLN to conduct principal effectiveness training. Please see Section B.3 for more information.	Annual	(estimate is based on partner's quote, developed on the basis of an average daily membership weighted by Consortium LEA member.
6 or more contracts to provide professional development services, including data training, leadership training, and other customized training related to the implementation of all 5 core PBCS components. Please see Sections B.1 and B.5 for more information.	Annual	(estimate is based on a calculation of x 1,486 teachers and principals x 5 core components; and per head for data training and other types of professional development trainings).

7. Construction (\$0): Not applicable.

8. Other [REDACTED] During each remaining 12-month implementation periods, other expenses include all TIF-funded differentiated compensation. The applicant (a non-profit organization) is not the employer-of-record for the Consortium members' teachers and principals; for this reason, incentive payments (e.g., recognition) and future years' payments of differentiated compensation are listed under this 'Other' category. This category also includes the [REDACTED] incentive for 6 pairs of schools of one Consortium member (Bend-La Pine) to participate in the TIF Evaluation Competition.

Other	Basis for Cost	Total
Teacher Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon teacher's 2010-11 salary of [REDACTED].	[REDACTED]
Principal Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon principal's 2010-11 salary of [REDACTED].	[REDACTED]
EVALUATION INCENTIVE: Substitute Release Time for teachers and principals to attend professional development. Please see Section B.5 for more information about the professional development plan.	[REDACTED] hour for roughly 3,333 hours of substitute time.	[REDACTED]
EVALUATION INCENTIVE: National Evaluation Participation costs to be paid to Bend-La Pine, such as costs associated with preparing student records for use by the national evaluator.	Rough estimate based on the participation of 473 teachers, 24 principals, and 8,395 students.	[REDACTED]
EVALUATION INCENTIVE: Support for the PBCS to be paid to Bend-La Pine for their National Evaluation participation, that would otherwise need to be paid with non-TIF funds in order	[REDACTED] for each of the 4 years of implementation.	[REDACTED]

to implement the plan for fiscal sustainability under Absolute Priority 2. Please see Goal 5 and Section C.3 for more information.		
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9. Total Direct Costs [REDACTED]: The sums of lines 1-8.

10. Indirect Costs [REDACTED]: The applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency. According to I-6 of the TIF FAQ for the 2010 Competition and Grant Awards, a grantee that does not have a federally recognized indirect cost rate agreement may charge its grant for indirect costs at a temporary rate of ten percent of budgeted direct salaries and wages, per 34 C.F.R. section 75.560(c). If awarded a TIF grant, Chalkboard will submit an indirect cost rate proposal to its cognizant Federal agency within 90 days of receiving its TIF grant award notification. Ten percent of [REDACTED] (lines 1-2) is [REDACTED].

11. Training Stipends (\$0): Not applicable for the TIF program.

12. Total Costs [REDACTED] This represents the sum total of direct costs, indirect costs and differentiated compensation paid during Year 3 in the implementation period.

Part 5: Budget Narrative Attachment

Year 4:

1. Personnel (██████████) The following requested personnel will all be hired by the lead applicant (Chalkboard Project) as employees of the project. A 2.5% COLA increase is reflected in their salaries during Years 2-5 of the TIF grant.

Name/Title	% FTE	Base Salary	Total
Project Director (1): Dan Jamison, Vice President, Education Policy, will be responsible for the overall leadership and management of the CLASS Project: Teachers & Principals . His qualifications are described in detail in Section C2 of the application, as well as in the resume found in the appendices.	80%	██████████	██████████
Project Fiscal Coordinator (1): John Hamilton, Finance Specialist, will be responsible for the payment of invoices and all financial management activities, including the preparation of all fiscal grant reports.	50%	██████████	██████████
Project Manager (1): This is a new position that will be responsible for providing daily support to the Project Director and each Consortium member in the accomplishment of the project's goals and objectives. The desired qualifications are described in detail in Section C2 of the application, as well as in the job description found in the appendices.	100%	██████████	██████████
Project Communications (1): Aimee Craig, Communications Manager, will be responsible for assisting with internal and external project communications about the project.	50%	██████████	██████████
Other Project Support Staff (2): Kylie Grunow, Chalkboard Project Director, and Stacy Michaelson, CLASS Project Assistant, will be responsible with coordinating the efforts between Consortium members, and assisting with the procurement and management of project vendors and consultants.	25%	██████████ ██████████ ██████████	██████████

2. Fringe Benefits (██████████): The following details and accompanying chart explain the rate and base upon which fringe benefits were calculated for all project personnel.

Medical/Dental: [REDACTED] for all personnel except [REDACTED]

401K [REDACTED] : For all personnel

Social Security/Medicare (7.65%): For all personnel

Life/Disability (roughly .02%) : For all personnel except [REDACTED]

Unemployment (1.8% of first [REDACTED]): [REDACTED] all personnel

Worker's Compensation (roughly.003%): For all personnel

Name/Title	Total Benefits
Dan Jamison	[REDACTED]
John Hamilton	[REDACTED]
Project Manager	[REDACTED]
Aimee Craig	[REDACTED]
Kylie Grunow/Stacy Michaelson	[REDACTED]

3. Travel ([REDACTED]): Travel expenses include the two required TIF grant meetings, as well as local travel for Consortium team meetings and project management activities, as described in Section B of the proposal.

TIF Grantee Meeting ([REDACTED] for 3 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED]/night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

TIF Topical Meeting ([REDACTED] for 2 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED]/night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

Local travel for project team/consortium meetings ([REDACTED]): A mileage reimbursement pool at the current federal rate of .50 cents/mile, estimated for 13,400 miles, is available to all project staff and other team members traveling on project business.

Other in-state travel ([REDACTED] for 2 people): A small portion of these travel expenses are charged to the grant. These include the average cost of flying roundtrip between Portland and Bend, Oregon ([REDACTED]) for 3 trips by 2 people each year; hotel lodging at [REDACTED]/night for 3 nights; and a per diem for 2 people of [REDACTED] day for 4 days.

4. Equipment (██████): Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

MacBook Pro Computers (2): Two laptop computers, estimated at ██████ each and fully loaded with software and wireless capability, will be needed to replace equipment in our current office and to continue to supply the needs of 2 project staff members, as well as serve as loaner equipment to be shared by 3 CLASS PBCS coaches.

5. Supplies (██████): Supply costs include office supplies at ██████ and professional development resources, such as books and training materials at ██████. These estimates are based on comparable annual costs for similar projects.

6. Contractual (██████): Chalkboard and its Consortium members plan to contract for the services described below.

Contractual	Timing of Costs	Total
3 contracts with CLASS PBCS Coaches to work with each Consortium member to implement the core elements as described in Section B of the application	Annual	██████ (estimate based on 1,000 hours at ██████/hr).
1 contract for project data management services to conduct preliminary analysis of outcomes as data becomes available; conduct preliminary analysis of teacher effectiveness rubrics and student growth; and continue development of growth models. Please see Section B.4 for more information.	Annual	██████ (This estimate is based on preliminary vendor quotes).
1 contract with an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. Please see Section D for more information.	Annual	██████ (estimate based on preliminary vendor quotes).
1 contract with partner OLN to conduct principal effectiveness training. Please see Section B.3 for more information.	Annual	██████ (estimate is based on partner's quote, developed on the basis of an average daily membership weighted by Consortium LEA member.
6 or more contracts to provide professional development services, including data training, leadership training, and other customized training related to the implementation of all 5 core PBCS components. Please see	Annual	██████ (estimate is based on a calculation of ██████ x 1,486 teachers and principals x 5 core components; and ██████ per head for data training and

Sections B.1 and B.5 for more information.		other types of professional development trainings).
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7. Construction (\$0): Not applicable.

8. Other [REDACTED]: During each remaining 12-month implementation periods, other expenses include all TIF-funded differentiated compensation. The applicant (a non-profit organization) is not the employer-of-record for the Consortium members' teachers and principals; for this reason, incentive payments (e.g., recognition) and future years' payments of differentiated compensation are listed under this 'Other' category. The amount allocated to teacher and principal differentiated compensation in Years 4 and 5 has been increased to meet expectations that greater numbers will be deemed effective as the project rolls out. This category also includes the [REDACTED] incentive for 6 pairs of schools of one Consortium member (Bend-La Pine) to participate in the TIF Evaluation Competition.

Other	Basis for Cost	Total
Teacher Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon teacher's 2010-11 salary of [REDACTED].	[REDACTED]
Principal Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon principal's 2010-11 salary of [REDACTED].	[REDACTED]
EVALUATION INCENTIVE: Substitute Release Time for teachers and principals to attend professional development. Please see Section B.5 for more information about the professional development plan.	[REDACTED] hour for roughly 3,333 hours of substitute time.	[REDACTED]
EVALUATION INCENTIVE: National Evaluation Participation costs to be paid to Bend-La Pine, such as costs associated with preparing student records	Rough estimate based on the participation of 473 teachers, 24 principals, and 8,395 students.	[REDACTED]

for use by the national evaluator.		
EVALUATION INCENTIVE: Support for the PBCS to be paid to Bend-La Pine for their National Evaluation participation, that would otherwise need to be paid with non-TIF funds in order to implement the plan for fiscal sustainability under Absolute Priority 2. Please see Goal 5 and Section C.3 for more information.	██████████ for each of the 4 years of implementation.	██████████

9. Total Direct Costs ██████████ The sums of lines 1-8.

10. Indirect Costs ██████████ : The applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency. According to I-6 of the TIF FAQ for the 2010 Competition and Grant Awards, a grantee that does not have a federally recognized indirect cost rate agreement may charge its grant for indirect costs at a temporary rate of ten percent of budgeted direct salaries and wages, per 34 C.F.R. section 75.560(c). If awarded a TIF grant, Chalkboard will submit an indirect cost rate proposal to its cognizant Federal agency within 90 days of receiving its TIF grant award notification. Ten percent of ██████████ (lines 1-2) is ██████████

11. Training Stipends (\$0): Not applicable for the TIF program.

12. Total Costs (██████████) : This represents the sum total of direct costs, indirect costs and differentiated compensation paid during Year 4 in the implementation period.

Part 5: Budget Narrative Attachment

Year 5 (Final Project Year):

1. Personnel [REDACTED]: The following requested personnel will all be hired by the lead applicant (Chalkboard Project) as employees of the project. A 2.5% COLA increase is reflected in their salaries during Years 2-5 of the TIF grant.

Name/Title	% FTE	Base Salary	Total
Project Director (1): Dan Jamison, Vice President, Education Policy, will be responsible for the overall leadership and management of the CLASS Project: Teachers & Principals . His qualifications are described in detail in Section C2 of the application, as well as in the resume found in the appendices.	80%	[REDACTED]	[REDACTED]
Project Fiscal Coordinator (1): John Hamilton, Finance Specialist, will be responsible for the payment of invoices and all financial management activities, including the preparation of all fiscal grant reports.	50%	[REDACTED]	[REDACTED]
Project Manager (1): This is a new position that will be responsible for providing daily support to the Project Director and each Consortium member in the accomplishment of the project's goals and objectives. The desired qualifications are described in detail in Section C2 of the application, as well as in the job description found in the appendices.	100%	[REDACTED]	[REDACTED]
Project Communications (1): Aimee Craig, Communications Manager, will be responsible for assisting with internal and external project communications about the project.	50%	[REDACTED]	[REDACTED]
Other Project Support Staff (2): Kylie Grunow, Chalkboard Project Director, and Stacy Michaelson, CLASS Project Assistant, will be responsible with coordinating the efforts between Consortium members, and assisting with the procurement and management of project vendors and consultants.	25%	[REDACTED]	[REDACTED]

2. Fringe Benefits [REDACTED] The following details and accompanying chart explain the rate and base upon which fringe benefits were calculated for all project personnel.

Medical/Dental [REDACTED] for all personnel except [REDACTED]

401K [REDACTED] For all personnel

Social Security/Medicare (7.65%): For all personnel

Life/Disability (roughly .02%) : For all personnel except [REDACTED]

Unemployment (1.8% of first [REDACTED]): [REDACTED] all personnel

Worker's Compensation (roughly.003%): For all personnel

Name/Title	Total Benefits
Dan Jamison	[REDACTED]
John Hamilton	[REDACTED]
Project Manager	[REDACTED]
Aimee Craig	[REDACTED]
Kylie Grunow/Stacy Michaelson	[REDACTED]

3. Travel ([REDACTED]): Travel expenses include the two required TIF grant meetings, as well as local travel for Consortium team meetings and project management activities, as described in Section B of the proposal.

TIF Grantee Meeting ([REDACTED] for 3 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED]/night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

TIF Topical Meeting ([REDACTED] for 2 participants): Travel expenses include the average roundtrip coast-to-coast airfare of [REDACTED] each; hotel lodging at [REDACTED] night for 4 nights; local transportation at [REDACTED] each; and a per diem for each participant of [REDACTED] day for 5 days.

Local travel for project team/consortium meetings [REDACTED]: A mileage reimbursement pool at the current federal rate of .50 cents/mile, estimated for 13,400 miles, is available to all project staff and other team members traveling on project business.

Other in-state travel ([REDACTED] or 2 people): A small portion of these travel expenses are charged to the grant. These include the average cost of flying roundtrip between Portland and Bend, Oregon ([REDACTED]) for 3 trips by 2 people each year; hotel lodging at [REDACTED] night for 3 nights; and a per diem for 2 people of [REDACTED] day for 4 days.

4. Equipment (\$0): Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

5. Supplies Supply costs include office supplies at , and professional development resources, such as books and training materials at . These estimates are based on comparable annual costs for similar projects.

6. Contractual Chalkboard and its Consortium members plan to contract for the services described below.

Contractual	Timing of Costs	Total
3 contracts with CLASS PBCS Coaches to work with each Consortium member to implement the core elements as described in Section B of the application	Annual	(estimate based on 800 hours at hr).
1 contract for project data management services to conduct final evaluation analysis; finalize growth models; and report on findings. Please see Section B.4 for more information.	Annual	(This estimate is based on preliminary vendor quotes).
1 contract with an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. Please see Section D for more information.	Annual	(estimate based on preliminary vendor quotes).
1 contract with partner OLN to conduct principal effectiveness training. Please see Section B.3 for more information.	Annual	(estimate is based on partner's quote, developed on the basis of an average daily membership weighted by Consortium LEA member.
6 or more contracts to provide professional development services, including data training, leadership training, and other customized training related to the implementation of all 5 core PBCS components. Please see Sections B.1 and B.5 for more information.	Annual	(estimate is based on a calculation of x 1,486 teachers and principals x 5 core components; and per head for data training and other types of professional development trainings).

7. Construction (\$0): Not applicable.

8. Other [REDACTED] : During this final remaining 12-month implementation period, other expenses include all TIF-funded differentiated compensation. The applicant (a non-profit organization) is not the employer-of-record for the Consortium members' teachers and principals; for this reason, incentive payments (e.g., recognition) and future years' payments of differentiated compensation are listed under this 'Other' category. The amount allocated to teacher and principal differentiated compensation in Years 4 and 5 has been increased to meet expectations that greater numbers will be deemed effective as the project rolls out. This category also includes the [REDACTED] incentive for 6 pairs of schools of one Consortium member (Bend-La Pine) to participate in the TIF Evaluation Competition.

Other	Basis for Cost	Total
Teacher Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon teacher's 2010-11 salary of [REDACTED]	[REDACTED]
Principal Differentiated Compensation. Please see the chart and explanation in Section B.1 for more information.	Calculated using, at a minimum, 5% of average Oregon principal's 2010-11 salary of [REDACTED]	[REDACTED]
EVALUATION INCENTIVE: Substitute Release Time for teachers and principals to attend professional development. Please see Section B.5 for more information about the professional development plan.	[REDACTED] hour for roughly 3,333 hours of substitute time.	[REDACTED]
EVALUATION INCENTIVE: National Evaluation Participation costs to be paid to Bend-La Pine, such as costs associated with preparing student records for use by the national evaluator.	Rough estimate based on the participation of 473 teachers, 24 principals, and 8,395 students.	[REDACTED]
EVALUATION INCENTIVE: Support for the PBCS to be paid to Bend-La Pine for their National Evaluation participation, that would	[REDACTED] for each of the 4 years of implementation.	[REDACTED]

<p>otherwise need to be paid with non-TIF funds in order to implement the plan for fiscal sustainability under Absolute Priority 2. Please see Goal 5 and Section C.3 for more information.</p>		
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9. Total Direct Costs [REDACTED] The sums of lines 1-8.

10. Indirect Costs [REDACTED] The applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency. According to I-6 of the TIF FAQ for the 2010 Competition and Grant Awards, a grantee that does not have a federally recognized indirect cost rate agreement may charge its grant for indirect costs at a temporary rate of ten percent of budgeted direct salaries and wages, per 34 C.F.R. section 75.560(c). If awarded a TIF grant, Chalkboard will submit an indirect cost rate proposal to its cognizant Federal agency within 90 days of receiving its TIF grant award notification. Ten percent of [REDACTED] (lines 1-2) is [REDACTED].

11. Training Stipends (\$0): Not applicable for the TIF program.

12. Total Costs [REDACTED] : This represents the sum total of direct costs, indirect costs and differentiated compensation paid during Year 5, the final year in the implementation period.