

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 # S385A100146

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

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

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application.

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

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission		
<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:		4. Applicant Identifier:
7/6/2010		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
To be assigned		To be assigned
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: School Board of Miami-Dade County, Florida		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
[REDACTED]		[REDACTED]
d. Address:		
* Street1:		1450 NE Second Avenue
Street2:		
* City:		Miami
County:		Miami-Dade
State:		FL
Province:		
* Country:		USA
* Zip / Postal Code:		33132
e. Organizational Unit:		
Department Name:		Division Name:
Intergovernmental Affairs, Grants Administration, and Community Services		Grants Administration
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Ms.	* First Name:
		Iraida
Middle Name:	R	

* Last Name: Mendez-Cartaya

Suffix:

Title: Assistant Superintendent

Organizational Affiliation:

Miami-Dade County Public Schools

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

██

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

84.385A

Title:

Teacher Incentive Fund

13. Competition Identification Number:

Title:

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

Miami-Dade County, FL

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

The Core Initiative: Creating Opportunities to Reward Educators

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 17, 18, 20, 21, 25

* b. Program/Project: 17, 18, 20, 21, 25

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Alberto
Middle Name: M
* Last Name: Carvalho
Suffix:

Title: Superintendent of Schools

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

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 School Board of Miami-Dade Count...

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
3. Travel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
6. Contractual	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ 804,678	\$ 1,871,436	\$ 2,133,396	\$ 2,362,356	\$ 2,439,823	\$ 9,611,689
10. Indirect Costs*	\$ 32,509	\$ 75,606	\$ 86,189	\$ 95,439	\$ 98,568	\$ 388,311
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 837,187	\$ 1,947,042	\$ 2,219,585	\$ 2,457,795	\$ 2,538,391	\$ 10,000,000

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 4.04%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 School Board of Miami-Dade Count...

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	\$ 165,856	\$ 159,056	\$ 256,556	\$ 424,056	\$ 583,556	\$ 1,589,080
2. Fringe Benefits	\$ 23,405	\$ 21,947	\$ 42,851	\$ 78,763	\$ 112,960	\$ 279,926
3. Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 192,261	\$ 184,003	\$ 302,407	\$ 505,819	\$ 699,516	\$ 1,884,006
10. Indirect Costs	\$ 7,766	\$ 7,433	\$ 12,216	\$ 20,435	\$ 28,260	\$ 76,110
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 200,027	\$ 191,436	\$ 314,623	\$ 526,254	\$ 727,776	\$ 1,960,116

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: Alberto M. Carvalho

Title: Superintendent of Schools

Date Submitted: 05/25/2010

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 type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input 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: School Board of Miami-Dade County, FL Address: 1450 NE Second Avenue City: Miami State: FL Zip Code + 4: 33132-1308 Congressional District, if known: 18	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:	
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): Alcade, Hector Address: 2111 Wilson Boulevard, 8th Floor City: Arlington State: VA Zip Code + 4: 22201-3001	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): McBeth, Danielle Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Alberto M. Carvalho Title: Superintendent of Schools Applicant: School Board of Miami-Dade County, Florida Date: 06/21/2010	
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

School Board of Miami-Dade County, Florida

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Alberto Middle Name: M
Last Name: Carvalho Suffix:
Title: Superintendent of Schools

Signature: _____ Date: 05/25/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement

File : [C:\fakepath\TIF GEPA.pdf](#)

General Education Provisions Act (GEPA)

Miami-Dade County Public Schools (M-DCPS) is committed to providing equitable access to, and participation in, the proposed project for teachers and administrators from selected high-need elementary schools. *The CORE Initiative: Creating Opportunities to Reward Educators* will serve program beneficiaries regardless of race, color, religion, sex, national origin, disability, gender, or home language. Miami-Dade County Public Schools adheres to Title VII that prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral and other aspects of employment on the basis of race, color, religion, sex or national origin.

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance, and strives affirmatively to provide equal opportunity for all as required by:

- Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, or national origin.
- Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.
- Title IX - Education Amendments of 1972, prohibits discrimination on the basis of gender.
- Age Discrimination in Employment Act of 1967 (ADEA), as amended, prohibits discrimination on the basis of age with respect to individuals who are at least 40.
- Equal Pay Act of 1963, as amended prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.
- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against the disabled.
- Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- The Family and Medical Leave Act of 1993 (FMLA) requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.
- The Pregnancy Discrimination Act of 1978 prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.
- Florida Education Equity Act (FEEA) prohibits discrimination against a student or employee on the basis of race, color, religion, sex, national origin, age, handicap or marital status.
- School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Hostile treatment or violence against a student, teacher or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The district's Division of Educational Opportunity monitors compliance with the various applicable federal and state statutes, as well as School Board Rules dealing with equal access. The Division receives and responds to complaints from applicants, employees, students and parents in compliance with relevant School Board Rules.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Ms. Iraida R Mendez-Cartaya

Address:

* Street1: 1450 NE Second Avenue, Suite 931
 Street2:
 * City: Miami
 County: Miami-Dade
 * State: FL * Zip / Postal Code: 33132 * Country: USA

* Phone Number (give area code) (305)995-1497 Fax Number (give area code) (305)995-3088

Email Address:

IMENDEZ@DADESCHOOLS.NET

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: FWA00006229

Please attach an explanation Narrative:

Attachment:

Title : Human Subjects Research
 File : C:\fakepath\Human Subjects Research.pdf



Miami-Dade County Public Schools ensures compliance with Human Subjects Research through the Institutional Review Board of its evaluators.

The District also has renewed its Federal-Wide Assurance through the Office of Program Evaluation.

Project Narrative

Project Abstract

Attachment 1:

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

Abstract

The CORE Initiative: Creating Opportunities to Reward Educators

Introduction. Miami-Dade County Public Schools (M-DCPS) is seeking grant support through the Main Teacher Incentive Fund (TIF) Competition to develop and implement a performance-based compensation system in several of its struggling elementary schools. *The CORE Initiative: Creating Opportunities to Reward Educators* is an innovative project designed to increase teacher and administrator effectiveness in high-need schools through incentives and professional development which will result in increased student achievement.

Eight (8) high-need elementary schools serving Grades K-5 will participate in this pilot program. Project design is the result of an intensive planning and design process that included input from teachers, assistant principals, principals, district administrators, union representatives, state education officials, and an external evaluator. The project will provide substantial performance-based incentive payouts which are based on a challenging set of criteria to determine eligibility.

Need. The selected schools meet the federal definition of high-need with 89% or more of students eligible for free and reduced price lunch. Low performing schools in Miami-Dade County struggle to recruit and retain highly-qualified teachers and administrators.

Design. The incentive structure incorporated in *The CORE Initiative* will enable these high-need schools to recruit, reward, and retain the highly-effective teachers and administrators who are needed to engage and teach their students to succeed despite the many challenges they face. *The CORE Initiative* will serve as a catalyst for change in these schools, supporting a culture of continuous improvement leading to increased teacher effectiveness and student achievement. The pilot project will help build a model of successful school change and a performance-based compensation system that can be replicated in the future. Participating schools were jointly selected by M-DCPS and the teachers' union. Individual participation in the project will be voluntary for instructional staff.

The performance-based compensation system (PBCS) is based on reliable, transparent student data that will allow M-DCPS to identify varying levels of effectiveness among its school-site instructional and administrative personnel. The levels of effectiveness will help drive differentiated performance-based compensation and professional development. During an initial 10-month planning period, M-DCPS will take the necessary steps to put all core components of the PBCS in place.

Key project objectives are:

- Objective 1: Improve student achievement at high-need schools so that increasing numbers of teachers and administrators qualify for the new performance-based compensation system.
- Objective 2: Increase teacher effectiveness in participating high-need schools.
- Objective 3: Improve administrator effectiveness and instructional staff deployment practices.

Evaluation. WestEd will conduct the formative and summative evaluations. M-DCPS and WestEd will participate fully in evaluation(s) of the TIF program conducted by the United States Department of Education.

Budget. The total requested over the five years is \$ [REDACTED] M-DCPS will provide a match of \$ [REDACTED] million for the same period.

Project Narrative

Application Narrative

Attachment 1:

Title: **Project Narrative** Pages: **61** Uploaded File: **Final CORE Narrative.pdf**

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B. Union, Teacher, Principal Commitment Letters or Surveys

1. Letter of Understanding – Miami-Dade County Public Schools and the United Teachers of Dade
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- Qualifications of External Evaluation Firm
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- Christine Master
- Carolyn Guthrie
- Cindy Caldwell

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- Instructional Performance and Growth System (IPEGS)
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Overview. Miami-Dade County Public Schools (M-DCPS, or the District) is seeking grant support through the Main Teacher Incentive Fund (TIF) Competition to develop and implement a performance-based compensation system in 8 struggling elementary schools. *The CORE Initiative: Creating Opportunities to Reward Educators* is an innovative five-year project designed to increase teacher and administrator effectiveness at high-need schools, through incentives and professional development support, which will result in improved student achievement.

The performance-based compensation system (PBCS) is based on reliable, transparent student data that will allow the District to identify varying levels of effectiveness among its school-site instructional and administrative personnel. The levels of effectiveness will help drive differentiated performance-based compensation and professional development. Year 1 will include a planning period of 10 months during which M-DCPS will take the necessary steps to put all core components of the PBCS in place.

Absolute Priority 1

Differentiated Levels of Compensation for Effective Teachers and Principals

The performance-based compensation system (PBCS) proposed by Miami-Dade County Public Schools (M-DCPS) offers incentives that give significant weight to student growth as defined in the Notice Inviting Applications in the Federal Register dated May 21, 2010 and determined by assessments including the Stanford Achievement Test (10th edition), the Florida Comprehensive Assessment Test (FCAT), and the Florida Assessments for Instruction in Reading (FAIR). The proposed PBCS offers three ways for teachers to earn performance-based compensation, two of which are based on student growth: 1) the percentage of a teacher's students who demonstrate student growth of one level; 2) the number of a teacher's students who demonstrate student growth of two levels or more; and 3) the percentage of students who

demonstrate proficiency. In addition, end-of-course exams will be developed in art, music, and physical education.

The District's teacher evaluation system (Instructional Performance Evaluation and Growth System or IPEGS) currently requires one observation per year using an objective evidence-based rubric, aligned with professional teaching standards. A second observation will be added to IPEGS evaluations for participating teachers. During the Planning Year, additional training on classroom observation will be provided to better ensure inter-rater reliability. The District's principal and assistant principal evaluation system will incorporate two observations in participating schools. Both the teacher and principal evaluation systems are an integral part of the District's existing strategy for strengthening the educator workforce. Changes proposed for the PBCS are also aligned with Florida's Race to the Top proposal submitted June 1, 2010.

Finally, differentiated incentives are expected to be substantial enough to influence behavior as approximately half of the grant award is budgeted for performance-based incentives for teachers, assistant principals, and principals.

Absolute Priority 2

Fiscal Sustainability of the Performance-Based Compensation System (PBCS)

The *Notice Inviting Applications* in the Federal Register dated May 21, 2010 requires applicants to provide evidence that M-DCPS has projected costs associated with the development and implementation of the PBCS during the project period and has accepted the responsibility to provide such performance-based compensation to teachers, principals and other personnel who earn it under the system during this time. The project costs have been outlined in the budget narrative; M-DCPS will provide the incentives as earned to teachers and administrators.

In addition, M-DCPS is committed to provide an increasing share of the compensation-based compensation paid to teachers and administrators during the project period and beyond.

Project design calls for aggressive sustainability efforts beginning in the planning period and continuing through the life of the five-year grant period. Through the development of a formalized sustainability plan, activities will include budgeting, fundraising, and advocacy for continued funds beyond the life of a TIF award. Fundraising activities will include identification and outreach to funders including, but not limited to, the Bill and Melinda Gates Foundation and the Wallace Foundation; federal funders such as the Institute for Education Sciences for validation and/or scale-up funding of the PBCS; Florida State Department of Education grant opportunities that fund performance-based incentives; and outreach to local funders such as the Motorola and AT&T Foundations. Advocacy efforts will include adding performance-based systems to the District's state and federal legislative agenda; adding performance-based systems to the District's agenda for education compacts with local municipalities; and outreach about the benefits of performance-based compensation systems through public relations messaging to teachers, parents, business partners and the community-at-large.

In order to increase the probability of success, particularly in light of the increased burden on an already-reduced staff and District hiring restrictions in place for full-time staff, TIF grant funds have been allocated to hire a consultant to serve as the sustainability consultant. Over the five year grant, this individual will work under the direction of the Assistant Superintendent of Intergovernmental Affairs and Grants Administration.

Absolute Priority 3
Comprehensive Approaches to Performance-Based Compensation System (PBCS)

Having signed a Memorandum of Understanding for Participating LEAs with the teachers' union as part of Florida's *Race to the Top* award, the design team began each conversation by placing the Teacher Incentive Award within the context of two possibilities. If Florida won a *Race to the Top* award, the Teacher Incentive Award must be integrated

seamlessly into the reforms that would be implemented district-wide. A key requirement of Florida's Race to the Top application is the fact that 50% of teacher evaluation will consist of student growth measures, of which 40% will be defined by the State. With this consideration in mind, as well as the funder's purpose and the needs of stakeholders and the District, the decision was made to base incentives on state standardized achievement exams for tested grades and subjects, the Florida Comprehensive Assessment Test (FCAT) for Grades 3-5, Stanford Achievement Test for Grades 1 and 2, the Florida Assessments for Instruction in Reading for Kindergarten; and rigorous district-wide end-of-course exams for difficult-to-measure subjects such as art, music and physical education.

Competitive Priority 5

Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools

Over the past five years, M-DCPS has transformed its human capital efforts to be data-driven. This includes a comprehensive study on historical attrition and projected vacancies, as well as the beginning stages of a District-wide enterprise resources planning software implementation. By studying our turnover, M-DCPS has been able to identify schools and subject areas that tend to have difficulty retaining instructional staff. Our research has shown that the experience of the instructional staff member was highly correlated to the voluntary attrition. More specifically, 50% of all voluntary attrition occurs in teachers with three or less years of experience. In turn, the proposed performance-based compensation system outlined in this grant application was developed to target this subpopulation. Our starting teacher salary is \$38,500 with a cost of living in Miami-Dade County significantly above the average U.S. city (According to surveys conducted by the American Chamber of Commerce Researchers Association during the 4th quarter of 2006, Miami's cost of living index was 113.8 where the

average city is 100.0. This cost of living index reflects the cost of housing, transportation and various consumer items.). By providing performance-based incentives up to \$10,000 per year, M-DCPS believes it will be able to retain highly-effective teachers.

Based upon the aforementioned District study, M-DCPS determined that its highest projected need for teachers was in the grade levels K through 3. This is based on many factors, the sheer size of M-DCPS (and related quantity of elementary teachers needed) being a primary one. To fill these elementary positions the District recruits from external sources as well as leverages internal staffing opportunities (e.g., surplus and transfers). Traditionally, the eight schools being proposed to participate in this grant have had challenges in recruiting new teachers, based on a variety of issues such as student demographics, historical student performance, geographical location and, in many cases, simply perception. The opportunity to earn performance-based incentives will, ideally, shift the supply and demand curves of the labor market as they pertain to applicants to these schools. This theoretical framework for changing behavior will be implemented, in part, through a focused communication plan involving the current instructional staff of these schools, their principals, and leadership of the local teachers' union, the United Teachers of Dade. By bringing these stakeholders into the grant writing process, M-DCPS has been able to glean valuable feedback, mitigate vast amounts of concern, and create county-wide interest about this innovative initiative.

Additional Eligibility Requirement

As a current TIF Grantee, Miami-Dade County Public Schools confirms that the proposed project will be implemented in schools that are not part of the 2007 grant award. *The CORE Initiative* will serve educators in high-need schools in which TIF-supported activities are not currently taking place.

NEED

1. ***The high-need schools (as defined) whose educators would be part of the PBCS have difficulty – (i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as math, science, English language acquisition, and special education; and (ii) Retaining highly qualified or effective teachers and principals.***

Recruitment and retention in the nation's fourth largest school district is fraught with challenges. Chief among them is the large number of urban schools that have been identified by the State of Florida as persistently low-achieving. The sanctions applied to these schools (particularly those with a school grade of *D* or *F*) by the Florida Department of Education under its Differentiated Accountability program, are comparable to those required in United States Department of Education's *Race to the Top* application (i.e., the turn-around, re-start model, and transformation model as well as school closure). Under normal circumstances, the increased accountability, longer school hours and challenging environments negatively impact recruitment and retention. However, the confluence of sanctions, the national dialogue on teacher compensation, and the federal reform agenda have provided a unique opportunity to experiment with compensation systems that reward teachers for student academic growth, with persistently low-performing schools as the best-positioned incubators.

M-DCPS has championed performance-based compensation since it first became available at the State level. While, some of the inherent shortcomings in the state developed Merit Award Program (MAP) caused negotiations to falter, this has not prohibited the District and the Teachers' Union from continued discussions and strategizing in the area of performance-based pay. We have achieved noticeable successes recently with other performance-based pay initiatives such as: the Letter of Understanding with the teachers' union for participation of nationally board-certified teachers in the 2007 TIF award (Project RISE); the Letter of Understanding with the teachers' union allowing recruitment incentives for teachers in a

transformation model at the Edison Eduplex, which serves one of the most high-need, low-performing feeder patterns in the District; and the teachers’ union signature on the Memorandum of Understanding for Participating LEAs in Florida’s Race to the Top application.

While results at the lowest-performing schools have been substantial, the migration of effective teachers has been at the expense of schools on the cusp of achievement, particularly C schools. This proposal attempts to remedy that situation by allowing teachers to opt-in to a performance-based compensation system for which financial incentives are based entirely upon student achievement as measured by rigorous, standardized achievement tests. The proposal was designed to be integrated seamlessly in the event of a Race to the Top award. Most significantly, support from the teachers’ union on this grant proposal marks a major milestone in the history of negotiations between M-DCPS and the teachers’ union.

School Selection. The decision was made to focus on eight schools in one geographic region, in grades K through 5. Schools in the region were ranked by the percent of students eligible for free or reduced-price lunch as defined in the Notice Inviting Applications dated May 21, 2010 and then by enrollment. Once ranked, schools with fewer than 600 students were selected; the region superintendent was consulted; and individual principals were contacted to determine interest. Schools that were filtered out were replaced by the next schools on the list.

All schools with the exception of two were C schools in 2008-2009. A school that had declined

School Grade	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Elementary						
Van E. Blanton Elem.	n/a	A	A	A	A	B
Broadmoor Elem	C	D	B	C	C	C
Carrie Meek/Westview Elem	C	B	C	B	C	C
Golden Glades Elem	C	C	C	D	C	C
Lakeview Elem	D	A	A	A	C	C
Miami Park Elem	C	C	C	F	C	C
Nathan B. Young Elem	C	A	F	D	C	C
Rainbow Park Elem	B	B	B	D	D	A

from a steady A to a B, as well as a school that had improved from a D to an A were kept in the

treatment group in order to assess the impact on high performers in decline and low performers with recent, marked success. Having completed this process, the Office of Program Evaluation was contacted to compare the schools selected to the rest of the District, and to select comparison schools for the evaluation.

2. *Student achievement in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels; and*
3. *A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.*

Methodology

The poor performance of treatment schools with respect to comparable schools was established relative to schools within the same LEA as well as relative to schools within a neighboring LEA within the same state. Comparable schools for the purpose of this analysis are those of similar size and grade organization and percentages of students who are African-American, Hispanic, English Language Learners (ELL), Gifted (where available), Students with Disabilities (SWD), and Free/Reduced Lunch eligible.

Same LEA. The treatment group for this analysis was the eight schools selected to participate in the Teacher Incentive Fund (TIF) program. A control group was selected for these schools matched in terms of relevant variables. Seven District schools were matched to every TIF school on each of the similarity measures listed in the above paragraph.

The demographic variables were computed by aggregating individual student characteristics to the school level using data obtained from the Data Warehouse as of the end of June 2009. Matching was then conducted using *Multivariate and Propensity Score Matching Software with Automated Balance Optimization* (Sekhon, 2009) in R version 2.9.1 (R Development Core Team, 2009) with any correlations among the matching variables handled by

the software through the use of Mahalanobis Distances in the weighting matrix. Comparisons between the TIF and control schools were then conducted on each of the matching variables using independent samples *t*-tests and found to be not statistically significant, which indicates that the TIF and the control schools were comparable on all of the matching variables. This created a control group that was comparable in terms of each of the matching variables.

The *Points Earned* underlying the school grading system was used as the measure of school performance for this analysis. The Points Earned is computed by summing eight measures of school performance on the Florida Comprehensive Assessment Test and Writing Assessment: the percentages of students proficient in reading, mathematics, science, and writing; and, the percentages of students overall and in the lowest quartile who make annual learning gains in reading and mathematics (Florida Department of Education, 2009a). The mean Points Earned of the treatment and control group was compared in order to contrast performance. Independent samples *t*-tests were used to assess the statistical significance of the comparisons.

Different LEA. The treatment group for this analysis was the eight schools selected to participate in the Teacher Incentive Fund (TIF) program. A control group was selected for these schools matched in terms of relevant variables. Nine South Florida schools were matched to every TIF school in terms of school size, grade organization, and percentages of students who are African-American, Hispanic, English Language Learners (ELL), Students with Disabilities, and Free/Reduced Lunch (FRL) eligible.

The demographic variables were obtained from State databases used in the computation of Adequate Yearly Progress (Florida Department of Education, 2009b). Therefore, they represent only tested students within each school. Matching was then conducted using *Multivariate and Propensity Score Matching Software with Automated Balance Optimization*

(Sekhon, 2009) in R version 2.9.1 (R Development Core Team, 2009) with any correlations among the matching variables handled by the software through the use of Mahalanobis Distances in the weighting matrix. Comparisons between the TIF and control schools were then conducted on each of the matching variables using independent samples *t*-tests and found to be not statistically significant on four of the six matching variables. This created a control group that was comparable on all the matching variables except school size and FRL eligibility.

Results. The poor performance of TIF schools with respect to other similar schools was established relative to schools within the same LEA as well as relative to schools within a neighboring LEA within the same state.

Same LEA. Seven District schools were matched to every TIF school in terms of percent African-American, Hispanic, English Language Learners (ELL), Gifted, Students with Disabilities, Size, and Free/Reduced Lunch eligibility creating a group of District schools that was comparable on each of the matching variables as indicated by the non-significant independent samples *t*-tests results comparing the groups' means on each of the matching variables (see Appendix A). The results of the comparison of points earned that followed showed that the performance of the TIF group ("C," $M = 477.38$, $SD = 33.13$, $n = 8$) was lower than that of the control group ("B," $M = 507.31$, $SD = 58.77$, $n = 54$). This result of this comparison is statistically significant ($t [14.62] = -2.11$, $p < .05$).

Different LEA. Nine South Florida schools were matched to every TIF school in terms of percent African-American, Hispanic, LEP, Disabled, Size, and Free/Reduced Lunch eligibility creating a group of South Florida schools that was comparable on four of the six matching variables as indicated by the non-significant independent samples *t*-tests results comparing the groups' means on each of the matching variables. The points earned was then partialled of the

impact of the two unmatched variables (size and FRL eligibility) using least squares regression, prior to comparing the groups' achievement. Data used to validate the control group are included in Appendix A.

PROJECT DESIGN

1. Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined) based upon their effectiveness as determined in significant part by student growth (as defined). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether –

Miami-Dade County Public Schools (M-DCPS) has leveraged a cross-functional team, in collaboration with leadership from the teachers' union, the United Teachers of Dade, and the administrators association, the Dade Association of School Administrators, to develop a distinctive Performance-Based Compensation System (PBCS). This system is predicated on reliable, transparent student data that will allow the District to identify varying levels of effectiveness among its school-site instructional and administrative personnel. The levels of effectiveness will help drive differentiated performance-based compensation and professional development. In turn, these measures are aimed at augmenting and enhancing the current recruitment and retention of human capital at the affected schools, in hopes of significantly increasing the performance of our students.

To develop the District's proposed PBCS, the team researched student growth measures and pay-for-performance models in the State of Florida and across the country. Currently, Florida uses a measurement of "learning gains" to evaluate school performance based upon the Florida Comprehensive Assessment Test (FCAT). The FCAT, administered to students in Grades 3 through 11, consists of criterion-referenced tests (CRT) measuring selected benchmarks in mathematics, reading, science, and writing from the Next Generation Sunshine State

Standards (NGSSS). Results from these tests are used to place students in five levels of proficiency, ranging from a Level 1 (the lowest level) to Level 3 (proficiency) to Level 5 (the highest level).

Students make learning gains as measured by the FCAT if they:

- a. improve one or more FCAT achievement levels, (e.g., from Level 1 to Level 2);
- b. maintain their achievement levels within Levels 3, 4, or 5; or
- c. demonstrate more than one year's growth when remaining in achievement Level 1 or 2 for both years. Under this alternative, one year's growth is defined in terms of the difference between a student's current year and prior year FCAT developmental scale score. Students who remain in Levels 1 or 2 are credited with learning gains for reading and mathematics if they improve more than the specified cut-off scores (point differentials between prior and current year developmental scale score).

Note: Retained students are included in methods *a* and *b* above but not in method *c* due to the fact that the definition of one year's growth is based upon taking the FCAT at the next higher grade. Also, when achievement level scores drop (e.g., from Level 4 to Level 3), they are not counted as having made learning gains, even if the lower score is at or above proficiency.

This criterion, however, does not account for the magnitude of student growth, nor does it allow for distinction between effective and highly effective teachers. For example, a teacher whose student demonstrates learning gains from Level 1 to Level 2, is accounted for in the same manner as a teacher whose student grows from Level 1 to Level 3 (proficiency) or higher.

Taking this into account, the District developed a model that distinguishes between learning gains that demonstrate student proficiency (i.e., effective teachers) and learning gains

that demonstrate two distinct levels of growth, providing a growth measure that distinguishes between effective and highly effective teachers.

(i) The methodology the LEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined).

Valid and Reliable Measures of Student Growth.

Assessments for reading, mathematics and science. The measures of student growth as well as proficiency to be used in the PBCS for reading and mathematics are illustrated in the table below. Also included is a measure for proficiency in science. In Florida, science is tested for the first time in fifth grade.

Grade	Assessment	Acronym	Growth & Proficiency		Proficiency Science
			Reading	Math	
K	Florida Assessments for Instruction in Reading	FAIR	Y	Y	
1	Stanford Achievement Test, 10th edition	SAT-10	Y	Y	
2	Stanford Achievement Test, 10th edition	SAT-10	Y	Y	
3	Florida Comprehensive Assessment Test	FCAT	Y	Y	
4	Florida Comprehensive Assessment Test	FCAT	Y	Y	
5	Florida Comprehensive Assessment Test	FCAT	Y	Y	Y

The high-need schools selected to participate in the PBCS are all elementary schools. In Years 2 through 5, any schools that are currently departmentalized will shift to the traditional paradigm (one teacher teaching all subjects with reading and math coaches, as applicable). This will ensure that, while science is only tested in Grade 5, science teachers will be eligible for the PBCS incentives by virtue of the fact they will also teaching reading and math.

Assessments for hard-to-measure content areas. As stated in Florida’s most recent Race to the Top application, the Florida Department of Education (FLDOE) will establish criteria and provide resources for LEAs that collaborate on well-designed proposals for design and development of assessments for areas such as art, music, and health (including physical education) that are difficult to measure objectively. FLDOE expects to release and RFP in 2011 and up to seven awards are anticipated with work commencing in the fall of that year. A

description of M-DCPS' plan for developing assessments in hard-to-measure content areas is provided at the end of the *Description of Assessments* that follows.

Implementation Schedule. The implementation schedule at right is based on the standardized assessments selected for reading, math, science and for Grades 1 and 2, as well as the development schedule for hard-to-measure content areas. Additional information on the timeline for implementation is provided in the section on Adequacy of Support.

Description of Assessments.

Florida Comprehensive Assessment Test (FCAT). The Florida Department of Education began administering the Florida Comprehensive Assessment Test (FCAT) in 1998 as part of Florida's overall plan to increase student achievement by implementing higher standards (<http://fcats.fldoe.org/fcat/>). The FCAT, administered to students in Grades 3 through 11, consists of criterion-referenced tests (CRT) in mathematics, reading, science, and writing, which measure student progress toward meeting the State's curriculum standards.

As noted in Florida's most recent Race to the Top proposal, beginning in the 2010-2011 school year, Florida is transitioning to revised statewide assessments – the Florida Comprehensive Assessment Test (FCAT) – as well as end-of-course assessments in high school. These assessments are designed to measure more rigorous, internationally-aligned content standard, specifically Florida's Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards (CCS) in which Florida is participating with other States. As the Florida Department of Education rolls out these new assessments, M-DCPS will incorporate them into the PBCS.

Stanford Achievement Test, 10th edition (SAT-10). The Stanford Achievement Test (SAT-10), currently published by Pearson Assessment & Information, is one of the leading

standardized achievement tests utilized in the United States for assessing academic knowledge from kindergarten through high school. It is available in 13 levels that roughly correspond to the year in school. Each level is broken into subtests or strands covering various subjects such as reading comprehension, mathematical problem solving, and science. The SAT-10 is comprised of multiple-choice items which represent content sampled across national and state instructional standards, as determined by an extensive review of curricula and educational trends conducted by national professional educational organizations. Test scores can be reported in several different formats that measure performance in different ways, including a developmental scale, and norm-referenced scores (i.e., percentile ranks and stanines) that compare a student's performance with that of a representative sample of students across the United States.

In Florida a secure version of the SAT was administered in grades 3 – 10 as the FCAT NRT. It was implemented concurrently with the FCAT SSS, which addressed the state's standards, from 2000 through 2008 at which time it was eliminated due to budget constraints.

Aligning the FCAT and SAT-10. In order to align the FCAT and SAT-10 assessments for use in the PBCS, the Research Division from M-DCPS will utilize a statistical model that converts the norm-referenced test scores to five achievement level scores corresponding to levels used in FCAT testing. Specifically, the percentile scores from the norm-referenced test will be translated to achievement levels based on the average observed percentile spans of equivalent FCAT tests over the last three years.

Florida Assessment for Instruction in Reading (FAIR). The Florida Assessment for Instruction in Reading (FAIR) is a screening, diagnostic and ongoing progress monitoring assessment that measures phonemic awareness, phonics, fluency, vocabulary and comprehension (<http://oada.dadeschools.net/TestingCalendar/testingprograms/-FAIR%20description.pdf>). In

grades K-2 the assessment is administered individually to students. In grades 3- 12 the assessments are computer-adaptive and delivered on Internet-connected computers. Results are immediately available to teachers and schools for targeting instruction through the Progress Monitoring and Reporting Network (PMRN). Teachers may use results to group students for differentiated instruction through intervention. The test is required for all kindergarten students as part of the Florida Kindergarten Readiness Screener (FLKRS), for all students in grades 1-3, and for all students scoring in FCAT Levels 1, 2, and 3 in grades 4-12. For the purposes of the proposed PBCS, FAIR will be the assessment used to measure teacher effectiveness in Kindergarten.

M-DPCS- Developed End-of-Course (EOC) Exams (Art, Music and Physical Education).

M-DCPS will develop end-of-course (EOC) assessments for three traditionally difficult-to-measure subjects, Art, Music, and Physical Education. The exams will be developed by District staff and will utilize the Examview/Edusoft system already in use in the District. This process is expected to take three years. The decision to implement all three subjects simultaneously was made at the teachers' union's request, to ensure that all teachers will be able to participate in the program for at least two years.

By the end of Year 1 (2010-2011, the Planning Year), a preliminary item pool and field test results will be available. The field test will provide data for all items in the preliminary item pool to determine their psychometric properties. Based on these preliminary results, items that perform well will be placed in the permanent item bank, which will then be used to create the EOC exams for the baseline assessment to be administered at the end of Year 2. Exam forms for the baseline assessment will also test new items for potential addition to the item bank.

By the end of Year 2 (2011-2012), a permanent item bank will be available, as well as data on the baseline administrations. These data will be analyzed in Year 3.

During Year 3 (2012-2013), the EOC exam development activities described for Year 2, above, will be repeated in Year 3 with modifications as necessary to accommodate an expansion of the end-of-course testing program. In addition, in the beginning of Year 3, Assessment, Research and Data Analysis and Curriculum & Instruction will conduct standard-setting activities (i.e., identifying cut-off points for determining teacher effectiveness) for courses selected in Year 1. By the end of Year 3 (2012-2013), the first operational administration would be administered.

- (ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teacher, principal and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and*
- (iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be “effective” for the purposes of the proposed PBCS.*

Awards of sufficient size and determination of effectiveness. The narrative for this section begins with an explanation of how teachers, principals and other personnel are determined to be effective for the purpose of the proposed PBCS (*Selection Criteria I(iii) for Project Design*), followed by the rationale for the performance-based compensation amounts (*Selection Criteria I(ii) for Project Design*).

Determining Effectiveness

Three ways to earn performance-based compensation. For teachers, principals and assistant principals, a 3-tiered PBCS framework was developed using the assessments described above to determine performance awards as follows:

- Student Academic Growth. Students’ individual assessment results will be compared for two years. Students who improve an entire performance level will be considered to have made growth.
- Exceptional Student Academic Growth. Students’ individual assessment results will be compared for two years. Students who improve two or more performance levels will be considered to have made exceptional growth.
- Student Academic Proficiency. Students’ individual assessment results will be examined for the current year. Students who achieve a specific performance level (i.e., equivalent to an FCAT Level 3 or above) or percentile rank (i.e., 50th percentile or above) will be considered to have reached proficiency.

Student Academic Growth

The first measure of student growth used in the proposed PBCS system is determined by the *percentage* of all of students taught by one teacher who demonstrate *one* or more levels of improvement during the school

Student Academic Growth		
Effectiveness Range	Range	
	Begins	Ends
Range 4	80%	100%
Range 3	70%	79%
Range 2	50%	69%
Range 1	40%	49%

year in a specific subject area (as compared to the prior year’s test scores). For example, on the FCAT assessment, this would be represented by a student advancing from Level 1 to Level 2.

For each teacher and subject area, the overall percentage of the cohort of students assigned to a teacher will be used to determine the teacher’s overall effectiveness range as it relates to student academic growth.

For each principal and assistant principal, the overall percentage of the cohort of students assigned to all teachers in the school will be used to determine the administrator’s overall effectiveness range as it relates to student academic growth.

The model and related effectiveness ranges are displayed in the chart above.

(RTTT Note: In the event that Florida wins a Race to the Top award, effectiveness ranges will be re-named to remain consistent with the requirement for evaluation systems to include a comprehensive range of ratings that must include *Effective* and *Highly Effective* in compliance with Section (D)(2)(ii) of Florida’s Participating LEA Memorandum of Understanding.)

Exceptional Academic Growth

The second measure of student growth used to determine performance-based compensation is determined by the *number* of students increasing *two* or more proficiency levels in a subject area. For FCAT subjects, this will only apply to students scoring between a level 1 and level 3 on the previous year’s assessment. This measurement would not apply to students who are already achieving at the highest levels. Teachers will be recognized for this accomplishment on a per-student basis. That is, for every student who shows exceptional growth, teachers will receive an incentive amount based times the number of students who achieve the high growth.

Student Academic Proficiency

The third measure used to determine performance-based compensation is student academic *proficiency* which is determined by the percentage of all of students taught by one teacher who demonstrate proficiency in a subject’s standardized assessment. For an FCAT assessment, this would be represented by a student scoring at a Level 3 or higher. For norm-referenced tests (i.e., the SAT-10 in Grades 1 and 2), this would be represented by a student scoring at a percentile rank of 50 or above.

Student Academic Proficiency		
Effectiveness	Range	
Range	Begins	Ends
Range 4	80%	100%
Range 3	70%	79%
Range 2	60%	69%
Range 1	0%	59%

For each teacher and subject area, the overall percentage of the cohort of students assigned to the teacher will be used to determine that teacher’s overall effectiveness range as it relates to proficiency.

For each principal and assistant principal, the overall percentage of the cohort of students assigned to the school will be used to determine the administrator’s overall effectiveness range as it relates to proficiency.

The model and related effectiveness ranges are displayed above.

Rational for performance-based compensation amounts

The PBCS growth and proficiency measures above will drive targeted professional development and performance-based compensation. In determining the proposed performance-based awards, the historical assessment data of M-DCPS students and teachers of the eight participating schools were analyzed to understand current levels of performance and set prospective, challenging yet achievable benchmarks. Similarly, historical vacancy and attrition rates of these schools were reviewed to determine which subject areas were more prone to turnover and/or which vacancies were the most difficult (i.e., took the longest time) to

Year	Total		
	Amount Available	Growth 60%	Proficiency 40%
2010-2011	n/a	n/a	n/a
2011-2012	750,000	450,000	300,000
2012-2013	1,000,000	600,000	400,000
2013-2014	1,250,000	750,000	500,000
2014-2015	1,315,000	789,000	526,000
Totals	4,315,000	2,589,000	1,726,000

Allocating Teacher Incentives: Growth Effectiveness			
Range	Range		Shares
Range 4	80%	100%	3.0
Range 3	70%	79%	2.0
Range 2	50%	69%	1.0
Range 1	40%	49%	0.5

Allocating Teacher Incentives: Exceptional Student Academic Growth			
Teacher	# of Students	Shares	
		per Student	Total Shares
Employee #12345	5	0.25	1.25
Employee #23456	1	0.25	0.25
Employee #34567	0	0.25	0.00

Allocating Teacher Incentives: Proficiency Effectiveness			
Range	Range		Shares
Range 4	80%	100%	2.00
Range 3	70%	79%	1.00
Range 2	60%	69%	0.75
Range 1	50%	59%	0.50

fill. This review was supplemented by extensive collaboration with the United Teachers of Dade and Dade Association of School Administrators to determine how the PBCS model could best be implemented to improve teacher and principal effectiveness, as well as student performance. This due diligence resulted in a PBCS model with a primary focus on the student growth measures discussed previously.

Award Amounts for Teachers. Award amounts and thresholds being proposed for teachers are illustrated at right based upon a potential TIF award of approximately \$10 million. The size of the proposed performance-based awards for teachers, which include the possibility of a teacher earning up to an additional \$10,000 per year is expected to significantly affect the behaviors of teachers in their decisions as to whether to work in, or remain working in, the high-need schools in which the PBCS is in effect.

The District has allocated \$4.35 million to teacher incentives in the PBCS model. The District has determined a fixed amount of dollars to be allocated annually to performance-based pay for both proficiency and growth. These figures were based on historical performance and projected student achievement.

Allocation. The total dollar amount allocated for each year will be provided to teachers in a pro-rata manner that rewards them for their students' performance. Specifically, meeting specific thresholds of student growth, exceptional growth, or proficiency will reward individual teachers with "shares." In turn, the aggregate of all shares acquired by eligible teachers in each year of the grant will serve as the divisor by which the share's dollar value is determined. As displayed in the tables at right, the shares earned by teachers are dependent upon the range of growth and proficiency demonstrated by their students in tested subject areas. Significantly, two out of the three ways to earn shares (incentive awards) are based on growth.

Non-Classroom Teachers. The pool of teachers who do not have classroom duties in any given year will receive a percentage of the aggregate reward amount that is earned by their instructional colleagues. Note that their amount will be subtracted from the total before any “shares” are cashed in.

Cap on Individual Teacher Payouts. All individual teacher payouts will be capped at [REDACTED]. Dollars earned above this threshold will be placed back into the school’s total aggregate performance pool and re-distributed to the other eligible teachers on the aforementioned pro-rata basis.

Based on the current average annual teacher salary of \$ [REDACTED] at M-DCPS, a \$ [REDACTED] performance-based bonus would, on average, represent a performance-based award of 20% a teachers’ salary, a fact that is expected to reduce voluntary attrition in participating schools significantly below the District’s rate of 50% among instructional employees within the first three years of employment. Similarly, these employees are also our lowest paid instructional employees, some of whom make as little as \$3 [REDACTED] per year. In turn a potential \$ [REDACTED] performance-based award would represent a disproportionately high percentage of their income and, ideally, serve as a lever to retain them in their current schools.

Award amounts for principals. Award amounts and thresholds for principals and assistant principals will be directly aligned to teacher compensation. Specifically, principals and assistant principals will receive a fixed percentage of the total amount of performance compensation received by their instructional staff. Those percentages are as follows:

- Principals: Seven-and-one-half percent (7.5%) of the total instructional performance-based compensation, not to exceed the performance-based payout to any individual teacher at their school

- Assistant Principals: Five percent (5.0%) of the total instructional performance-based compensation, not to exceed the performance-based payout to any individual teacher at their school

Historical data suggests that each school's performance-based compensation for teachers will total between \$ [REDACTED] and Assistant Principals have the potential of receiving substantial performance-based compensation, thereby creating incentives for changes in deployment practices that are intended to increase the number and percent of effective teachers in high-need schools. However, a Principal and Assistant Principal's annual payout may not be greater than the largest payout to one of the instructional employees at their school. Should these percents result in higher payouts; the additional dollar amount will be redistributed to the school's instructional staff on a pro-rata basis. The current District Principal and Assistant Principal schedule is available here: <http://salary.dadeschools.net/salhbk/pdf/040-X7.pdf>.

Eligibility for performance-based compensation. Teachers of Grades K through 5 in participating schools, as well as principals and assistant principals in participating schools, who meet the following parameters, are eligible to participate in the PBCS:

- Teachers, principals and assistant principals must have an overall acceptable evaluation in order to be considered for performance-based compensation. An acceptable evaluation alone does not automatically guarantee a performance-based compensation award.
- Teachers, Principals and Assistant Principals must be present in their schools for at least 99 days of the school year (a "good year"); those in their schools for at least 5 months (99 days) but not the entire academic year will be eligible for performance-based compensation on a pro-rated basis by month after the good year is achieved.

- A teacher must have at least 10 students with assessment results to be eligible to participate; students must be in attendance at the time of both full-time equivalent student census days (traditionally in October and February).
- Non-Classroom teachers are eligible to participate.
- Performance-based awards are paid on an annual basis, are non-recurring, and do not affect base salary.

Voluntary Participation. Participation in the PBCS is voluntary. Teachers may opt-out of the PBCS on or before September 1st of each school year.

Changing behavior. The proposed PBCS operates on the premise that most teachers give their best effort, every day, for the right reasons and *want* their students to achieve at the highest possible levels. It recognizes the potential for targeted professional development based on student data to improve effectiveness to a greater extent than its a la carte counterpart. It incorporates educators' concern that an evaluation system that focuses on effectiveness with multiple rating categories that take into account student growth must do so in a fair, multi-metric, transparent manner. And it hypothesizes that the proposed performance-based compensation awards are more likely than recruitment incentives to influence a teacher's decision to transfer to and remain in a high-need school (or hard-to-staff subject) for the long-term, realizing long-term benefits to students.

The goal at M-DCPS is for 100% of students to meet or exceed proficiency. However, such an endeavor takes time. While the range of effectiveness scale recognizes that teachers, principals and assistant principals often need time to hone their skills, this PBCS model provides strong incentives for teachers, principals and assistant principals to be aggressive in their efforts.

Furthermore, by inextricably intertwining the performance-based compensation of principals and assistant principals to that of teachers, school-site administration are expected to become stronger instructional leaders, encouraging not only student growth, but widespread teacher growth as well. Principal and assistant principals benefit financially only if the individual teachers prosper, in addition to the collective student body.

The PBCS is designed to work in tandem with the District's state-approved teacher and administrator evaluation systems. In the event that Florida wins a Race to the Top award, every effort has been made to ensure that the proposed PBCS meets the requirements of Florida's *Memorandum of Understanding for Participating LEAs* and the draft *Detailed Scope of Work* disseminated by the Florida Department of Education on June 21, 2010.

2. Has involvement and support of teachers, principals and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant.

Communication as the Foundation for Stakeholder Support

The proposed 2010 TIF proposal is predicated upon the importance of input from teachers, principals, assistant principals, the teachers' union (United Teachers of Dade) and the administrators' association (Dade Association of School Administrators) as well as representatives from the District's offices of Professional Development (which is housed in the department of Curriculum and Instruction); Human Resources; Compensation Administration; Assessment, Research and Data Analysis; Program Evaluation; School Operations; Labor Relation; Grants Administration; and Financial Services. In lieu of communicating the plan broadly once awarded, experience in implementing the 2007 TIF award and the 2010 Talent Transfer Initiative (a U.S. Dept. of Education-funded research study through a sub-award from

Mathematica Policy Research Associates) have been the catalyst for early, frequent and persistent communication in the design and development of the 2010 TIF proposal.

Beginning the communication cycle. The teachers' union and the District were in communication about TIF prior to release of the 2010 Request for Proposals (RFP) in the May 21, 2010 issue of the Federal Register. Upon release of the RFP, a concept meeting for internal stakeholders including Curriculum & Instruction, Professional Development, Human Resources, School Operations, Labor Relations, Grants Administration, Financial Services, and the department of Assessment, Research and Data Analysis (which includes Program Evaluation) was convened to review the requirements of the grant, how it could be integrated into Participating LEA commitments if Florida won a Race to the Top award, and the potential for sustainability.

Upon deciding to move forward with the proposal, representatives from United Teachers of Dade (UTD, or the teachers' union) were invited to meet with the District on May 26, 2010 to determine whether the teachers' union would be willing to support a TIF proposal. The TIF grant opportunity was presented within the context of the pending award decision for second round of Race to the Top (RTTT) funding.

The student growth measure was a key consideration within this context. If Florida did not win an RTTT award, the student growth measure for TIF would be defined by the District, requiring the purchase of SAT-10 for non-FCAT-tested grades in schools participating in the PBCS. If Florida won an RTTT award, the student growth measure would be defined by the Florida Department of Education (FLDOE). Whether or not Florida won an RTTT award, the student growth measure would be the one determining factor in the calculation of performance-

based incentive awards, and would continue to be a significant factor in teacher, assistant principal and principal evaluation and development of alternate assessments in non-tested areas.

Other key considerations brought to the table over time included:

- whether or not to participate in the national TIF evaluation;
- how TIF (as well as RTTT) would impact the current teacher evaluation system;
- the fact that TIF requires a minimum of two separate observations per teacher per year with a high degree of inter-rater reliability;
- enhancements needed in data management systems;
- leadership opportunities for teachers deemed to be effective (as defined in the RFP);
- whether existing value-added models would serve the District's needs;
- the number and selection criteria of participating schools; and
- the need for a sensitivity analysis in order to balance incentive amounts sufficient to influence change (in combination with professional development) against budgetary realities.

Since May 26, 2010, the teachers' union has participated in multiple meetings, has invited teachers and principals to at least one District meeting, has participated in presentations to the teachers, principals and Region Superintendent for the high-need schools selected for participation, and has been an indispensable contributor to project design.

Administrator participation in development and design. The Region Superintendent, principals from participating schools, and a principal from the previous TIF award have also been included in design meetings. The Region Superintendent was consulted in the process of school participant selection.¹ Principals and teachers from proposed TIF schools were consulted

¹ See *Need* section for information on participant selection.

about performance incentives for their peers on June 29, 2010, at which time the project team presented an overview of the grant criteria, the proposed PBCS, and the criteria upon which incentives would be paid. The project team also solicited input as to the performance measures relevant to increasing principal effectiveness and activities likely to generate the desired outcomes. (See logic model.)

Using the consensus-building process to build the Communication Plan. As these meetings progressed, the proposal team compiled materials that will continue to be refined for future use in its plan for effectively communicating with teachers, administrators, other school personnel and the community-at large. Each stakeholder group brought different perspectives and good questions regarding project design, roll out and intentional and unintentional consequences. The project has been designed to allow for flexibility and with the understanding that midcourse adjustments will be needed.

Using experience from the 2007 TIF award to build a 2010 Communication Plan. A copy of the 2008-2009 iteration of the Communication Plan for the 2007 TIF award is included in the Appendix.

The need for a Planning Year was evident in a review of the core elements. Agreement was unanimous among all stakeholders that, while components of each element were in place, a planning year would contribute to the project's success by enabling the District to address key components of the data management system, and refine the incentive award schedule, while providing the project team with time to execute key components of the communication and professional development elements. If awarded, the Communication Plan and appendices will adapted to the parameters of the 2010 award during the Planning year,

including but not limited to: information about changes to the IPEGS system for participating schools; and the performance-based compensation award schedule.

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

Principal Evaluation:

Managerial Exempt Personnel (MEP) Performance Management System

The Managerial Exempt Personnel (MEP) Performance Management System has three weighted components to determine an overall performance score. The components are: Key Performance Targets, Administrative Competencies and Professional Growth Targets. The Key Performance Targets are derived through the use of a Performance Dashboard that is customized for each administrator and based on student performance measures. Each administrator will select 3-6 indicators based upon the previous year's school-wide student performance and identified areas needing improvement for the school. Once established and agreed upon, the dashboard can not be changed. The entire dashboard will be 51% of the total evaluation for the administrator.

The Administrative Competencies are defined leadership and technical skills that are required to demonstrate proficiency in the performance of job responsibilities. The Professional Growth Targets are experiences and activities that contribute to growth and enhancement of the administrative competencies needed to meet performance targets. Raw scores for each component are weighted accordingly and combined to determine an overall assessment of an employee's performance. The process ensures that all MEP administrators, both school site and non-school site, contribute to the District's efforts to achieve success in its stated goals and objectives with student achievement being a priority goal.

Teacher Evaluation

Instructional Performance Evaluation and Growth System (IPEGS)

In October 2005, the District embarked on a three-year collaborative process with the United Teachers of Dade, to design, develop, and implement a new teacher evaluation system which at its core directly links teacher evaluation to student performance. The system also provides a strong mechanism for continued teacher professional growth through ongoing, regular dialogue between the teacher and principal, targeted professional development, collegial support, and monitoring of core concepts. The resulting new system, the *Instructional Performance Evaluation and Growth System (IPEGS)*, which was piloted for three years and implemented district-wide during the 2009-2010 school year, is directly aligned with and speaks to all of the major components that are recommended nationally and form the cornerstone of the teacher evaluation prototype of the Race to the Top initiative.

Specifically, the new system incorporates the assessment of both *the act of teaching and the results of teaching* (process and outcomes). The system involves a balanced approach, collecting data from multiple sources including formal and informal observations, student achievement data, formalized goal setting and ongoing progress monitoring.

IPEGS Components

The IPEGS model utilizes the *Goals and Roles Assessment and Evaluation Model*[®] developed by Dr. James Stronge, as the framework for collecting and presenting data to document performance. The framework is based on and aligned to well-defined performance standards, ties teacher's performance evaluation to clearly defined student achievement gains, and incorporates multiple sources of data to assess performance.

In the IPEGS model, teachers are assessed on eight clearly defined performance standards which align with and within the 12 Florida Educator Accomplished Practices defined in Florida

State Board Rule which address key state statutes defining teacher responsibilities and standards.

The eight IPEGS performance standards for teachers are:

1. **Learner Progress** – the teacher’s work results in acceptable and measurable learner progress based on state/local standards, district , school, and/or teacher-defined goals;
2. **Knowledge of Learners** – identifies and addresses learner needs, including sensitivity to individual and cultural differences and learning styles;
3. **Instructional Planning** - including using appropriate curricula, strategies, and resources to develop lesson plans that address the diverse needs of students;
4. **Instructional Delivery and Engagement** - including content knowledge, instructional strategies, and use of technology;
5. **Assessment** - analyzing and using data to measure learner progress, guide instruction, and provide timely feedback;
6. **Communication** – communicating effectively with students, parents, families, staff, and the learning community;
7. **Professionalism** – evidencing legal, ethical, and professional behavior and engagement in professional growth; and
8. **Learning Environment** – creating and maintaining a safe learning environment.

Evidence-based rubric. Within each of these Performance Standards, a four-level, evidence-based rubric depicting a continuum of effectiveness (i.e., Exemplary, Proficient, Developing/Needs Improvement, and Unsatisfactory) is used to define levels regarding how well the standards have been performed. The differentiated performance ratings at the higher end allow assessors to differentiate between teachers who meet the standard and those who exceed expectations. The two lower levels, Developing/Needs Improvement and Unsatisfactory, are

used to provide feedback to teachers who do not meet expectations. For each of the Performance Standards, Performance Indicators have been developed to provide both assessors and assessees with examples of the types of observable, tangible behaviors which could occur if that standard is being met successfully. These are provided in order to help the professionals being evaluated and the professionals conducting the evaluation to clarify job expectation, but are not intended as an exhaustive or exclusive checklist.

Instructional Performance Evaluation and Growth System (IPEGS) Rubric/Rating Scale

Rating	Description	Performance Characteristics
Exemplary	The professional performs at a level that consistently models initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school district’s mission and goals.	High-quality performance: <ul style="list-style-type: none"> • exceeds the requirements contained in the standards as expressed in the evaluation criteria • consistently seeks opportunities to learn and apply new skills
Proficient	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the school district’s mission and goals.	Effective performance: <ul style="list-style-type: none"> • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn an apply new skills • exhibits behaviors that have a positive impact on learners and the school climate
Developing/ Needs improvement	The professional often performs below the established standard or in a manner that is inconsistent with the school district’s mission and goals.	Ineffective performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than quality work performance • leads to areas for professional improvement being jointly identified and planned between the professional and the assessor
Unsatisfactory	The professional consistently performs below the established standard or in a manner that is inconsistent with the school district’s mission and goals.	Poor-quality performance: <ul style="list-style-type: none"> • fails to meet the requirement contained in the standards as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment.

Types of evidence used in the rubric. IPEGS incorporates both data-supported documentation and on-the-job observation of teachers' performance. In addition to the assessor's observation, both the assessor and assessee are provided guidance regarding the multiple sources of evidence (data sources) that can be used to assess and to document performance under the Required Documentation section which is covered in the handbook and specifically addressed in the training. The Required Documentation:

- is a packet of evidence assembled by the assessee to provide supporting documentation regarding his/her performance on the standards;
- is provided to the assessor in advance of the summative evaluation meeting so that it can be used as a reference during the meeting;
- is one component of the multi-source evaluation; and
- is used to complement the observation components of IPEGS.

Multiple forms of evidence can be used to determine proficiency on the eight performance standards, including: student performance on standardized tests, operationally-defined external measures of students' achievement (i.e., national competitions or awards), teacher-developed instructional plans and materials, classroom-based assessment and data collection, or student-generated work demonstrating effective use of technology and mastery of student standards.

IPEGS provides both structure and opportunity for teachers to set goal performance targets for their students' learning. These can incorporate a range of data sources that are appropriate and relevant for the specific teacher and class assignment, and jointly agreed upon by the assessor and the teacher. Examples of data sources for learner achievement that are to be

used in the IPEGS goal-setting process include criterion-referenced tests, norm-referenced tests, standardized tests, such as the *Florida Assessment for Instruction in Reading (FAIR)*, textbook publisher-developed assessment, and student achievement in adjudicated competitions at district, state, or national levels, such as art or science competitions,

Each instructional professional sets an annual performance goal for him/herself (defined in terms) for improving learner achievement. The instructional professional analyzes relevant data sources to determine and define an appropriate goal, which is then reviewed for completeness and adequacy according to criteria by the assessor. Because these goals are data-based performance targets, there are rigorous external measures of learner performance that are incorporated into the annual evaluation. Fairness is ensured because the measure is selected and defined by the instructional professional who is accountable for the outcome.

Professional Development

As a critical element in the deployment of IPEGS throughout the District, extensive professional development has been conducted to communicate to all participants the guiding principles, standards and methodology incorporated into IPEGS. All District personnel for whom IPEGS is the evaluation system, including teachers, instructional support personnel, and student services personnel, have been trained in the 2009-2010 school year. All administrators, including principals and assistant principals, who are responsible for evaluating teacher performance have been trained in the IPEGS evaluation model to address the need for consistency across raters and for a common understanding of the Performance Standards and Performance Indicators and the even-handed and fair application of the rubrics.

The IPEGS training program consists of four sessions incorporating a range of skill-building activities. Participants are trained in the core principles of the *Goals and Roles*

Assessment and Evaluation Model[®], understanding and applying the performance standards and performance indicators, goal-setting and development of appropriate data-based goals, and the communication model which is incorporated into IPEGS

Planning Year Activities Specific to IPEGS

Adding an additional observation to IPEGS evaluations in participating schools.

Currently, new and early career years are observed twice during the year; however teachers on a continuing contract are observed only once during the year. To conform to the requirements of TIF, all teachers in the participating schools will be observed twice a year regardless of their contract status. Additional training will be provided to administrators in the IPEGS model and observation techniques, in any additional requirements of the PBCS observation and documentation system.

Increasing inter-rater reliability. Feedback received from the first full year of IPEGS implementation points to a need to improve the reliability of the observation and rating component across all participants. A significant lesson learned is that the teachers who are assessed under the IPEGS model and the administrators who are the assessors may differ in the relative ratings each party assigns to the same teacher behaviors in an observation. A priority focus for the refinement of the training process in 2010-2011 will be to increase the scoring consistency across raters, and thus the inter-rater reliability of IPEGS, in order to ensure that the system is perceived as rigorous, transparent, fair, and consistent. In order for an effective PBCS to be developed, factors adversely impacting inter-rater reliability of the current IPEGS model will need to be identified and addressed in order to promote participant buy-in and ensure that all stakeholders view the system as equitable and fair.

Communication Plan Components Specific to IPEGS. The Communication Plan will include activities and deliverables for effectively communicating how teachers, administrators, other school personnel will be evaluated and any additional requirements pertaining to evaluation required as a result of receiving a TIF award.

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

Data Infrastructure. MDCPS' Information Technology Services (ITS) office provides the backbone and convergence point for information systems and data management within the District. The thrust of ITS' efforts has been to impact student achievement by developing, modifying, and disseminating the most efficient and effective business practices and procedures. M-DCPS is currently in the midst of migrating to an SAP-based Enterprise Resource Plan (ERP) which is revolutionizing the District's business practices. E-Recruitment and Finance are currently being upgraded, replacing legacy applications that are more than 20 years old. These systems and future modules will streamline all business processes and facilitate fiscal accountability and economies of scale, facilitating the goal of financial efficiency and stability.

Teachers and administrators access and discover ways to tailor instruction to meet individual student needs through the Portal, the Data Warehouse, and Online Analytical Processing (OLAP) tools. The centralized Gradebook provides a framework for teacher training and support, (including individualized assistance for each school's computer technicians), allowing teachers to access achievement data and monitor each student's progress. Existing data systems collect, process, and maintain information for all M-DCPS students and employees, allowing for the analysis of student, teacher and school data. The systems also allow student data to be linked to individual teachers and schools for analysis and reporting.

In addition to the infrastructure developed and maintained by ITS, specialized system capabilities reside within departments that are key components of the PBCS – Assessment, Research and Data Analysis (ARDA); Professional Development; Human Resources (HR); and Compensation.

Assessment, Research and Data Analysis (ARDA). Responsibilities of the office of Assessment, Research and Data Analysis (ARDA) include (but are not limited to) district selection, oversight, analysis, and reporting of standardized assessments, as well as for research and program evaluation. ARDA played a key role in the development of the PBCS, providing insight into current assessment data as well as changes expected through implementation of Florida’s new Next Generation Sunshine State Standards as well as the possibilities if Florida wins a Race to the Top award. Most significantly, ARDA worked closely with the Human Resources department to develop the levels and amounts at which the proposed performance-based awards will be paid.

Data Management System Development Responsibilities for ARDA. ARDA staff will develop the data interface(s) necessary to link student achievement data to teachers, assistant principals, and principals in a format compatible with systems in the following departments:

Professional Development Department (PD) uses district student achievement data to develop its menu of professional development offerings. Additionally, the department works with the school PD Liaison and administrative staff to ensure that all school-based PD is developed that addresses the unique student and teachers needs at each school. The district PD staff will work closely with the eight participating schools to ensure that teachers who have not earned performance-based compensation are provided with the tools and skills needed to improve student achievement.

Data Management Development Responsibilities for PD: Staff in Professional development has in place a plan to work with staff in Information Technology Services and ARDA to automate the teacher evaluation system (IPEGS) so that parts of the system are automatically populated with student achievement and professional development data.

Human Resources (HR) maintains all employee records and administers the evaluation system used for assistant principals and principals.

Data Management Development Responsibilities for HR: Human Resources will upgrade the principal/assistant principal evaluation system and data system to differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor as required by the 2010 TIF RFP and this proposal. In the event that Florida wins a Race to the Top award, the rating categories used will include a comprehensive range of ratings that must include “effective” and “highly effective” as required by Florida’s *Memorandum of Understanding for Participating LEAs* and the draft *Scope of Work* provided by FLDOE on June 21, 2010.

Compensation Administration. Miami-Dade County Public Schools assigns a unique employee number to every district employee that is used not only by Human Resources and by Compensation for payroll processing, but district-wide for other local data management systems such as the *PD Menu and Registration System*, student scheduling, classroom rosters, Student Services’ case management tracking, student testing, and educational delivery. Each school or department is part of the district’s master organizational chart which identifies and tracks the role of each staff member. Any services provided to students are identifiable by the employee number of the staff member providing the service or instruction. Employee numbers link these

local data management systems and provide a key to tie together data for data-driven decision management models without compromising the confidentiality of student records.

Performance awards paid are reported to the State of Florida. Section 1008.385(2), Florida Statutes, mandates that each school district and the Florida Department of Education develop and implement a comprehensive management information system which is made up of compatible components and links to all levels of the state education system. In order to support the statewide process of implementing compatible local and state-level automated information systems, M-DCPS submits local databases on students, finance, and employees according to the survey schedule provided by the State in the data formats required to update the state's comprehensive management information system. This concurs with the District's Full-Time Equivalent (FTE) Reporting activity each October, February, July, and August.

Data Management Development Responsibilities for Compensation Administration.

ARDA will provide Compensation Administration with a list of employees (including employee numbers) who are eligible for performance-based incentives along with the final incentive schedule, ensuring compliance with student record confidentiality rules. Compensation Administration will calculate the amount of performance-based awards as agreed to by Miami-Dade County Public Schools and United Teachers of Dade (UTD) through the collective bargaining process. The agreement is published to clearly identify rules of eligibility and calculation of amount. There is a clear separation of duties between departments with respect to determination of performance award eligibility and calculation of award amounts so as to be transparent and fair in assignment of performance-based awards. After validation of performance award amounts by Compensation Administration, awards will be loaded into the

payroll system and reviewed by the Payroll Department prior to payment. Any performance awards paid will be clearly defined on the employee's paycheck.

In order to accomplish this without compromising student record confidentiality rules, ARDA will provide Compensation Administration the list of eligible employees with the performance award for which they are eligible for along with the teacher, assistant principal, or principals' employee number.

Planning Year Required to Integrate the Data Management System with the PBCS.

Development, testing and implementation of data management system components required to complete the core elements of the PBCS will take place during Year 1 of the 2010 TIF award (the Planning Year).

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

A critical component of TIF is a robust, dynamic staff development program that is tailored to support both individual teacher/administrator needs as well as organizational needs. Such a staff development program enhances professionalism and supports curricular and instructional change that accelerates student learning. (Joyce & Showers, 2002)

According to Stronge (2002), high-quality professional development activities that are collegial, challenging, and socially-oriented are necessary tools for improving teacher effectiveness. The most powerful professional learning arises from the real work going on in classrooms and schools. This type of learning occurs as a result of professional collaboration focused on what is happening with learners. (Easton, 2004)

Professional Development Plan for Teachers

Through the proposed PBCS, teachers in participating schools will be afforded the opportunity to participate in and receive compensation for five full days of professional

development each year. The District currently provides two District-wide professional days each school year. The professional development opportunities provided for teachers on these two days are intended to assist teachers in completing their IPEGS professional development plan and achieve their IPEGS student achievement goals.

Teacher participating in the PBCS will receive an additional three days of professional development designed in accordance with TIF requirements and designed to support their efforts to improve student achievement and earn performance incentives. Teachers will earn additional compensation for their participation in this targeted professional development.

The menu of professional development options will address needs identified through classroom walkthroughs, observations, analysis of student achievement data, and professional growth targets identified by the teachers during the IPEGS goal-setting process. The diversity and breadth of activities in the TIF Professional Development Plan will allow for differentiation according to individual teacher growth needs. The plan incorporates activities that address a range of teacher experience and expertise levels from novice to developing to expert to teacher leader. It will include professional development options that support teacher growth in both categories of teachers: those receiving compensation under the PCBS; and those whose student achievement was insufficient to qualify for compensation under the PCBS.

All professional learning activities will be aligned with the eight performance standards of the IPEGS teacher evaluation system, as well as with the Next Generation Sunshine State Standards (state curriculum standards), and national subject area standards. Professional development design and delivery will conform to the standards for staff development set forth by the National Staff Development Council and the Florida Professional Development Evaluation System Protocols.

The content of staff development will center on curricular and instructional strategies selected because they have a high probability of affecting student learning and students' ability to learn. The design and processes of staff development activities will enable teachers to develop skills necessary to implement what they are learning. Participants will study together, put into practice what they are learning, and share the results. (Joyce & Showers, 2002)

Teachers will select from a menu of job-embedded professional development activities, customizing their professional growth plans in order to address specific individual needs and their student achievement goals as determined during IPEGS goal-setting. Among the available options will be workshops addressing a variety of purposes and topics such as: enhancing content expertise; developing knowledge of the Next Generation Sunshine State Standards (NGSSS); acquiring skill in application of research-based techniques of classroom management (Wong and Wong, 2009; Purkey, 2010); gaining knowledge of strategies which foster development of critical and higher-order thinking skills (Williams, 2003); improving planning and delivery of rigorous instruction (Wiggins & McTighe, 2005); developing a repertoire of strategies to differentiate instruction based on student needs (Tomlinson, 2001) ; becoming skilled in implementation of research-based instructional strategies (Marzano et al, 2001). Groups of teachers who share similar learning goals will work together in professional learning teams focused on deep examination of teaching practices (Murphy and Murphy, 2005), examining student work (Allen and Blythe, 2003); and data chats. Other learning teams may opt to conduct lesson study (Stigler & Hiebert, 1999; Lewis, 2002; Lewis et al, 2009) or book studies (Zepeda, 2008; Fitzgerald, 1999) focused on professional literature relevant to school improvement efforts.

Each school year, IPEGS goal-setting requires that individual teachers establish goals for student achievement based on available data and identify strategies and professional development activities that are aligned to their goals. To assist teachers and administrators with setting strategic goals, training in data analysis will be emphasized through TIF professional development (Bernhardt, 2004). Formative data analysis should inform instruction. Data training will prepare teachers to effectively examine data elements in order to make appropriate judgments and adjustments to instruction based on that analysis. Follow-up support will ensure that the teachers' skills in the implementation of data-informed instruction continues to develop over time.

Action Research as Leadership Opportunity. TIF teachers may also choose to focus their professional growth around a classroom issue or concern related to student achievement by conducting action research. Action research involves the teacher in a systematic review of classroom practices related to the issue or problem that is the impetus for the research and the subject of a research question. The primary purpose of action research is to help the teacher improve teaching practice in specific ways. (Hubbard & Power, 1999) Action research is one of the highest forms of job-embedded professional learning because it engages the teacher researcher in a cyclical process of questioning, researching, planning, taking action, collecting and analyzing data in order to arrive at an answer to their classroom-initiated research question. A key function of action research within the context of the PBCS is to provide an opportunity for cultivating teacher leadership. Teachers who conduct an action research study may be viewed as experts and called upon to share their results with colleagues. Collegial sharing fosters development of collaboration and enhances a professional, student-focused climate in the school.

Administrator Professional Development

Professional development activities for principals and assistant principals will focus on developing and retaining strong leadership teams at each school. The primary goal of the TIF Professional Development Plan for administrators is to prepare, develop, and support school leaders to meet the challenges of school improvement, most especially the challenge of nurturing and developing effective teachers.

Administrators from all participating schools will participate as members of a TIF Administrator learning community, capitalizing through this collaboration on the existing strengths and best practices of each member, as well as exploring important instructional leadership issues of mutual concern together. Through book studies, reviews of educational literature, group discussion, and implementation of problem-solving protocols, the group will search for solutions to common concerns, building a greater sense of efficacy among these school leaders and reducing their isolation.

Each principal and assistant principal team will have the opportunity to participate in a high-quality leadership development institute provided by a nationally-recognized group. Examples include: the Harvard Graduate School of Education, National Principals Leadership Institute, The Center for Leadership at Florida International University, and University of Florida's Leadership Development Institute. An expected outcome of this participation will be that each school leadership team develops and implements a plan to apply the knowledge and skills gained during their institute participation.

Effective administrators must possess a thorough understanding of how to analyze and respond to implications of a variety of data elements. Effecting significant, lasting school improvement requires that the school leadership team possesses a deep understanding of both

their schools' and their students' needs and the resources that they will need to bring to bear in order to achieve the desired outcomes. Implementation of the continuous improvement cycle must take place in an environment that is both data rich and data literate. In order to develop and build upon the administrators' skills in data analysis and data-informed decision-making, and their ability to support powerful data-centered conversations, TIF participating school leadership teams will participate in a series of professional development experiences covering data analysis, team building, and data-informed decision making.

Multiple skill-building sessions will take place in the first program year to establish a common skill set. Thereafter, ongoing training and support will be provided to cohort members throughout the duration of the program, with the objective of moving from initial skill-building to job-embedded and site-specific implementation support. It is anticipated that at least two of the annual professional development sessions each year will address data-informed decision making and the continuous improvement process. A critical component of the administrators' training related to data will focus on data leadership and how to work with teachers in the use of data to inform instruction.

Developing effective teachers requires a unique skill set. Administrators must be able to identify and build upon the capacity of the teachers on their staff. They must be able to differentiate the support and encouragement provided based on individual teachers' talents, strengths, and growth potential. Their supervisory role may be seen as a barrier to developing the relationship necessary to cultivate and nurture teachers' professional development, so the administrators must learn how to navigate beyond and around this potential barrier. TIF administrator professional development sessions will develop the knowledge and skills necessary to fulfill the administrative responsibility of capacity building. Topics such as how to have

productive dialogue with teachers about instruction, how to motivate and inspire teachers, how to recognize and build upon teachers' talents and skills, and how to hold difficult conversations will be included in the professional development sessions.

ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

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

Overview. The management plan coordinates the various segments of the proposed project and ensures that project tasks are accomplished in a timely, efficient manner and within budget. The project reaches across every major department in the District, making it critical that we move beyond traditional silos so that levels of teaching excellence, student achievement, and organizational support increase with each phase of project implementation. In order to ensure success and sustainability of the proposed project, a detailed timeline with clearly defined responsibilities has been developed.

Planning Period. Year 1 will include both a planning and an implementation period. The first 10 months (October 2010 – July 2011) will be the planning period to ensure that the five core elements are in place. Drawing on the implications of national research on performance-based compensation, the proposed project will require extensive coordination and performance improvements at multiple levels (i.e., district, region, school site, classroom), open communication among all parties, and attention to alignment within existing policies and mandates. Collaboration with stakeholders (i.e., teachers, principals, teachers' union, parents, community members) and engaging in ongoing, two-way communication throughout the five years is central for success, and particularly crucial at the onset. A Letter of Understanding has been developed with the teachers' union to institute/coordinate project activities consistent with

current contract language (See Appendix B). Professional development activities described earlier in the application will begin during the planning period for both teachers and administrators at participating elementary schools.

A major activity in Year 1 will be planning for fiscal sustainability, including phasing in District support for performance-based compensation over the grant period and beyond, as well as possible roll out to other high-need schools in future years. Discussion will focus on national models used to sustain performance-based compensation systems and the possible repurposing of current District resources.

Also in Year 1, M-DCPS will work closely with the Florida Department of Education in the development of a student growth model and other reform measures as prescribed by the Race to the Top application submitted to the national competition in June 2010. Awards are expected to be announced in September; as a participating local educational agency, M-DCPS will be required to submit an application within 90 days of the award describing how the District will support the state plan. Through this process, the District will align *The CORE Initiative* with state efforts and strategies for strengthening the educator workforce.

Finally, during the planning year the Advisory Committee and Project Director will work closely with school-site personnel and the teachers' union to finalize equitable incentive criteria for media specialists, counselors, and other personnel whose instructional responsibilities are not directly aligned to the existing or planned tested subject areas.

Implementation Period. Full implementation will begin in August 2011, to coincide with the 2011-2012 school year, and continue through 2015. Due to the availability of state assessments in core subject areas, teachers in the following subject areas – Reading and Mathematics (Grades K-5) and Science (Grade 5) – will be eligible for performance-based

incentives in the first year of implementation (2011-12). As assessments are identified for non-core subjects, additional teachers will become eligible for participation, initially only being eligible for the incentives in the Proficiency category. Once baseline data has been established for each area, the teachers will become fully eligible in both incentive categories, Proficiency and Growth. Plans call for assessments in Art, Music and Physical Education to be identified and/or developed in Year 2, with testing in Year 3 providing the baseline data. Those teachers will be eligible to receive growth incentives in Year 4. For project years 4-5, all teachers will be eligible to receive performance-based incentives.

Principals and Assistant Principals will be eligible for performance-based incentives beginning in school year 2011-2012. By its very nature, this is a pilot project of a performance-based compensation system design that is expected to evolve.

Advisory Committee. To assist with project oversight, an Advisory Committee will be formed with representation from: Curriculum and Instruction; Human Resources; Professional Development; Labor Relations; Assessment, Research and Data Analysis; District/School Operations; Region I Office; principals and teachers from participating schools; and the UTD. This oversight body will include key decision-makers capable of reaching across all District departments, garnering necessary support to ensure that the classrooms are effectively supported and systems are changed to advance the project.

The Advisory Committee will be an extension of the individuals who participated in the development of this project. The grant development team, which included representatives from the teachers' union from the onset, met almost daily from May 26, 2010, forward to put the application together. This approach was necessary to examine the specific requirements of the TIF program and to balance the requirements with local realities. This ensured open

communication to discuss broader issues beyond the TIF grant and overall strategies to strengthen the educator workforce. This grant is collectively viewed as an opportunity, with compensation as a lever, to address the systemic problems that cause chronic low student performance and to explore a model of performance-based compensation which is on the national education agenda. In order to maximize this opportunity, our heavy hitters had to be involved from Day 1.

The CORE Initiative Advisory Committee will meet bi-monthly in Year 1 and quarterly in Years 2-5 to keep abreast of progress in implementation and to provide input to the Project Director and Administrative Director. The group will review input from the external evaluator, WestEd, as it becomes available. A key role of this group will be to provide guidance on midcourse adjustments that need to be made as the project implementation rolls out.

Participating schools will have school site implementation team consisting of the Professional Development Liaison, TIF Grade Level Leaders, Assistant Principal and Principal. The team will meet monthly to review the project's status, communication efforts, teacher participation, professional development activities, and expenditures.

The Office of Professional Development, as the primary point of contact, will assume the responsibility for ensuring that all phases of The CORE Initiative are implemented in a timely manner, including the delivery of services, the appropriate expenditure of funds, and the submission of required reports. This office currently oversees the District's current TIF grant, Project RISE, and has demonstrated leadership and expertise in implementing and monitoring grants of this complexity and importance. A full-time Project Director will be hired to work solely on managing and delivering the components of the project at selected high-need school sites.

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

Placement in Organization. The importance of *The CORE Initiative* to the District and the level of the District's commitment to its implementation and success are evidenced by the placement of grant oversight and management in the District's reporting line. It is the District's belief that teacher evaluation systems are essentially about student learning and individual teacher professional growth, and therefore, the District's teacher evaluation system reports through the Office of Curriculum and Instruction. The project will be managed within Curriculum and Instruction through its Office of Professional Development. Curriculum and Instruction is led by Ms. Milagros Fornell, Associate Superintendent, who reports directly to the Superintendent of Schools. The organization chart displays the individuals who will participate in the project and shows the lines of accountability that link the project to the district. Resumes for current M-DCPS staff members who will have responsibility for the grant are included in the appendices.

Key Project Personnel. Key CORE Initiative staff include: a) the Administrative Director, Professional Development, (5% time, in-kind match); b) TIF Project Advisor (Executive Director, Professional Development) (10% time, in-kind match); c) Project Director (100% time, grant funded); d) Professional Development Liaisons, one per school; and e) TIF Grade Level Leaders, one per grade per school (K-5). Both the Administrative Director and Project Advisor oversee the District's current TIF grant. With this background, they will serve as valuable resources to the Project Director and Advisory Committee during the planning and implementation phases.

Compensation alone will not solve the systemic problems that cause chronic low student performance; therefore, we have developed a robust professional development plan that will

provide all teachers and administrators with the knowledge and skills necessary to increase student achievement. With its experience with the national TIF program and leadership in the area of professional development, the Office of Professional Development will house the new initiative and provide valuable continuity and guidance for the planning and implementation phases of the project.

Christine Master, Administrative Director, will provide leadership to *The CORE Initiative* and will serve as Co-Chair of the Advisory Committee. As stated earlier, Dr. Master oversees the current M-DCPS TIF grant and brings to this role her extensive experience and background in educational leadership, instructional technology and professional development. In her 26 year career with the District, she has held various leadership roles and worked with all levels of the organizations. She is uniquely qualified to lead this effort to determine levels of readiness and capacity, ascertain challenges to organizational and financial sustainability, and build institutional capacities in support of the District's instructional goals. She is not afraid to ask tough questions and bring issues to the forefront. She will dedicate time and effort on an in-kind basis. Responsibilities include but are not limited to: fiscal and implementation oversight, providing vision and leadership for the project; ensuring communication across departments, participating in Advisory Committee meetings, and managing the Project Director, Project Advisor, and other project support staff.

Carolyn Guthrie, Executive Director, Office of Professional Development, will be the primary point of contact between M-DCPS and the U.S. Department of Education and will serve as Co-chair of *The CORE Initiative* Advisory Committee. Ms. Guthrie is the project director for the District's current TIF grant and a National Board Certified Teacher. She has worked for the District for more than 30 years in a variety of capacities including mathematics teacher,

department chairperson, staff developer, and district administrator. She knows firsthand the challenges faced in implementing this type of program and will serve as advisor to the full-time project director.

A Project Director, to be hired immediately upon notification of grant award, will work full-time (100% time and effort) to manage the activities of the *CORE Initiative*. Responsibilities include, but are not limited to: managing all facets of grant implementation, including coordination of local evaluation activities with the grant evaluators; supporting school site activities; coordinating monthly advisory sessions; planning and coordinating delivery of professional development; timely completion of project activities; and submission of required reports. The individual filling this position will have, among other qualifications, a minimum of three years of experience with performance improvement initiatives, data analysis, and school improvement processes and will report to the Administrative Director, Office of Professional Development.

Professional Development Liaisons, one per school site, will work with the project director and school site administration to identify the specific professional development needs of teachers at the school site. Currently, each M-DCPS school has an individual who serves in this capacity and receives a modest supplement. For this project, based on the increased workload and additional responsibilities, the Professional Development Liaison will receive a grant-funded supplement of \$1,000 per year, in addition to the yearly District-funded supplement of \$500, making the total for the position \$1,500 per year. This individual will support teachers and principals to better understand and use the measures of effectiveness of the proposed performance-based compensation system. The PD Liaison's duties include: facilitating and delivering on-site professional development opportunities; facilitating school-based professional

learning teams; ensuring all professional development activities are research-based and address a data-supported school/teacher need; eliciting feedback from instructional personnel in order to align the school-site professional learning opportunities to needs; collaborate with TIF Grade Level Leaders and school administrators to address grade-specific professional development requirements. Professional development will be provided for those teachers who received differentiated compensation as well as those who did not and need to improve their effectiveness in the classroom. This person will work with the project director and team from WestEd to regularly assess the effectiveness of targeted professional development and make modifications necessary to improve its effectiveness.

TIF Grade Level Leaders will be identified for each grade level (K-5) at each of the eight elementary schools. The grade level leader will serve as the chief communicator of the project design, planning and implementation with teachers at their respective grade level and will represent the interests of their grade level during TIF leadership team meetings. The TIF Grade Level Leader will also be responsible for collaborating with the PD Liaison and to offer professional development activities that address the professional growth needs of the teachers on their grade level. This position is intended to be a new leadership role in the school in addition to the grade level chairperson, and the responsibilities of the TIF Grade Level Leader should complement those of the grade chairperson. Providing additional teachers with leadership opportunities to shape, guide and evaluate performance-based compensation, will help develop a more collaborative school culture, and will ensure buy-in and anchor reform in classrooms. TIF Grade Level Leaders' leadership skills will be nurtured as they work under the guidance of project staff to increase the effectiveness of all teachers at that grade level. For this role, they will receive a leadership incentive of \$750 per year. This position is designed to serve as a

career ladder for teachers who are interested in assuming greater leadership positions in their field.

3. Applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources;

In addition to the funds received through this grant award, Miami-Dade County Public Schools will support the proposed project with in-kind resources, local financial resources (based on yearly state appropriations), and funds from other federal and state programs. The budget narrative provides more detail regarding the support to be provided by the District; more than \$1.96 million will be provided over the five-year grant period.

Given the budget cuts faced by the State of Florida and the recession impacting the nation, the grant development team invited the District's Chief Budget Officer to the first grant development meeting to discuss the issue of sustainability. In subsequent discussions, a preliminary sustainability plan was developed, which included a variety of strategies to be explored in the planning period and aggressively implemented in Years 2-5.

Specifically, the planning period activities will include budgeting, fundraising, and advocacy for continued funds beyond the life of a TIF award. Budgeting activities may include consideration of Race to the Top funds for extending the PBCS to additional schools if a Race to the Top award is granted to Florida. Fundraising activities will include: identification and outreach to funders in the realm of performance based-compensation and teacher effectiveness, including, but not limited to, the Bill and Melinda Gates Foundation and the Wallace Foundation; to federal funders such as the Institute for Education Sciences for validation and/or scale-up funding of the PBCS; Florida Department of Education grant opportunities that fund performance-based incentives during this period; and to local funders such as the Motorola Foundation and AT&T Foundation.

Advocacy efforts will include adding performance-based systems to the District's state and federal legislative agenda; adding performance-based systems to the District's agenda for education compacts with local municipalities; and outreach about the benefits of performance-based compensation systems to its public relations messaging to teachers, parents, business partners and the community-at-large. TIF grant funds have been budgeted to contract with a consultant who will report to the Office of Intergovernmental Affairs and Grants Administration for the life of the grant to support funding efforts for the move to performance-based compensation systems.

As Year 1 is a planning year, performance-based incentives will not be paid as required by the TIF Request for Proposal. Years 2 and 3 will be the first years in which teachers will be eligible to earn performance-based compensation. Given that the award period is from September to October, a teacher may earn and receive performance-based compensation within one grant year. Funds are not budgeted for the District's "increasing share" in Years 2 and 3. The increasing share is budgeted in Years 4 & 5.

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

The requested grant amount and project costs are sufficient to attain project goals and support the performance-based compensation system proposed by Miami-Dade County Public Schools. The project offers differentiated incentives that give significant weight to student growth and are expected to be substantial enough to influence behavior as approximately half of the grant award is budgeted for performance-based incentives for teachers, assistant principals and principals. Costs during the planning period (10 months) are limited to activities related to ensuring that the five core elements of a PBCS are in place; no incentives will be paid during this period.

A substantial amount of grant funds will be dedicated to professional development activities over the five-year grant period. This high-quality professional development will provide teachers and administrators in participating schools who do not receive differentiated compensation based on effectiveness with the tools and skills they need to improve their effectiveness in the classroom or school. Professional development will also provide teachers and administrators who are deemed effective with strategies to continue effective practices and assume additional leadership roles and responsibilities. Funds have been dedicated to the development of assessments in non-core subjects. The entire District will benefit from the development of these tools.

As detailed in the budget narrative, M-DCPS has projected the costs associated with the development and implementation of the PBCS during the project period and has accepted the responsibility to provide such performance-based compensation to teachers, principals and other personnel who earn it under the system during this time. A total of \$10 million is requested over the grant period; during that same time, the District will commit \$1.96 million in matching funds. The budget supports the project goals and objectives.

EVALUATION

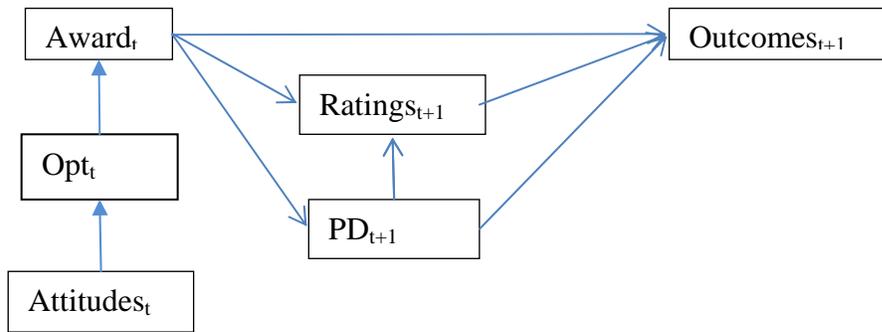
WestEd will conduct a mixed methods formative and summative evaluation of *The CORE Initiative*. They will collect and analyze quantitative data from extant student and teacher databases held by M-DCPS as well as surveys of teachers and principals conducted for this project; they will collect qualitative data through interviews and focus groups of district leadership, union officials, project staff, principals, and teachers to address three evaluation questions. Data collection will also provide information to address progress on performance measures (noted in parentheses below) delineated in the logic model (see Appendix C).

Evaluation Question 1. How are changes in teacher and principal compensation implemented? To address this question, WestEd will describe how M-DCPS' PBCS operates (addressing performance measures [PM] 1.4a–b), how it attracts teachers into the system, and teachers' and principals' perceptions of the PBCS. They will also seek to explain why some teachers choose to participate while others do not. Thus, WestEd will describe teachers' and principals' awareness, understanding, and perceived fairness of the PBCS (PM 1.1); analyze project data related to the percentage of teachers and principals who participate in the PBCS and receive awards (PM 1.2, 1.5a, c); review the process by which M-DCPS evaluates teachers and principals (PM 1.3a–d.); and gauge the extent to which teachers receive professional development for using the information from their performance reviews (PM 1.5b). Formative feedback from these analyses will allow M-DCPS to improve how the PBCS operates and how it markets the PBCS to teachers and principals.

Evaluation Question 2. To what extent does participation in the M-DCPS TIF program increase teacher effectiveness? WestEd will address this question by examining the steps taken to improve teacher effectiveness and, as evidence of increasing teacher effectiveness, improvements in student outcomes. WestEd will first focus on teacher participation in professional development (PD) on content and pedagogy and on assuming additional responsibilities and leadership roles in their schools (PM 2.1, 2.2). They will review teachers' participation in PD, comparing participation of teachers who opt in to those who opt out of the PBCS and overall rates of participation between treatment and comparison schools. WestEd will also, as part of the teachers' surveys, assess teachers' opinions of the quality of PD and their beliefs that the PD will help them become more effective teachers and assume greater leadership roles in their schools.

Second, WestEd will examine whether participation in the PBCS and receipt of an award results in improved student outcomes, including proficiency and growth on FCAT-tested subjects (PM 2.3, 2.4). They will construct multilevel models that predict student outcomes as a function of their achievement in the previous year and demographic characteristics (e.g., race/ethnicity and free or reduced-price lunch status) and program participation (e.g., special education and English as a second language). In these multilevel models, students are nested in classrooms, which are nested in schools. WestEd will develop the predicted effects of each teacher on student outcomes and compare teachers that opt in to the PBCS with those who do not and teachers in participating schools to those in comparison, non-participating schools to determine if the PBCS leads to improved student outcomes.

WestEd will also test the hypothesis that incentives increase the number and proportion of effective teachers in high-need schools, which then leads to improved student outcomes, by incorporating teachers' survey results, participation in PD, and ratings from the IPEGS Evaluation tool into regression and path models that test the relationships between them. In the model below, teachers' attitudes and beliefs influence their decision to opt in to the PBCS and their ability to receive an award in one year (time t). Potential receipt of an award should incentivize teachers' willingness to participate in professional development, which would, in turn, improve classroom practices (as measured by IPEGS ratings) and ultimately, student outcomes in the subsequent school year (time $t+1$). Potential receipt of an award may also incentivize teachers' undertaking other behaviors that improve their classroom practices.



Evaluation Question 3. To what extent does participation in the M-DCPS TIF program increase administrator effectiveness? WestEd will address this question by reporting on the percentages of teachers who meet the eligibility criteria for a PBCS award (PM 3.1a), examining student achievement outcomes and teacher absenteeism (PM 3.1b–d, 3.3, 3.4), and documenting the extent to which teachers take on additional responsibilities and leadership roles (PM 3.2). They will rely on the multilevel model described above predicting student outcomes to estimate school-level effects of the PBCS. In the teacher surveys, WestEd will ask teachers about their perceptions of the levels of support administrators provide for taking on additional responsibilities in their schools. WestEd will also interview principals and other school-based administrators for their opinions of the level of willingness among their teachers to assume greater responsibilities and their perceived support by central office staff. WestEd will compare findings from schools participating in the PBCS with the selected comparison schools to report on differences.

Data Sources. Twice during the initial year of the grant, and then annually thereafter, WestEd will collect program documents, including sign-in sheets from meetings and materials advertising and explaining the PBCS. Annually, M-DCPS will provide WestEd a list of teachers and administrators from participating and comparison schools, indicating which teachers in participating schools have opted in to the PBCS, which received awards, award amounts, and

teachers' base salaries (to compute awards as a percentage of base salary). M-DCPS will also send WestEd student and teacher data files necessary for this evaluation.

WestEd will conduct annual surveys and interviews of teachers and principals to ascertain how they heard about the program, their understanding of how the program operates, perceptions of the fairness of the program, the extent and perceived quality of PD opportunities, and attitudes of and perceived support for teachers assuming greater responsibilities in their schools. WestEd will conduct web-based surveys at the beginning of the project to collect baseline data and again after each annual award announcement. They will also conduct two-person, one-day site visits to each participating and comparison school to conduct interviews and focus groups to collect more in-depth information on the topics listed above.

Reports and Presentations. WestEd will provide annual reports, assistance in the completion of the annual ED 524b required by U.S. Dept. of Education, at least three data collection site visits, and a face-to-face presentation annually that address the three evaluation questions. Through the 524b WestEd and M-DCPS will report progress on the measurable outcomes under the three project objectives—(1) changes in teacher and principal compensation, (2) increase teacher effectiveness, and (3) improve administrator effectiveness and deployment practices. WestEd will also present interim findings about principals' and teachers' knowledge, understanding and perceptions of the program every six months and make formative recommendations enabling M-DCPS to make mid-year corrections as appropriate. Protection of human subjects for this evaluation will be covered by WestEd's Institutional Review Board. WestEd will ensure informed consent by conveying the purpose of the evaluation, benefits and risks of participation, procedures for ensuring confidentiality, and the voluntary nature of participation.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Hig-Need Schools Documentation** Pages: 1 Uploaded File: **High Need School Documentation.pdf**

Appendix A
High-Need School Documentation

Following is a list of the treatment and comparison schools that have agreed to participate in the proposed performance-based compensation system as well as the comparison schools for the local evaluation. Treatment schools are identified as Group 1 and Comparison schools are identified as Group 2.

Treatment and Comparison Schools											
Referenced in the <i>Needs</i> narrative regarding <i>Methodology</i> ; also to be used for <i>Evaluation</i> purposes. Where <i>Group 1</i> is the <i>Treatment Group</i> and <i>Group 2</i> is the <i>Comparison Group</i> ; and where the <i>PBCS</i> will be implemented in <i>Grades K through 5</i>											
Group	KEY	LOC #	NAME	Grade Span	Free or Reduced Lunch	Af. Am.	Hispanic	ELL	SWD	Gifted	Points
1	38	2161	GOLDEN GLADES EL.	PK-5	94.97%	93.02%	5.31%	1.40%	18.72%	8.10%	452
2	38	4171	ORCHARD VILLA EL.	PK-5	95.37%	97.14%	2.20%	0.00%	11.67%	4.19%	399
1	52	5971	NATHAN B. YOUNG EL.	PK-5	94.74%	93.28%	6.73%	3.22%	7.60%	2.63%	492
2	52	2501	HOLMES EL.	PK-5	98.87%	94.93%	3.94%	2.54%	6.48%	4.51%	470
1	61	2821	LAKEVIEW EL.	PK-5	97.53%	73.76%	24.53%	31.75%	8.75%	10.65%	475
2	61	0561	WILLIAM J. BRYAN EL.	PK-5	91.45%	71.24%	23.06%	26.81%	6.35%	6.09%	499
1	109	5901	CARRIE MEEK/WESTVIEW EL.	PK-5	94.49%	84.21%	14.04%	9.77%	9.52%	4.26%	439
2	109	1561	EARLINGTON HEIGHTS EL.	PK-5	98.82%	83.92%	14.90%	5.88%	8.04%	3.33%	422
1	116	0401	VAN E. BLANTON EL.	PK-5	97.57%	75.08%	23.46%	16.51%	5.66%	7.44%	510
2	116	4491	HENRY E. S. REEVES EL.	K-5	92.44%	77.85%	20.56%	9.28%	6.63%	4.24%	536
1	133	3301	MIAMI PARK EL.	PK-5	93.50%	63.78%	35.83%	15.55%	12.01%	2.76%	445
2	133	4651	E. F. BECKFORD/RICHMOND EL.	PK-5	94.60%	74.60%	21.27%	6.03%	12.06%	9.84%	480
1	143	4541	RAINBOW PARK EL.	PK-5	88.94%	88.47%	10.12%	4.47%	6.82%	7.53%	534
2	143	2401	HIBISCUS EL.	PK-5	83.80%	90.24%	7.32%	5.75%	7.32%	12.89%	519
1	154	0521	BROADMOOR EL.	PK-5	94.73%	33.97%	62.87%	24.90%	8.44%	5.70%	472
2	154	3241	MIAMI GARDENS EL.	PK-5	90.50%	32.64%	63.50%	22.55%	8.31%	8.61%	510

The percentage of each school’s students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act is provided, identifying them as high-need schools as defined in the Notice Inviting Applications for the Teacher Incentive Fund in the Federal Register dated May 21, 2010. The demographics used to validate comparability of the treatment and comparison schools are also provided. The percentage of students eligible for free or reduced-price lunch at these schools ranges from 83.80% to 98.87%.

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Appendix B Commitment Letters and Rosters** Pages: **14** Uploaded File: **Appendix B.pdf**

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

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

M-DCPS / UTD
LETTER OF UNDERSTANDING
TEACHER INCENTIVE FUND

This Letter of Understanding (LOU) confirms the collaborative agreement held in regards to the establishment and implementation of the Teacher Incentive Fund (TIF) program. The TIF program is a United States Department of Education grant which supports projects that develop and promote Performance Based Compensation Systems (PBCS) for teachers and other personnel in high-needs schools.

In development of this grant application, a series of meetings was held with representatives from the Office of Intergovernmental Affairs and Grants Administration and Community Services; the Office of Assessment, Research and Data Analysis, the Office of Professional Development, Curriculum and Instruction, the Office of Labor Relations; Human Resources, Recruitment and Performance Management; and the United Teachers of Dade (UTD). Pursuant to these discussions the following agreement has been reached for personnel at the identified TIF locations:

- The term of the grant is for a period of five (5) years beginning with the planning year in 2010-2011 through the final year 2014–2015.
- TIF participating elementary schools are eight (8) small elementaries with enrollments under 600, serving high-need students in Region Center I: **Van E. Blanton Elementary, Golden Glades Elementary, Broadmoor Elementary, Carrie P. Meek/Westview Elementary, Lakeview Elementary, Miami Park Elementary, Nathan B. Young Elementary, and Rainbow Park Elementary.**
- Teachers in grades Kindergarten through fifth grade may voluntarily participate or abstain from the TIF program by opting in or opting out of TIF by September 1st of each year.
- Teachers who opt into the program at any of the eight identified schools will be formally observed two times each year during the grant period using the Instructional Performance Evaluation and Growth System (IPEGS); once in the first semester and once in the second semester. Summative evaluation ratings each year for participants must be proficient, exemplary, or developing (needs improvement) to be eligible for incentives and the professional must be recommended for continued employment.
- Two types of Performance Based Compensation System incentives will be provided for: 1) Leadership Incentives for taking on additional grant-related responsibilities; and 2) Performance-Based Incentives for individual student growth component and individual student proficiency attainment as indicated based on formative data. The TIF incentive will be paid annually, as soon as possible after disaggregation of the assessment data.

- The amount of each incentive will be calculated based on the number of eligible participants and the total amount of the incentive fund for each year. The pay out rate of the incentives will vary from year to year.
- High quality and differentiated Professional Development (PD) will be provided to participants for three (3) full days or six (6) half-day intervals to increase teacher capacity and student growth. The PD will be determined collaboratively based on school site data and offered beyond the workday or the work year. The PD provided through TIF will be funded at a rate of \$200 per day.
- Itinerant teachers will be allowed to opt for participation only if 50% or more of their instructional time is spent at the TIF school site. Any incentive earned by itinerant teachers will be prorated on a percentage basis.
- Participating TIF teachers who work a partial year will be eligible for incentives if they serve in an eligible position for at least 99 days or a "good year."
- If the District receives approval of this grant, the parties will finalize the details of the agreement in a Memorandum of Understanding to be approved by the School Board.
- This LOU is only applicable for the duration of the TIF program and will sunset at the conclusion of the federal funding.

**MIAMI-DADE COUNTY
PUBLIC SCHOOLS**

UNITED TEACHERS OF DADE

[Redacted Signature]

Mr. Christopher F. Kurtz
Labor Attorney
Office of Labor Relations

Date

[Redacted Signature]

Karen Aronowitz
President

Date

DASA

DADE ASSOCIATION OF
SCHOOL ADMINISTRATORS, INC.
1498 NE Second Avenue, Suite 200
Miami, Florida 33132
(305) 579-0092 • Fax: (305) 579-1068

July 2, 2010

DASA OFFICERS

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President-Elect
Jose Enriquez

Vice-President
Ramses Ancheta

Vice-President
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Vice-President
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Connie Pou

Past President
Rhoda O. Shirley

Executive Director
Delio G. Diaz

Ms. Thelma Meléndez de Santa Ana
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Meléndez de Santa Ana:

On behalf of the Board of Directors of the Dade Association of School Administrators (DASA), I am pleased to write this letter of support for Miami-Dade County Public Schools' grant application to the U.S. Department of Education. One of the key objectives of *The CORE Initiative: Creating Opportunities to Reward Educators* is to increase school leaders' effectiveness and thereby improve student achievement.

DASA was established in 1995 to serve the professional, educational and legislative needs of all public school administrators in Miami-Dade County. DASA is an affiliate of the Florida Association of School Administrators (FASA). The purpose of DASA is to help its members meet their responsibility through a professional organization dedicated to the development of effective educational leadership.

The proposed project supports DASA's goals:

- To promote a spirit of professionalism among all school administrators;
- To advance public education by providing organized and unified efforts for the resolving of matters concerning school administrators;
- To improve standards of cooperation with other professional organizations on matters of an educational nature upon which there is mutual agreement;
- To provide opportunities for cooperative study of various issues common to education;
- To lend assistance concerning general and specific problems through publications, networking, direct assistance to members, meetings, and varied in-service and social activities; and,
- To foster the management team concept and promote the personal and professional welfare of school administrators in our county.

The Dade Association of School Administrators fully supports this important initiative and will continue to work closely with Miami-Dade County Public Schools in its successful implementation.

Sincerely,



Delio G. Diaz
Executive Director



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Dr. Solomon C. Stinson, Chair
Perla Tabares Hantman, Vice Chair
Agustin J. Barrera
Renier Diaz de la Portilla
Dr. Lawrence S. Feldman
Dr. Wilbert "Tee" Holloway
Dr. Martin S. Karp
Ana Rivas Logan
Dr. Marta Pérez

July 1, 2010

Ms. Thelma Meléndez de Santa Ana
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Melendez de Santa Ana:

As Superintendent for Region I schools in Miami-Dade County Public Schools, I am writing to express my support for *The CORE Initiative: Creating Opportunities to Reward Educators*.

Through *The CORE Initiative* project, teachers and school administrators in targeted high-need schools in my region will be provided incentives to increase student achievement, both in terms of students meeting proficiency standards and in students demonstrating growth. The incentive structure incorporated into *The CORE Initiative* will enable these challenging schools to recruit, reward, and retain the highly effective teachers and administrators that are needed to reach and teach their students and enable them to succeed despite the many challenges they face. *The CORE Initiative* will serve as a catalyst for change in these schools, supporting a culture of continuous improvement leading to increased teacher effectiveness and student achievement, and help us build a model of successful school change and a performance-based compensation system that can be replicated in the future.

Region administration and staff are committed to supporting *The CORE Initiative* schools in order to ensure that the program is implemented with fidelity and that they have the opportunity to effect lasting systemic change leading to better educational outcomes for our students.

I thank you for your support of this initiative to help our neediest students succeed.

Sincerely,

Carmen B. Marinelli, Ed. D.
Region Center I Superintendent,
Miami-Dade County Public Schools

CBM:ss



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Dr. Solomon C. Stinson, Chair
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Dr. Martin S. Karp
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Dr. Marta Pérez

July 1, 2010

Ms. Thelma Meléndez de Santa Ana
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Melendez de Santa Ana:

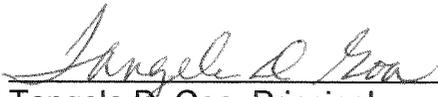
We, the undersigned principals of schools targeted to participate in The CORE Initiative: Creating Opportunities to Reward Educators, are writing to express our support of this project application.

As principals of the selected schools, we have met with District staff and representatives from the teachers' bargaining unit, the United Teachers of Dade, to discuss the project design and our corresponding opportunities and responsibilities. In addition, we have met with a team of teachers, including school-based union representatives, to ensure that all stakeholders share a common vision and commitment to this project, and understand both the incentive opportunities and the performance requirements.

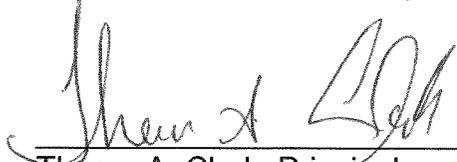
Through The CORE Initiative, we will gain the ability to offer incentives that will enable us to recruit, reward, and retain the highly effective teachers and administrators that we need in order to enable our students to overcome the many challenges they face, succeed, and achieve their potential. The CORE Initiative will support our efforts to foster a culture of continuous improvement leading to increased teacher effectiveness and student achievement.

We thank you for your support of this initiative to help our students succeed.

Sincerely,



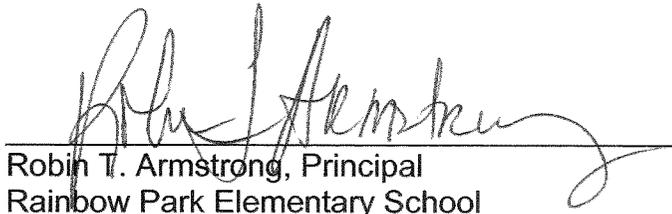
Tangela D. Goa, Principal
Van E. Blanton Elementary School



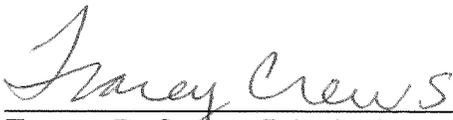
Theron A. Clark, Principal
Golden Glades Elementary School



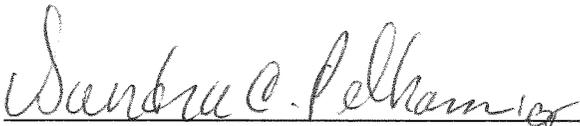
Linda G. Klein, Principal
Broadmoor Elementary School



Robin T. Armstrong, Principal
Rainbow Park Elementary School



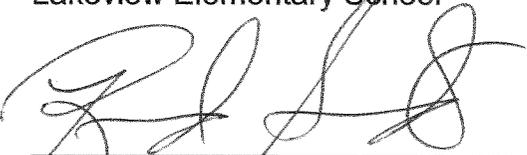
Tracey D. Crews, Principal
Carrie P. Meek/Westview Elementary School



Dr. Sandra C. Pelham, Principal
Miami Park Elementary School



Dr. Sharon R. Lewis, Principal
Lakeview Elementary School



Raymond J. Sands, Principal
Nathan B. Young Elementary School

**VAN E. BLANTON ELEMENTARY
TEACHER INCENTIVE FUND
SUPPORT ROSTER
June 29, 2010**

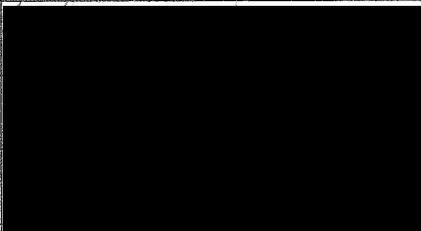
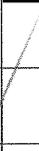
It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Crystal Alvarez	Teacher	
Dr. Sandi Busk	Media Specialist	
Renier Martin	UTD Steward/2nd	
Fritzkine Demosthenes	teacher	
Alothea McNeal-Sackson	teacher	
Tiffany Kinchens	math/science coord	

BROADMOOR ELEMENTARY TEACHER INCENTIVE FUND SUPPORT ROSTER

June 29, 2010

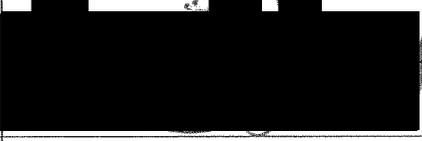
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Name (print)	Current Position	Signature
Linda Klein	Principal	
Chantea Salley	5th Grade Teacher	
Tameika Smith	5th Grade Teacher/UTDAH Student	
John R. Rouse	ESSE Teacher	
		

GOLDEN GLADES ELEMENTARY TEACHER INCENTIVE FUND SUPPORT ROSTER

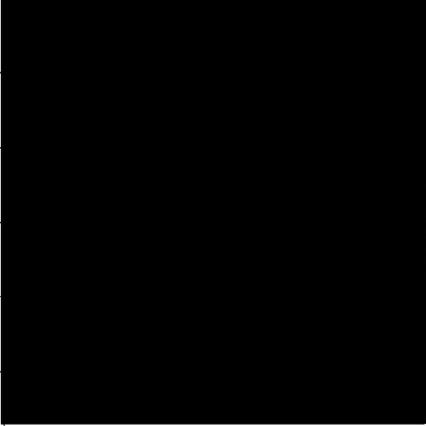
June 29, 2010

It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Cathelene Robinson	Reading Coach	
Shari Klasner	Media Specialist	
Mary Ambrose	1st grade Tech	
Theron Clark	Principal	The T. Clark
Kimmii A. Latteny	3rd Grade Teacher	
Pa Reese R. Brown	Gifted teacher	

**LAKEVIEW ELEMENTARY
TEACHER INCENTIVE FUND
SUPPORT ROSTER
June 29, 2010**

It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Dr. Sharon R. Lewis	Principal	
Sandra Blemor	Counselor	
Carol Cash	teacher	
Joseph Eberhard	Teacher	
Marjorie Flewreine	Teacher	
Mara Kunitz	Teacher	

**CARRIE P. MEEK/WESTVIEW ELEMENTARY
TEACHER INCENTIVE FUND
SUPPORT ROSTER
June 29, 2010**

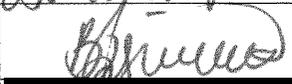
It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Tracey Crews	Principal	Tracey Crews
Kimberly Marshall	Teacher	
Sony Allen	Teacher	
D. Hallucis	Teacher	
Cynthia Henderson	Teacher	

MIAMI PARK ELEMENTARY TEACHER INCENTIVE FUND SUPPORT ROSTER

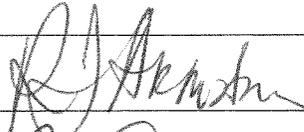
June 29, 2010

It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Sandra C. Pelham	Principal	
Bisleixis Tejeiro	Assistant Principal	
Verdell Sands-Hollis	Reading Coach	
Gennie M. Brown	Reading Coach/Science Coach	

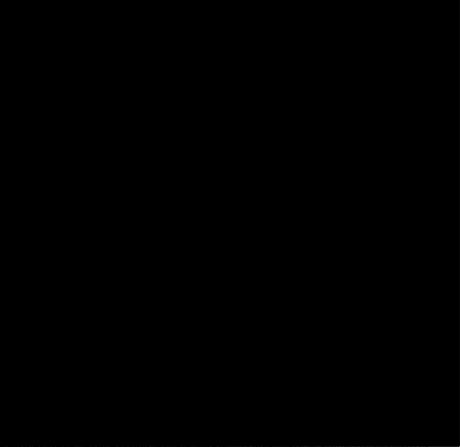
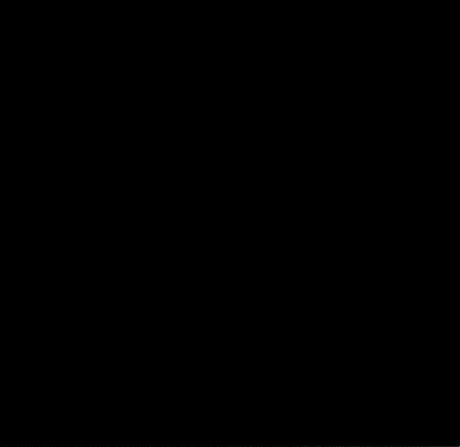
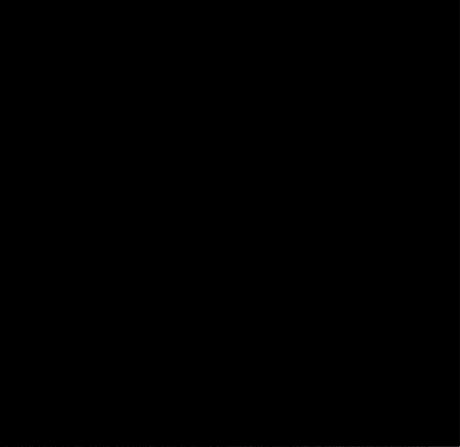
RAINBOW PARK ELEMENTARY TEACHER INCENTIVE FUND SUPPORT ROSTER June 29, 2010

It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Robin Armstrong	Principal	
Ines Diaz	Assistant Principal	
Livan Escudero	2nd Grade Teacher	
Jamal King	3 rd gr. Teacher	
Kathy Williams	5 th Grade Teacher	
Shirley Callington	5 th Grade Teacher	

**NATHAN B. YOUNG ELEMENTARY
TEACHER INCENTIVE FUND
SUPPORT ROSTER
June 29, 2010**

It is my understanding that Miami-Dade County Public Schools is seeking grant support through the U.S. Department of Education's Teacher Incentive Fund. In the event that a grant is awarded, I agree to participate in the proposed performance-based compensation pilot project. It is my understanding that participation in this project is voluntary and that individuals will have the option to opt in or out each year over the grant period.

Name (print)	Current Position	Signature
Alina Torres	2 nd & 3 rd grade teacher	
Paulette Sills	1 st grade	
Annlyn Allen	Reading Coach	
Ruby Rodriguez	4 th grade Reading/Writing	
Vanessa B. Carr	SPED Teacher K-5	
Tynika C. McBride	2 nd Grade Reading	
Raymond Sands	Principal	

Project Narrative

Other Attachments

Attachment 1:

Title: **Appendix C** Pages: **49** Uploaded File: **Appendix C.pdf**

QUALIFICATIONS OF EXTERNAL EVALUATION FIRM (WESTED)

WestEd is a preeminent educational research, development, and service organization with 600 employees and 17 offices nationwide. Consistent with its mission—to work with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults—WestEd has been a leader in moving research into practice by conducting research and development programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at federal, state and local levels to carry out large-scale school improvement and innovative change efforts.

WestEd’s Evaluation Research Program (ER) provides policymakers and practitioners with the information they need to improve educational services through evaluations that measure the implementation and effectiveness of a wide variety of programs and policies in elementary, secondary, and post-secondary educational settings. Our primary values that guide our evaluation activities include the production of information that the client perceives as useful and meets our goal of “success for every learner.” Throughout the course of the project, from the time we are planning the evaluation through its execution and after we have delivered results, we strive to keep open lines of communication with our clients as well as project stakeholders. Below, we highlight a subset of our work relevant to the evaluation of the AUSL/NLU project, focusing on our methodological expertise, our work in teacher and school leadership development, and experience with turnaround schools.

Methodological Expertise: WestEd selects appropriate methods to answer the evaluation questions posed. Being ever mindful of the warning, “When all you have is a hammer, everything looks like a nail,” we believe that our evaluation toolbox must include a wide variety of methodological tools. As such, we bring together highly qualified staff with a wide range of

quantitative and qualitative research method skills to successfully conduct the evaluations that meet our clients' needs. ER staff are well-versed in collecting quantitative data, using extant data, and conducting univariate and multivariate statistical techniques, from t-tests and chi-squares to multivariate regression to growth curve modeling, and multilevel modeling. Our qualitative skills include interviews and focus groups of students, parents, teachers, school and district administrators, regional and state education directors, and education partners and consultants as well as classroom observations, observations of professional development, and document reviews. Furthermore, ER staff members have substantial expertise with mixed methods research models that incorporate both qualitative and quantitative data. These often represent the best opportunity to describe the cultural and organizational factors that affect implementation and relate these findings to important program outcomes.

We also rely extensively on case studies and cross-case analyses that rely on both quantitative and qualitative data. Case studies are appropriate for examining programs in context, particularly when the context and the program are mutually influential. Our analyses of case studies usually rely on cross-case syntheses, where the evaluation team seeks patterns across sites to discern underlying principles. This approach is particularly useful when projects differ in their focus, structure, and/or objectives. Our evaluation of NSF's Preparing Future Faculty program, for example, included a variety of disciplines and differences in the number of departments involved, types of supports provided to students, and partnership arrangements.

Teacher and School Leadership Development: We have extensive experience conducting evaluations of programs with substantial foci on developing teachers and teacher leaders, as demonstrated in the following examples. First, we are conducting the *Transition to Teaching (TTT) Program Evaluation* in two phases for the Office of Innovation and

Improvement. WestEd created the TTT Performance Report and Evaluation Guidelines to assist TTT grantees as they completed their required performance and evaluation reports. We then analyzed each individual TTT project report and will provide one report on program effectiveness to Congress, paying particular attention to the TTT GPRA indicators. Second, WestEd is evaluating the *Los Angeles Principal Residency Network* through the Center for Collaborative Education—a school leadership preparation program that focuses on preparing school leaders for small, autonomous pilot schools in the Los Angeles area. The mixed-method evaluation focuses on the quality of the preparation program and the extent to which it develops the leadership skills of program participants. Third, WestEd has conducted, and is currently conducting, several quasi-experimental evaluations of federally funded *Teaching American History* grants that rely on outcomes analyses of matched students and teachers, observations of professional development sessions, analyses of lesson plans, teacher surveys, and focus groups.

Experience with Turnaround Schools: In 2001, the U.S. Department of Education’s Office of Policy and Program Studies Service awarded WestEd a contract to evaluate the federal Comprehensive School Reform (CSR) program, focusing on the 2002 cohort of grantee schools. We had found very few comprehensively reformed schools and very little achievement gains, so at the request of the client, we refocused the last two years of the study to study CSR schools that had turned themselves around to provide guidance on future ED programs. WestEd developed an extensive set of protocols to interview principals, assistant principals, groups of teachers, teacher leaders, other school-based support staff, parents, community partners, and district staff. We visited each of these turnaround schools to document the specific steps they had taken, and the conditions under which they took those steps, to dramatically improve student achievement outcomes. We found that there was never a particular mix of practices in successful school

turnarounds; rather, schools that turned themselves around may have had a strong principal, relied on distributed leadership in the school, frequently used data to refine their instructional approaches, and may have received support from external sources (typically the school district but also community partners and parents on occasion).



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JOSEPH L. MCCRARY

SUMMARY OF RELATED EXPERIENCE

Dr. Joseph L. McCrary is a Senior Research Associate in WestEd's Evaluation Research Program, where he directs and participates in research studies and program evaluations in a wide variety of education settings. Recent topics of his include school reform, turnaround schools, programs targeted towards special populations, and afterschool programs. Dr. McCrary has more than 15 years experience in policy analysis, management and program evaluation, and applied research and has an extensive background in both quantitative and qualitative research methods. Prior to joining WestEd, he worked in research units in a large urban school district, a state education agency, and the federal government. In the U.S. Department of Education, he was one of the lead authors of the *National Assessment of Title I*, directed and participated in research studies concerning the implementation of the *No Child Left Behind Act of 2001* (NCLB) and its impact on education outcomes, and oversaw a national evaluation of the federal Comprehensive School Reform program. Dr. McCrary has received three awards from Division H of the American Education Research Association for reports he co-authored. Dr. McCrary is a recent past president of the Directors of Research and Evaluation, a nonprofit organization of school district researchers and evaluators from the United States and Canada.

EDUCATION

- 2002 D.P.A., Public Administration, University of Georgia
- 1995 M.P.A., Public Administration, University of Georgia
- 1993 M.A., Sociology, University of Georgia
- 1990 B.A., Sociology, Rutgers University

PROFESSIONAL EXPERIENCE

- 2006– Present *Senior Research Associate*, Evaluation Research
WestEd, Los Alamitos, CA

Conducted a mixed-methods evaluation of the first year efforts in 34 Arkansas schools to implement America's Choice that involved quantitative analyses of student achievement in mathematics and reading using propensity score analysis and hierarchical linear modeling and qualitative analysis of implementation reports.

Constructed longitudinal databases of standardized school-level student achievement measures for annual state assessments in all 50 states. Identified turnaround schools for subsequent study, and conducted site visits to learn what steps successful turnaround schools had undertaken. Analyzed three waves of principal and teacher surveys to measure CSR implementation in CSR-funded and comparison schools. Used propensity score analysis to develop a comparison group for the 2002 cohort of CSR schools to

estimate changes in achievement that are associated with receiving a CSR award.

Evaluated a federal grant to a consortium of states and the Council of Chief State School Officers to pilot methods to assess the instruction of English language learners and its alignment to state English language proficiency standards and assessments as well as those for regular program students.

2004–
2006 *Management and Program Analyst*, Policy and Program Studies Service
U.S. Department of Education, Washington, DC

Led an evaluation of the federal Comprehensive School Reform Program, developing a sub-study of turnaround schools as part of the larger project. Planned and executed evaluation and research studies of state assessments and accountability systems and schools in restructuring status. Authored policy briefs on the development of state assessment systems and changes in student achievement on the NAEP and state assessment systems. Served as a resource on technical issues such as the appropriate interpretation of assessment results and statistical methodology.

2003–
2004 *Interim Director of Research Services*, Division of Research, Evaluation, Assessment, and Accountability, Baltimore City Public School System, Baltimore, MD

Led a team of two researchers and two support staff in studies of student achievement, highly qualified teachers, and safe and drug-free schools. Assessed the relationships between Maryland School Assessment results, TerraNova results, and teacher assigned end-of-year course grades to determine how well instruction matches accountability goals established in the Maryland School Assessment program.

2002–
2003 *Researcher II*, Division of Research, Evaluation, Assessment, and Accountability
Baltimore City Public School System, Baltimore, MD

Authored publications on student mobility, test performance, and attendance. Developed position papers on the Adequate Yearly Progress and Unsafe School Choice Option provisions of NCLB. Served on Baltimore City Public School System's NCLB Task Force and Maryland's NCLB Workgroup on Highly Qualified Teachers.

2003 *Expert Panel Peer Reviewer*
U.S. Department of Education, Washington, DC

Reviewed and evaluated state accountability plans submitted to the U.S. Department of Education as required by NCLB.

2001–
2002 *Statistical Research Analyst*
Governor's Office of Education Accountability; Atlanta, GA

Quantified education accountability benchmarks for pre-kindergarten through post-secondary education. Prepared large student record databases for analyses. Proposed new data collection and analysis methods to improve future data integrity.

1997–
2001 *Research Coordinator*, Carl Vinson Institute of Government
University of Georgia, Athens, GA

Oversaw the research team in a study evaluating the Georgia Lottery for Education. Utilized panel data methodology to examine changes in public education spending. Analyzed survey data to examine patterns of lottery play. Developed a geographic information system to study land use changes in Georgia over 15 years.

SELECTED PUBLICATIONS AND PRESENTATION

- McCrary, J. & A. Hoffman. (2010). *Chicago Public Schools' Community Schools Initiative: 2007-08 Student Outcomes Evaluation*. WestEd. Atlanta, GA.
- McCrary, J., J. Tejwani, & J. Schmidt. (2009). *Evaluation of Enhanced Assessment Grant: Aligning Instruction to Standards and Assessments for English Language Learners: Interim Report*. WestEd. Washington, DC.
- McCrary, J., J. Ziobrowski, & J. Bojorquez. (2008). *America's Choice in Arkansas: Achievement after One Year*. WestEd. Washington, DC.
- Stullich, S., L. Eisner, J. McCrary, & C. Roney. (2007). *National Assessment of Title I Final Report: Volume I: Implementation of Title I*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Washington, DC.
- Stullich, S., L. Eisner, J. McCrary, & C. Roney. (2006). *National Assessment of Title I Interim Report: Volume I: Implementation of Title I*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Washington, DC.
- McCrary, J. L. (2006). *Evaluating Comprehensive School Reform in Schools, Districts, and States*. Served as session chair. Annual Meeting of the American Education Research Association, San Francisco, CA, April 7-11, 2006.
- McCrary, J. L. (2005). *An Evaluation of the Faith-Based and Community-Based Organizations in U.S. Department of Education Discretionary Grant Programs and as Supplemental Educational Service Providers*. Washington, D.C.: U.S. Department of Education, Policy and Program Studies Service.
- McCrary, J. L. (2005). *Opening the Black Box in CSR: A Review of Findings from AERA*. Presented to the Center for Comprehensive School Reform and Improvement Technical Working Group. June 23, 2005.
- McCrary, J. L. (2005). *Evaluating Comprehensive School Reform in Schools, Districts, and States*. Served as session chair and discussant. Annual Meeting of the American Education Research Association, Montreal, CA, April 11-15, 2005.
- McCrary, J. L. and M. E. Yakimowski. (2004). *The Relationship between Student Test Performance and Teacher Assigned Classroom Grades*. Baltimore, MD: Baltimore City Public Schools.

McCrary, J. L. and S. E. Condrey. (2003). "The Georgia Lottery: Assessing its Administrative, Economic, and Political Effects." *The Review of Policy Research*. 20(4): 691-711.

Yakimowski, M. E., J. L. McCrary, and F. Connolly. (2003). *Baltimore City Public School System Master Plan II: The Needs Assessment*. Baltimore, MD: Baltimore City Public Schools.

Yakimowski, M. E., C. A. Wilson, and J. L. McCrary. (2003). *Student Performance on the Maryland School Assessment Program*. Baltimore, MD: Baltimore City Public Schools.

Yakimowski, M. E., J. G. Gresham, C. A. Wilson, E. S. Vaughn, F. Connolly, and J. L. McCrary. (2003). *Student Performance on the TerraNova: 1998-99 through 2002-03*. Baltimore, MD: Baltimore City Public Schools.

McCrary, J. L. and M. E. Yakimowski. (2003). *From Where Do Students Enroll: 1998-99 through 2002-03*. Baltimore, MD: Baltimore City Public Schools.

McCrary, J. L. (2003). *Evaluating Education Research*. Presented to the staff of the Division of Research, Evaluation, Assessment, and Accountability. December, 2003.

Yakimowski, M., J. L. McCrary, and F. Connolly. (2002). *Why Students Leave: A Descriptive Study*. Baltimore, MD: Baltimore City Public Schools.

McCrary, J. L. and T. J. Pavlak. (2002). *Who Plays the Georgia Lottery? Results of a Statewide Survey*. Athens, GA: Carl Vinson Institute of Government.

McCrary, J. L. (2002). *Student Attendance and Test Performance*. Presented to the Standards and Grading Committee. Macon, GA. March 2002.

McCrary, J. L., S. E. Condrey, M. Moore, C. Cornwell, D. Mustard, J. Hamilton, T. Tanner, and J. Fleury. (2001). *The Georgia Lottery: Participation, Revenue Generation, and Benefit Distribution*. Athens, GA: Carl Vinson Institute of Government.

McCrary, J. L. and S. E. Condrey (2001). *The Georgia Lottery: Assessing its Administrative, Economic, and Political Effects*. Paper presented at the Southeastern Conference on Public Administration, Louisiana State University, Baton Rouge, Louisiana. October 10-14, 2001.

SELECTED PROFESSIONAL ACTIVITIES

- American Education Research Association
- American Evaluation Association
- Directors of Research and Evaluation (Past President)
- National Association of Test Directors

**Appendix C
Logic Model**

Funder Requirement: Performance-Based Compensation System (PBCS) for teachers, Principals & Others in high-need schools defined as a school with 50% or more of its enrollment from low-income families, based on eligibility for FRL under the Richard B. Russell National School Lunch Act or other poverty measure used as authorized in ESEA. Documentation of high-need by school is provided in Attachment A.
Amount: up to \$10 MM
Term: 60 months
Participant Selection @ M-DCPS: Cluster TIF 2010 schools into 1 region; exclude Differentiated Accountability schools and current TIF schools under M-DCPS' 2007 award. Select 1 of 5 Regions, rank eligible schools within the region by %FRL, then enrollment, then restrict to Grades 1 through 5 in elementary schools with enrollment under 600 students.

Goal (Funder & M-DCPS)
Funder's Purpose: To develop & implement performance-based compensation systems (PBCSs) for teachers, principals, and other (T/P/O) personnel in order to increase educator effectiveness and student achievement (as defined), measured in significant part by student growth (as defined) in high-need schools (as defined).
Absolute Priority 1: Differentiated compensation that rewards, T/P/O who demonstrate effectiveness by improving student achievement as part of coherent & integrated approach to strengthening workforce. **Absolute Priority 2:** Fiscal Sustainability. **Absolute Priority 3:** Comprehensive approaches to PBCS, i.e., evidence of *coherent and integrated strategy for strengthening educator workforce*, including use of data & evaluations for PD, retention, tenure during & after grant period.
Competitive Priority 4: Value-added measures; **Competitive Preference 5:** Increased recruitment & retention of effective teachers to serve high-need students in hard-to-staff subjects, especially in high-need schools. (*Competitive Priority #6 does not apply to M-DCPS.*)

Objectives	Theory of Action		Evaluation	
	Activities <i>(Communications Plan applies to all 3 objectives.)</i>	Performance Measures <i>The objective as measured by ...</i>	Data Sources <i>for Measurable Outcomes</i>	Data Collection <i>i.e. who collects the data</i>

Read across the logic model →

<p>1. Changes in teacher & principal compensation systems (GPRA #2 requires evaluation of this objective <i>as measured by the % of an LEA's personnel budget that is used for performance-related payments to effective teachers and principals as measured by student achievement gains</i>). Additional measures of this objective included in the Local Evaluation are detailed in the <i>Measurable Outcomes</i> column at right..</p>	<p>1) Implement a Performance-Based Compensation System with the following core elements: 1.1 Delivery of a plan for effectively communicating to teachers, administrators, other school personnel, and the community-at-large the components of the PBCS 1.2 Involvement and support of teachers, principals, other personnel and the teachers' union, in a PBCS. 1.3 Rigorous, transparent, fair evaluations systems for teachers & principals that differentiate effectiveness using multiple rating scales and take into account student growth (as defined) as a significant factor, as well as classroom observations conducted at least twice during the school year. 1.4 A data management system that links student achievement (as defined) to teacher & principal payroll & HR systems. 1.5 A plan for ensuring teachers & principals understand the specific measures of teacher & principal effectiveness in the PBCS, and receive PD that enables them to use data generated by these measures to improve their practice.</p>	<p>1.1 ... stakeholder awareness of the components of the PBCS; and 1.2 ... stakeholder buy-in as measured by % of teachers and principals opting in to the PBCS. 1.3a ... the use of an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA's coherent approach to strengthening the educator workforce; 1.3b ... the use of at least two observations of each teacher or principal by individuals (who may include peer reviewers) who are provided specialized training; 1.3c ... incorporate the collection & evaluation of additional forms of evidence; and 1.3d ... ensure a high degree of inter-rater reliability. 1.4a... a working interface, developed by ARDA, linking student achievement data to PD (for the purpose of targeting PD); and to HR (for the purpose of linking student achievement data to individual teacher records); 1.4b ... a working interface, developed by Compensation, linking student achievement data to Compensation (for the purpose of paying performance-based incentives). 1.5a ... # & % of teachers who opt-in; 1.5b ... # & % of teachers who participate in data-specific PD; and 1.5c ... # & % who earn performance-based incentives.</p>	<p>1.1 Sign-in Sheets (stakeholder meetings & project PD); teacher/-principal surveys; compensation records 1.2 TIF Project records of # of participants opting in each year; 1.3a-d IPEGS Evaluation tool with the addition of: - 1 new observation (for a total of 2 observations) - a project-specific document outlining how IPEGS is integrated into the PBCS 1.4a-b Reports listing teachers, the school served, principal, and the number & % of students achieving in each of the categories indentified in the incentive plan - to be used by PD for targeting PD; by HR for inclusion in teacher records; by Compensation to pay incentives. 1.5 Teacher/principal surveys, student achievement records, school grades.</p>	<p>1.1 TIF Project Director, External Evaluator 1.2 TIF Project Director, External Evaluator 1.3 PD, HR, TIF Project Director, Principal records, External Evaluator 1.4 TIF Project Director, ARDA, HR, Compensation, Payroll, External Evaluator 1.5 TIF Project Director</p>
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Objectives	Theory of Action		Evaluation	
	Activities <i>(Communications Plan applies to all 3 objectives.)</i>	Performance Measures <i>The objective as measured by ...</i>	Data Sources <i>for Measurable Outcomes</i>	Data Collection <i>i.e. who collects the data</i>
Read across the logic model → → → →				
2. Increase teacher effectiveness	2.1 Design & deliver differentiated PD offerings for all teachers in content and pedagogy to assist teachers develop and/or continue effective practices that raise student achievement.	2.1 90% of eligible teachers in each school will participate in project PD.	2.1 PD Menu & Registration System, PD Sign-In Sheets; Stipend payment records, Teacher surveys.	2.1 TIF 2010 Project Director, External Evaluator
	2.2 Provide teachers with the tools & skills needed to assume additional responsibilities and leadership roles (as defined).	2.2 25% of teachers will participate in PD designed to enable teachers to successfully assume additional responsibilities (as defined).	2.2 Teacher surveys, Principal / school records; Compensation records	2.2 TIF Project Director, External Evaluator
	2.3 Implement incentives based on student growth measures.	2.3 (Growth) ... % of participating teachers who show an increase in % of students who increase 1 or more levels of proficiency or maintain the highest level as measured by standardized achievement tests described in the narrative.	2.3 Student achievement tests	2.3 ARDA, External Evaluator
	2.4 Implement incentives based on student proficiency	2.4 (Proficiency) ... % of participating teachers who show an increase in % of students who achieve proficiency or maintain the highest level as measured by standardized achievement tests described in the narrative.	2.4 Student achievement test	2.4 ARDA, External Evaluator

Objectives	Theory of Action		Evaluation	
	Activities <i>(Communications Plan applies to all 3 objectives.)</i>	Performance Measures <i>The objective as measured by ...</i>	Data Sources <i>for Measurable Outcomes</i>	Data Collection <i>i.e. who collects the data</i>
Read across the logic model → → → →				
3. Improve administrator effectiveness and deployment practices (GPRA #1 measures changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness - - - and tracks to this objective given that LEA personnel deployment practices are driven to a significant degree by school-site deployment practices.)	3.1 Design & deliver professional development for principals focused on student-centered personnel development. (GPRA #1)	3.1a ... changes over time in the % of teachers in high-need schools who meet the criteria for a performance award. 3.1b ... each project year 50% of participating schools will improve by at least 1 school grade (or maintain an "A"); 3.1c ... a statistically significant increase in the median percentile score on SAT-10 for grades 1 and 2; and 3.1d ... a significant decrease in the average number of days per year that teachers in participating schools are absent.	3.1a-d Student achievement data, school grade; teacher & principal evaluations, teacher surveys, principal surveys/interviews, personnel records	3.1 HR, ARDA, External Evaluator 3.1b TIF Project Director, ARDA, External Evaluator
	3.2 Implement communities of practice designed to coach teachers in balancing data-driven achievement goals with additional responsibilities and leadership roles.	3.2 ... the extent to which teachers in a principal's school who take on additional responsibilities and leadership roles are successful in those roles without compromising student performance or increasing the workload of colleagues.	3.2 Teacher & principal evaluations, teacher-level data on leadership roles, student achievement records, school grade, teacher surveys, principal surveys/interviews	3.2 PD, HR, TIF Staff, ARDA, External Evaluator
	3.3 Implement incentives based on student growth measures	3.3 (Growth) ... % of participating schools that show an increase in % of students that increase 1 or more levels of proficiency or maintain the highest level as measured by standardized achievement test described in the narrative.	3.3 Student achievement tests, school grade	3.3 ARDA, External Evaluator
	3.4 Implement incentives based on student proficiency	3.4 (Proficiency) ... % of participating schools that show an increase in % of students that achieve proficiency or maintain the highest proficiency level	3.4 Student achievement test, school grade	3.4 ARDA, External Evaluator

Christine Jeanne Master

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Education

Barry University – 2004, Doctor of Education, Educational Leadership
Pennsylvania State University – 1984, Certificate in School Administration
West Chester University – 1976, Master of Science, Educational Media
Cabrini College – 1971, Bachelor of Arts, History

- Certification – Florida Professional Educator's Certificate – Media, History, and Administration

Experience

Miami-Dade County Public Schools

Administrative Director, Professional Development, December 2008 – present
Assistant Superintendent, Instructional Support and Development, December 2004- December 2008
Administrative Director, Professional Development, December 2004 – June 2005
Administrative Director - Division of Instructional Technology and Media Support Services, 1993 - 2004
Supervisor – Library Media Services, 1991-1993
Educational Specialist – Library Media Services, 1988 – 1991
School Media Specialist – North Miami Beach Senior High School, 1984 -1988

International Experience

Director of Media – Singapore American School, Republic of Singapore, 1980 – 1982
Social Studies Teacher – American International School of Düsseldorf, Germany, 1977 - 1980

Other

Adjunct Professor, Nova Southeastern University, 1991 - 1995

Major Responsibilities and Accomplishments

- Responsible for leadership development programs, including principal preparation and assistant principal preparation programs
 - Awarded a US DOE School Leadership Grant in 2005
 - Monitor implementation of Teacher Incentive Fund grant: Project RISE awarded in 2007
 - Monitor district-wide implementation of new teacher evaluation system in 2009-2010
 - Developed the *Summer HEAT* initiative consisting of professional development for approximately 5,000 teachers and 180 school-site administrators
 - Responsible for professional development programs that support instructional personnel ranging from New Teacher Induction to National Board Certification
 - Manage a yearly budget of over \$40 million
 - Supervised a staff of 55
 - Provided guidance and support to schools in the area of technology implementation, library programming, and instructional materials
 - Initiated a Principal Leadership Cohort, offering summer institutes and yearlong activities in conjunction with the International Society for Technology in Education
 - Awarded a *Reinventing Education* grant from IBM
 - Initiated partnerships with CISCO, Oracle Corporation, and Apple Computer, Inc. to provide certification-based course offerings for students
-

Awards and Distinguished Activities

Teaching and Learning Magazine

- 2001 National Technology Leader Award

American Association of South American Schools, 1994 - 1998

- Consultant, Library Programming - Argentina, Paraguay, and Venezuela

Florida Educational Technology Conference Legislative Session, 1999

- Presenter

Florida Educational Technology Conference 1998, 2000, 2004

- Featured Speaker

New American Schools Arlington, Virginia 1994 - 1996

- Member of National Technology Task Force

Florida Department of Education, Tallahassee, Florida, 1994

- Presentation to State Education Committee of Florida Senate

DOE Curriculum Conferences, 1991-1995

- Presentations pertaining to administrative management of library media programs

Published Work

When Disaster Strikes: Hurricane Andrew and the Lessons Learned, *School Library Journal* (September, 1993), 39, (9)

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PROFILE

Dedicated, professional educator with thirty years of experience as a district administrator, classroom teacher, mentor teacher, department chairperson, educational specialist, and lead teacher. Record of success teaching regular, honors, and advanced placement mathematics courses at all grade levels. Demonstrated ability to coordinate and organize programs and projects and to lead others in collaboration. Established reputation for delivering a variety of high quality professional development workshops and sessions. Active in local, state, and national professional organizations. Strongly committed to ensuring a high-quality instructional program for all students. Proven record of success in the classroom and in leadership roles.

EDUCATION

Masters of Science in Education, School of Education, University of Miami, Miami, FL, 2003

Bachelor of Science in Education, Nova University, Fort Lauderdale, FL, 1980

CERTIFICATION

Mathematics, grades 7-12, since 1983

Elementary grades, since 1980

Reading, grades K-12, since 1980

National Board of Professional Teaching Standards, Adolescent Young-Adulthood Mathematics, 2000

HONORS AND AWARDS

Member of Teacher Leaders Network (TLN), a virtual Professional Learning Community comprised of teacher leaders from across the United States and Canada, 2003-2008. TLN Washington Mutual Fellow, 2004-05, 2005-06.

Met-life Fellow, Teachers Network Leadership Institute, (formerly Teachers Network Policy Institute), Dade Public Education Fund, 2003-04, 2004-05, conducting Action Research and collaborating with other teachers to influence education policy at local and state levels. Action research was published in monograph, *Growing Together in Community through Action Research*, 2007.

Dade Public Education Fund Citibank Success Fund Grant Recipient, for "Boxed Lunch Mathematics", 2005.

Dade Public Education Fund Impact II grant recipient for "A⁵ = Awesome Algebra Activities and Assessments", a collection of lessons dealing with skills and concepts of algebra, 1996

High School Mathematics Teacher of the Year, Dade County Council of Teachers of Mathematics, 1993

Selected to pilot a College Board program, Pacesetter mathematics, in Miami-Dade County, 1993-94

One of four Miami teachers selected to participate in the Andover-Dartmouth Summer Institute, an intensive four-week long residential professional development program in precalculus mathematics content and technology infusion, 1992

Dade Public Education Fund Impact II Grant for "For Good Measure", a collection of middle and high school lessons dealing with measurement, 1992

PROFESSIONAL EXPERIENCE

Executive Director, Project Director, Project RISE, 2008-2010

District level administrator with responsibility to oversee all aspects of implementation of the district's Teacher Incentive Fund grant. , Miami-Dade County Public Schools, FL

Executive Director, National Board Certified Teachers, 2006-2008

District level administrator with oversight of professional development initiatives for and involving National Board Certified Teachers and recruitment and support for National Board candidates, Miami-Dade County Public Schools, FL

Elementary Teacher, Grade Level Chairperson, August – December, 2005

Fourth grade departmentalized configuration, teaching mathematics, science and social studies, Myrtle Grove Elementary School, Miami, FL

Mathematics Coach, 2004-2006

Served as trainer and coach to participants in The College Board's national pilot program, Video-Supported Mathematics Professional Development (VSMPD) funded through a grant from the National Science Foundation, Miami, FL. Member of the grant's national professional development steering committee charged with design and delivery of participant training.

Adjunct Professor, Barry University, May, 2005 - June, 2006

Taught EDU 551, a graduate level course in elementary mathematics teaching methods.

Lead Teacher, Partnership in Academic Communities, 2001-2005

Miami-Dade County Public Schools/Florida International University collaborative Mathematics, Science, and Technology program serving at-risk and minority middle and high school students, Miami, FL

Educational Specialist, Division of Advanced Academic Programs, 2000-2001

Served as trainer, facilitator, and mentor for the *State University System Partners in Excellence Mathematics Professional Development* grant program, working with teachers from fourteen high-priority schools in Miami-Dade and Broward counties, FL

Mathematics Teacher and Department Chairperson, 1995-2000

Member of inaugural staff of Barbara Goleman Senior High School, Miami-Dade County Public Schools, Miami, FL. Chairperson of the Mathematics Department which grew in four years from 11 to 26 teachers. Served as a member and secretary to school's Educational Excellence School Advisory Council (EESAC), and member of Curriculum Council. Served as FCAT (Florida Comprehensive Assessment Test) Coordinator (1999-2000). Collaborated with two other teachers

to conduct CRISS (Creating Independence through Student-Owned Strategies) trainings and follow-up for the school's entire instructional staff.

Mathematics Teacher 1991-1995, and Department Chairperson, 1994-1995

Hialeah-Miami Lakes Senior High School, Miami-Dade County Public Schools, Miami, FL. Served as a Southern Association of Schools and Colleges Accreditation committee chairperson. Sponsored Mu Alpha Theta, mathematics honor society.

Mathematics Teacher, 1985-1991

Miami Norland Senior High School, Miami-Dade County Public Schools, Miami, FL. Served as teacher for in-house alternative program, VIKE-Back. Served one year on the Teacher Resource Team, assisting new and struggling teachers. Member of Faculty Council.

Mathematics, Reading, and Creative Writing Teacher, 1982-1985

Norland Junior High School, Miami-Dade County Public Schools, Miami, FL. Taught Creative Writing and published the school's Literary Magazine.

Elementary School Teacher, Fifth Grade Language Arts and Social Studies, 1982

A.C. Steere Elementary School, Caddo Parrish Schools, Shreveport, LA

Elementary School Teacher, Fourth Grade, 1980-1982

M.A. Milam Elementary School, Miami-Dade County Public Schools, Miami, FL

ESAA Reading Teacher, 1980

Miramar Elementary School, Broward County Schools, Fort Lauderdale, FL

PROFESSIONAL MEMBERSHIPS

National Board Certified Teachers of Miami-Dade, Inc.
National Council of Teachers of Mathematics
National Staff Development Council
Association for Supervision and Curriculum Development
Florida Association for Supervision and Curriculum Development

PROFESSIONAL ACTIVITIES

Host Committee, National Staff Development Council Summer Conference, "Creating a World of Wonder", assisted with planning, organizing, advertising, and implementing the conference held in July in Orlando, FL, September, 2007 – July, 2008.

Past-president, National Board Certified Teachers of Miami-Dade, Inc., 2005-2006. Past Corresponding Secretary, 2003-2005, and member of the Executive Board, 2001- 2006.

Faculty Member, National Board for Professional Teaching Standards, delivering Candidate Support Provider Training, 2008.

Trainer, Lead Faculty, and Institute Coordinator, Pacesetter Mathematics, Mathematics With Meaning, College Success Initiative, and Springboard Mathematics programs, The College Board, 1993 – 2008.

Featured Panel Member, “The Challenge of Collaboration: Understanding the Educational Enterprise from Multiple Perspectives,” Florida Association of Teacher Educators 2006 Annual Conference, Orlando, FL, September, 2006.

Coordinator, “New Teacher Orientation Ready, Set, Go! Day”, organized the professional development component of 20+ workshop sessions for new teachers which were repeated 4 times each day for 3 days, June – August, 2005.

Presenter, College Board Advanced Placement Conference, Presented an overview of Springboard Mathematics program to District Mathematics Coordinators, July, 2005, Houston, TX

NSF (National Science Foundation) Video-Supported Mathematics Professional Development (VSMPD) Project Working Group, The College Board, materials review and development for grant-supported national pilot, 2004, 2005, 2006

Dade-Monroe Teacher Education Center Trainer, “Hands-on Mathematics for Grades 4-8”, February – March, 2005, and “Planning With The End in Mind”, March-April, 2005.

Volunteer Online Mentor to William & Mary University Preservice Teachers, January – May, 2005.

Development Committee, Center for Teacher Leadership, (CTL), Virginia Commonwealth University School of Education, which developed the syllabus for an on-line course on teacher leadership, summer of 2004

Past-president, Dade County Council of Teachers of Mathematics, 2001-2003. Past Vice-president and member of the Executive Board, 1992-2001

Online Mentor, (substitute) College Success Initiative Pilot, The College Board, 2003-2004

District level CRISS Trainer, Creating Independence through Student-Owned Strategies (CRISS) content area reading and study program, 1998-2004

Trainer, Mathematics and Science Professional Development (MSPD), content workshops for elementary school teachers, summers of 2001, 2003

Curriculum Developer, Miami-Dade County Public Schools, member of teacher group which produced the instructional resource, “Focus on Algebra Through a Sunshine State Standards Lens”, summer 1999

National Pacesetter Assessment, Item writer, Educational Testing Service, 1994, 1997, 2001

Pacesetter Assessment Reader, 1994, 1995, 1998

PRESENTATIONS

“A Palette of School-Based Teacher Leadership Support”, National Staff Development Council Summer Conference, Orlando, FL, July, 2008.

“The Bird and the NEST (New Educator Support Teams)”, National Staff Development Council Summer Conference, Denver, CO, July, 2007.

“Multiple Roles of National Board Certified Teacher Leaders in Miami-Dade County Public Schools,” National Board for Professional Teaching Standards (NBPTS) Conference, Washington, DC, July, 2007.

“Building an Urban Network: Using National Board Certified Teachers in Low-Performing Schools”, ASCD Annual Conference, Anaheim, CA, March, 2007.

“The Road to New Teacher Support: Utilizing National Board Certified Teachers,” Ninth National New Teacher Symposium, San Jose, CA, February, 2007.

“The Architecture of Accomplished Teaching”, Miami-Dade County Public Schools New Teacher Orientation, Miami, FL, August, 2005 (Co-presented with Mickey Weiner and Lori Nazareno.)

“Action Research Training”, three 1-day sessions for Miami-Dade County Public Schools’ Summer Heat professional development program, June, 2005

“An Investigation of the Effect of Direct Instruction in Bloom’s Taxonomy on High School Mathematics Students’ Classroom Discussion”, Pi Delta Kappa Research Day, Barry University, Miami, FL, January, 2005

“Memorable and Meaningful Mathematics”, I Will Survive and Thrive New Teachers’ Conference, hosted by National Board Certified Teachers of Miami-Dade, Key Biscayne, FL, 2003

“Who Says Functions and Inverses Aren’t For Algebra I?” Florida Council of Teachers of Mathematics (FCTM) Annual Conference, Orlando, FL 2001

“Who Said FCAT Math Can’t Be Fun?” South Florida Thinking Skills Conference, Miami, FL, 2001 (Co-presenters Chanell Madison and Patti Glen)

“Historical Topics in Number Sense”, University of Miami Project SUCCEED Summer Mathematics Institute, Miami, FL, 2000; FCTM Annual Conference, Orlando, FL, 2001

“CRISS For the Mathematics Classroom”, DCCTM Annual Mini-Conference, Miami, FL, 2000, 2001; FCTM Annual Conference, Orlando, FL, 2001

“Reaching The Unreachable Star”, Florida State CRISS Trainers Conference, Ft. Lauderdale, FL, 2000

“A⁵ = Awesome Algebra Activities and Assessments”, Dade Public Education Fund Impact II Idea Expo, Miami, FL, 1996; Florida Council of Teachers of Mathematics (FCTM) Annual Conference, Orlando, FL, 1999, Sarasota, FL, 2000, Orlando, FL, 2001; Dade County Council of Teachers of Mathematics (DCCTM) Annual Mini-Conference, Miami, FL 1999, 2000

“For Good Measure”, Dade Public Education Fund Impact II Idea Expo, Miami, FL, 1992, 1993; Dade County Council of Teachers of Mathematics (DCCTM) Annual Mini-conference, 1997, 1998

CINDY M. CALDWELL

2347 NE 42 Circle
Homestead, Fl. 33033
305-984-3144

WORK EXPERIENCE

August 1999 – Present:

Miami-Dade County Public Schools (M-DCPS)

1500 Biscayne Blvd.

Miami, Fl. 33132

AUGUST 2006 - PRESENT

Instructional Supervisor, Professional Development

- Coordinate the district's Alternative Certification Program for teachers from non-education backgrounds
- Serve as a liaison between the Florida Department of Education and M-DCPS concerning updates on requirements for District Alternative Certification Programs
- Coordinate professional learning communities for new/early career teachers- New Educator Support Teams (NEST)
- Develop and deliver training to District and Region staff
- Develop and deliver training to new and early career teachers, assistant principals, principals and identified high-need schools
- Assist with implementation of M-DCPS' comprehensive three-year new teacher induction program: Mentoring and Induction for New Teachers (MINT)
- Facilitate M-DCPS' Differentiated Instruction Academy
- Work in conjunction with Office of Certification concerning professional certificate requirements through the district's alternative certification program

OCTOBER 2005 – AUGUST 2006

Curriculum Support Specialist, Office of Professional Development

- Produced monthly newsletters for new teachers
- Provided district-wide support for beginning teachers
- Mentored New and Early Career Teachers throughout M-DCPS district
- Delivered Professional Development in-services to beginning teachers
- Assisted with supervision and facilitation of New Teacher Orientation and conferences

AUGUST 1999 – OCTOBER 2005

General Education Teacher, Dr. E.L. Whigham Elementary

- Served as grade level chair for 4th grade
- Coordinated and facilitated Academic Excellence Program
- Served on Literacy Leadership Team
- Served on School Improvement Plan Committee
- Participated as a lead instructor in Grant funded program: Project C.H.I.L.D. (Computers Helping Instruction and Learning Development)
- Developed and facilitated Parent Curriculum Nights
- Created 4th grade Writer's Workshop

EDUCATION

1999 - 2002	Florida International University ■ Ed.MS., Urban Education ■ Graduated Cum Laude	Miami, Fl.
1997 - 1999	Barry University ■ B.S. in Elementary Education ■ Graduated Magna Cum Laude	Miami, Fl.

AREAS OF EXPERTISE:

- Differentiated Instruction
- Classroom Management
- Family Involvement
- Rigor and Relevance
- Higher Order Thinking Skills (HOTS)
- Content Literacy
- Brain-Compatible Strategies
- Presentation Skills
- Instructional Mentoring
- Lesson Study
- Professional Learning Communities
- Analyzing Student Work to Differentiate Instruction
- Florida Educator Accomplished Practices

PRESENTATIONS:

- ASCD Southeast School Improvement Symposium
- NSDC Conference on New Teacher Induction
- ASCD Conference on New Teacher Induction
- New Teacher Center Symposium on New Teacher Induction
- M-DCPS Finishing Strong: Closing of Schools Conference
- M-DCPS Summer Institute for Principals
- M-DCPS 3Rs Boot Camp for New and Early Career Teachers

PROFESSIONAL MEMEBERSHIPS

- ASCD: Association for Supervision & Curriculum Development
- NSDC: National Staff Development Council
- DASA: Dade Association for School Administrators
- Dade Reading Council
- Alpha Delta Kappa – Alpha Pi chapter
- Kappa Delta Pi

AWARDS RECEIVED

- Keynote Speaker for 2009 College of Education's graduating class: Miami Dade College InterAmerican Campus
- A-TEAM Grant
- 2004 Zelda Glazer Institute Featured Writer
- 2003 Teacher of the Year

REFERENCES

- Gloria Kotrady, Executive Director, New and Early Career Teacher Support Program
gkotrady@dadeschools.net
305-995-7426
- Dr. Christine Master, Administrative Director, Professional Development
cmaster@dadeschools.net
305-995-7616
- Milagros Gonzalez, Instructional Supervisor, Professional Development
Mgonzalez5@dadeschools.net
305-995-7424



INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-TEACHER

Teacher: _____ Employee No. _____ School: _____
Contract Status: [] Annual 1 [] Annual 2 [] Annual 3 [] Annual ____ [] Professional Service [] Continuing
Observation: [] 1 [] 2 [] 3 [] 4 [] 5 [] _____ Interim Teacher Incumbent Yes [] No []
Grade/Subject Observed: _____ Date: _____ Time: From _____ To _____

Assessors use this form to document the required annual formal observation of the teacher. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to page 20 in the IPEGs Teacher Handbook.)

PERFORMANCE STANDARD 1: LEARNER PROGRESS
The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals. [] NA

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS
The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles. [] NA

PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING
The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students. [] NA

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT
The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners. [] NA

PERFORMANCE STANDARD 5: ASSESSMENT
The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback. [] NA

PERFORMANCE STANDARD 6: COMMUNICATION
The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community. [] NA

PERFORMANCE STANDARD 7: PROFESSIONALISM
The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth. [] NA

PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT
The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm. [] NA

Comments/Specific Suggestions

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following performance standard(s). 1 [] 2 [] 3 [] 4 [] 5 [] 6 [] 7 [] 8 []

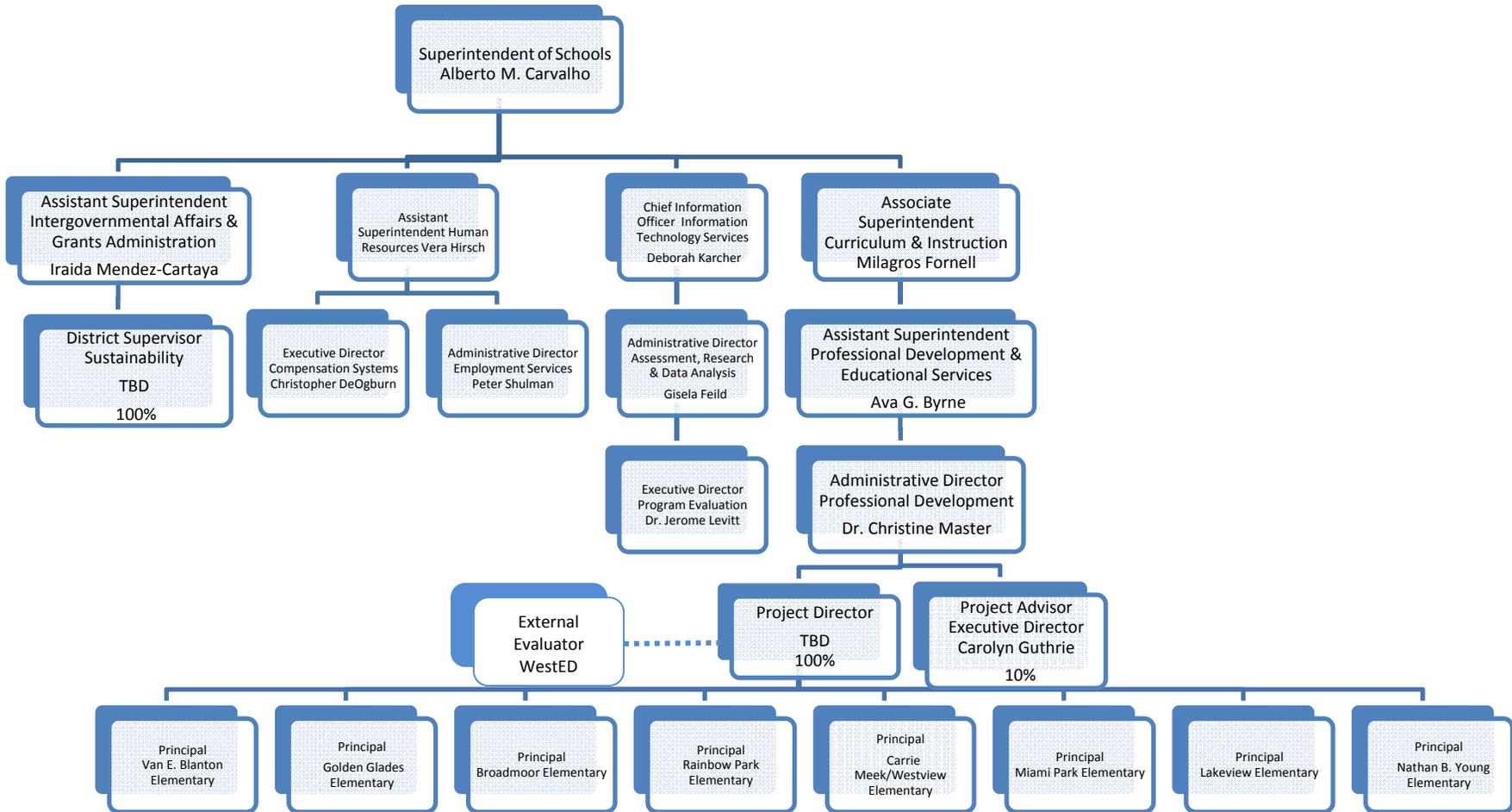
Assessor Action: Support Dialogue [] Improvement Plan []

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Assessor's Signature _____ Date _____

Teacher's Signature _____ Date _____

The Core Initiative: *Creating Opportunities to Reward Educators*





Welcome to Dadeschools.net

Thursday, July 1, 2010

STUDENTS PARENTS EMPLOYEES COMMUNITY

2009 - 2010 Teacher Salary Schedule (Effective 12/25/2009) Schedule 'B'

Additional information concerning employee salary is available at <http://salary.dadeschools.net> which includes Tuition Reimbursement, Credential Payment, Salary Supplements, and salary credit for Teaching Experience.

UTD A0/C0					UTD A0/C0					UTD A0/C0				
10-Month Schedule					Adult/Vocational Schedule					12-Month Schedule (250 Day Work Year)				
Step	Bachelor's Base Salary	Master's Base Salary	Ed Specialist Base Salary	Doctorate Base Salary	Step	Bachelor's Base Salary	Master's Base Salary	Ed Specialist Base Salary	Doctorate Base Salary	Step	Bachelor's Base Salary	Master's Base Salary	Ed Specialist Base Salary	Doctorate Base Salary
1	\$38,500	\$41,600	\$43,650	\$45,700	1	\$46,200	\$49,920	\$52,380	\$54,840	1	\$44,422	\$48,142	\$50,602	\$53,062
2	\$38,750	\$41,850	\$43,900	\$45,950	2	\$46,500	\$50,220	\$52,680	\$55,140	2	\$44,710	\$48,430	\$50,890	\$53,350
3	\$39,000	\$42,100	\$44,150	\$46,200	3	\$46,800	\$50,520	\$52,980	\$55,440	3	\$44,999	\$48,719	\$51,179	\$53,640
4	\$40,000	\$43,100	\$45,150	\$47,200	4	\$48,000	\$51,720	\$54,180	\$56,640	4	\$46,152	\$49,872	\$52,332	\$54,792
5	\$40,300	\$43,400	\$45,450	\$47,500	5	\$48,360	\$52,080	\$54,540	\$57,000	5	\$46,499	\$50,219	\$52,679	\$55,140
6	\$40,602	\$43,702	\$45,752	\$47,802	6	\$48,723	\$52,443	\$54,903	\$57,363	6	\$46,848	\$50,568	\$53,028	\$55,490
7	\$40,907	\$44,007	\$46,057	\$48,107	7	\$49,089	\$52,809	\$55,269	\$57,729	7	\$47,200	\$50,920	\$53,380	\$55,840
8	\$41,214	\$44,314	\$46,364	\$48,414	8	\$49,457	\$53,177	\$55,637	\$58,097	8	\$47,553	\$51,273	\$53,733	\$56,190
9	\$41,523	\$44,623	\$46,673	\$48,723	9	\$49,828	\$53,548	\$56,008	\$58,468	9	\$47,910	\$51,630	\$54,090	\$56,540
10	\$41,834	\$44,934	\$46,984	\$49,034	10	\$50,201	\$53,921	\$56,381	\$58,841	10	\$48,269	\$51,989	\$54,449	\$56,890
11	\$42,148	\$45,248	\$47,298	\$49,348	11	\$50,578	\$54,298	\$56,758	\$59,218	11	\$48,631	\$52,351	\$54,811	\$57,240
12	\$42,464	\$45,564	\$47,614	\$49,664	12	\$50,957	\$54,677	\$57,137	\$59,597	12	\$48,996	\$52,716	\$55,176	\$57,590
13	\$42,782	\$45,882	\$47,932	\$49,982	13	\$51,339	\$55,059	\$57,519	\$59,979	13	\$49,363	\$53,083	\$55,543	\$58,040
**					**					**				
15	\$47,000	\$50,100	\$52,150	\$54,200	15	\$56,400	\$60,120	\$62,580	\$65,040	15	\$54,229	\$57,949	\$60,409	\$62,869
**					**					**				
17	\$50,300	\$53,400	\$55,450	\$57,500	17	\$60,360	\$64,080	\$66,540	\$69,000	17	\$58,037	\$61,757	\$64,217	\$66,677
**					**					**				
19	\$53,100	\$56,200	\$58,250	\$60,300	19	\$63,720	\$67,440	\$69,900	\$72,360	19	\$61,267	\$64,987	\$67,447	\$69,907
20	\$54,350	\$57,450	\$59,500	\$61,550	20	\$65,220	\$68,940	\$71,400	\$73,860	20	\$62,710	\$66,430	\$68,890	\$71,350
21	\$58,350	\$61,450	\$63,500	\$65,550	21	\$70,020	\$73,740	\$76,200	\$78,660	21	\$67,325	\$71,045	\$73,505	\$75,965
22	\$68,225	\$71,325	\$73,375	\$75,425	22	\$81,870	\$85,590	\$88,050	\$90,510	22	\$78,718	\$82,438	\$84,898	\$87,358

Appendix C

References

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- Lewis, C., Perry, R., Hurd, J., & O'Connell, M. P. (2006). Lesson study comes of age in North America. *Phi Delta Kappan*, 88(4), 273-281.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
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Stronge, James H. (2007). *Qualities of effective teachers, 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Wiggins, G. & McTighe, J. (2005). *Understanding by design (Expanded 2nd ed.)*. Upper Saddle River, NJ: Prentice Hall, Inc.

Williams, R. Bruce (2003). *Higher order thinking skills, challenging all students to achieve*. Thousand Oaks, CA: Corwin Press.

MIAMI-DADE COUNTY PUBLIC SCHOOLS COMMUNICATION PLAN
JULY 2009 – AUGUST 2010
PROJECT MANAGER: CAROLYN GUTHRIE

TARGET AUDIENCES	COMMUNICATION OBJECTIVES
Administrators	To inform and persuade this audience to support Project <i>RISE</i> initiatives and assure that their leadership and expertise are acknowledged and reinforced through strategic compensation.
Teachers	To persuade this audience to participate in professional development activities and inform them regarding incentive pay for developing and sharing best practices with their colleagues.
National Board Certified Teachers	To recruit this audience by informing them of financial incentives provided to NBCTs through grant initiatives.
District Communication	To ensure adherence to grant requirements and expenditure guidelines within the school district.
Community Stakeholders	To communicate the positive changes occurring in participating schools to the community and to policymakers in an effort to establish stakeholder commitment and program sustainability.

INTERNAL COMMUNICATION								
#	TIMELINE	PURPOSE(S)	TARGET AUDIENCES	COMMUNICATION ACTIVITIES	PERSONS RESPONSIBLE	DEADLINE	STATUS	SUCCESS INDICATOR
1.	June 2009	Assistant Principal Training	Assistant Principals from all <i>Project RISE</i> schools	Conduct two week-long institutes for assistant principals from <i>Project RISE</i> schools to increase leadership skills and promote understanding of and participation in grant initiatives, incentives, and activities.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	June 30, 2009	Complete	Increased involvement of AP's in Project <i>RISE</i> initiatives
2.	June 2009 – October 2009	Data Collection: School Assessment Results	School personnel	Coordinate with Assessment, Research, and Data Analysis Dept. to obtain school accountability	Carolyn Guthrie Sanjie Sanjurjo	October 30, 2009	Complete	Scorecard calculations used to

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MIAMI-DADE COUNTY PUBLIC SCHOOLS COMMUNICATION PLAN
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PROJECT MANAGER: CAROLYN GUTHRIE

				results including school grades and Florida Recognition Program Awards necessary to evaluate the 2008-2009 Scorecard results.				determine administrator eligibility for incentive pay.
3.	June 2009 – June 2010	Grant Implementation and Oversight	Professional Development Grants Administration	Conduct ongoing two-way communication regarding grant implementation, oversight, and fiscal management.	Carolyn Guthrie Meyme Falcone Melissa Latus Belkys Concepcion	June 30, 2010	In progress	Compliance with grant guidelines and timely submission of required reports and documentation by schools.
4.	June 2009 – June 2010	Grant Implementation and Oversight	Professional Development	Provide ongoing internal updates/reports to supervisors (Dr. Master, Ms. Byrne) regarding all aspects of grant implementation, fiscal and programmatic management, and oversight.	Carolyn Guthrie	June 30, 2010	In progress	Awareness and support of supervisors for key aspects of grant administration.
5.	June 2009 – June 2010	Payment of Teacher Incentives	Compensation Administration Payroll Dept.	Communicate with MDCPS Compensation Administration and Payroll departments to facilitate smooth processing and payment of Project RISE 2008-2009 Mini-Grant incentives, hourly pay, professional development stipends, and Summer Leadership Institute travel reimbursements.	Carolyn Guthrie Amanda Heinemann	June 30, 2010	In progress	Successful, timely processing of various payments to teachers and administrators.
6.	June 2009 – June 2010	Professional Development Credit	Administrators NBCTs PD Data Center	Serve as liaison between schools and PD Data Center to facilitate course and session approval, and MPP processing for Project RISE school-site PD.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	June 30, 2010	In progress	Reduce instances of denied course and session proposals and minimize denial of MPP credit for participants in

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MIAMI-DADE COUNTY PUBLIC SCHOOLS COMMUNICATION PLAN
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PROJECT MANAGER: CAROLYN GUTHRIE

								Project RISE PD.
7.	August 2009 – June 2010	Implementation Support	Administrators NBCTs Other leadership team members	Conduct periodic site visits to monitor implementation and provide support for implementation activities.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	June 30, 2010	In progress	Ensure school-site fidelity to grant guidelines and maximum use of resources.
8.	September 2009	Summer Leadership Institute Follow-up –Information Sharing	Leadership teams that attended summer institutes in 2009, All Project RISE school leaders	Facilitate webinar via Elluminate as a follow-up to the Summer Leadership Institutes for schools to share experiences and plans for application of learning during 2009-2010.	Amanda Heinemann	September 30, 2009	Completed	Sharing of insights gained from participation in leadership institutes.l
9.	September 3, 2009 or September 8, 2009	Schools Orientation for 2009-2010	Leadership Teams	Conduct Orientation Meetings for all Project RISE school principals and NBCTs to inform them of grant requirements, dates, deadlines, resources, etc.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	September 30, 2009	Complete	Shared understanding of expectations; establish connections between new and veteran schools.
10.	September 2009 – April 2010	Train-the-Trainer Activities	NBCTs	Facilitate book studies for new and veteran Project RISE NBCTs via Elluminate: Rigor is not a Four Letter Word and Powerful Designs for Professional Learning. Sessions also include time for discussion of issues related to implementation of school-site grant activities.	Amanda Heinemann	September 2009 – April 2010	In progress	Increase NBCTs' knowledge, skills, and confidence and enhance collaboration among NBCTs from Project RISE schools.
11.	September 2009 – June 2010	Train-the-Trainer Activities	NBCTs	Provide ongoing training and information to all Project RISE NBCTs to prepare/assist them: Workshops in Classroom Instruction that Works, PD Design and Delivery, Adult Learning	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	September 2009 – March 2010	In progress	NBCTs confident in ability to fulfill their role and equipped with appropriate

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MIAMI-DADE COUNTY PUBLIC SCHOOLS COMMUNICATION PLAN
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PROJECT MANAGER: CAROLYN GUTHRIE

				Theory, Professional Learning Community facilitation.				knowledge, skills, and resources.
12.	September 2009 – June 2010	NBCT Support	NBCTs	Provide ongoing information via email communication to all Project RISE NBCTs to prepare/assist them in fulfillment of their role.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	September 2009 – June 2010	In progress	NBCTs confident in ability to fulfill their role.
13.	October 2009	Introduction of Professional Partners	Administrators NBCTs	Notify schools about the role of the Professional Partner and which Professional Partner has been assigned to work with each school.	Carolyn Guthrie	October 15, 2009	Complete	School leaders' leadership skills enhanced.
14.	October 2009	Reporting Administrator Incentive Payments for 2008-2009	Cohort I, II Administrators	Communicate individually with administrators regarding incentive pay earned/not earned for 2008- 2009 Scorecard results.	Carolyn Guthrie	October 30, 2009	Pending	All administrators understand criteria that determined eligibility for incentives.
15.	October 2009	Share Criteria for Administrator Incentives for 2009-2010	Cohort I, II, III Administrators	Communicate specific requirements (2009-2010 Scorecards) to earn incentive pay.	Carolyn Guthrie	October 30, 2009	Pending	RISE school administrators understand the student achievement goals that must be attained in order for them to qualify for incentive payments.
16.	October 2009 – November 2009	Payment of Administrator Incentives for 2008-2009	Compensation Administration Payroll Dept.	Communicate with MDCPS Compensation Administration and Payroll departments to initiate payment of Project RISE 2008- 2009 administrator incentives.	Carolyn Guthrie	November 15, 2009	Pending	Timely processing of administrator incentives.
17.	October 2009 – March	Implementation Assistance	Administrators NBCTs PD Liaison	Conduct Elluminate webinars to focus on school concerns regarding implementation of grant	Carolyn Guthrie Amanda Heinemann	October 22, 2009 January 14, 2010 March 18, 2010	Pending	Increased compliance with grant

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**MIAMI-DADE COUNTY PUBLIC SCHOOLS COMMUNICATION PLAN
JULY 2009 – AUGUST 2010
PROJECT MANAGER: CAROLYN GUTHRIE**

	2010		EESAC Chair Other school staff	requirements in order to ensure compliance.	Milagros Gonzalez			requirements and guidelines.
18.	January 2009 – February 2010	Summer Leadership Institute Registration	Cohort III School Leadership Teams	Provide schools with list of approved Summer Leadership Institutes and directions for registration.	Carolyn Guthrie Amanda Heinemann	February 15, 2010	Pending	School selection of Summer Institutes facilitated.
19.	May 2010	School Information Sharing	Leadership Teams	Conduct end-of-the-year meeting(s) for all Project RISE schools to share information on closing out the year, celebrate successes, and receive feedback.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	May 6, 2009	Pending	Increased inter-school collaboration and sharing of best practices,
20.	May 2010 – June 2010	Payment of NBCT Incentives	Compensation Administration Payroll Dept.	Communicate with MDCPS Compensation Administration and Payroll departments to initiate payment of Project RISE 2008-2009 NBCT incentives.	Carolyn Guthrie	June 30, 2010	Pending	Timely processing of NBCT stipend payments.

EXTERNAL COMMUNICATION

#	TIMELINE	PURPOSE(S)	TARGET AUDIENCES	COMMUNICATION ACTIVITIES	PERSONS RESPONSIBLE	DEADLINE	STATUS	SUCCESS INDICATOR
1.	April 2009	Recruitment of Cohort III schools	Administrators of eligible schools Region Superintendents Region Directors	Communicate information about Project RISE and the application process to schools eligible to apply for participation in Cohort III through a targeted Weekly Briefing.	Carolyn Guthrie	April 15, 2009	Complete	Increase in number of schools that applied.
2.	April 2009 – August, 2009	Recruitment of NBCTs to Project RISE Schools	Administrators NBCTs	Collaborate with the Department of Human Resources to recruit NBCTs into Project RISE schools via email communication.	Carolyn Guthrie	August 30, 2009	Complete	Increase in number of NBCTs who apply and ability to place NBCT(s) in all

Updated: November 2009

**MIAMI-DADE COUNTY PUBLIC SCHOOLS COMMUNICATION PLAN
JULY 2009 – AUGUST 2010
PROJECT MANAGER: CAROLYN GUTHRIE**

								schools.
3.	May 2009	Recruitment/Selection of Cohort III Schools	Region Directors	Provide applications for review/ranking by selection committee members identified from each region.	Carolyn Guthrie	May 15, 2009	Complete	Complete cohort selected. (14 schools)
4.	May 2009	Announce Cohort III Schools	Schools that applied to participate in Cohort III	Notify schools that applied for participation in Project RISE Cohort III which schools were selected.	Carolyn Guthrie	May 30, 2009	Complete	School responses indicating desire to "be considered again next year.
5.	June 2009 – September 2009	Professional Partners Recruitment	Retired high-performing administrators	Identify and recruit retired administrators to serve as Professional Partners to Project RISE schools. Communicate information about the grant initiatives and the role of the Professional Partners.	Carolyn Guthrie	September 15, 2009	Complete	Partners identified for all participating schools.
6.	June 2009 – January 2010	Evaluation: School Matching for Comparison of Assessment Results	CEEP	Coordinate with CEEP and Assessment, Research, and Data Analysis Dept. to identify match schools for comparison of assessment results beginning in 2009-2010.	Carolyn Guthrie Sanjie Sanjurjo Gisela Field Jerome Levitt Rodolfo Abella Patricia Muller Marcey Moss	January 31, 2010	In progress	Appropriate school matches identified for each Project RISE school.
7.	June 2009 – June 2010	External Evaluation of Project RISE	Center for Excellence and Education Policy (CEEP) Project RISE staff MDCPS Assessment, Research and Data Analysis Dept.	Conduct ongoing two-way communication to coordinate various evaluation activities and reporting.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez Jerome Levitt Rodolfo Abella Patricia Muller Marcey Moss	June 30, 2010	In progress	Formative and summative evaluation of various components of the grant that will allow for ongoing program improvement.
8.	June 2009	Accountability for	U.S. Education	Conduct ongoing two-way	Carolyn Guthrie	June 30, 2010	In	Satisfy US Ed.

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	– June 2010	Programmatic and Fiscal Progress	Dept. Westat	communication to provide updates and monitoring data to demonstrate progress, including submission of required reports, regularly scheduled telephone conferences, and other informal communication.	Amanda Heinemann Milagros Gonzalez Melissa Latus April Lee Robert Harmon		progress	Dept. information requirements and receive technical assistance with grant implementation.
9.	June 2009 – June 2010	Community Awareness	United Teachers of Dade, Inc.	Provide periodic updates regarding grant implementation and progress to representatives of the UTD.	Carolyn Guthrie Milagros Gonzalez	June 30, 2010	In progress	Increase stakeholder support for Project RISE initiatives.
10	June 2009 – June 2010	District Support	Region Superintendents Region Directors	Provide periodic updates regarding grant implementation and progress to Region Superintendents and Directors.	Christine Master Carolyn Guthrie	June 30, 2010	In progress	Increase stakeholder support for Project RISE initiatives.
11.	July 2009 – August 2009	Marketing/Promotion	Administrators NBCTs Teachers Clerical	Develop and produce marketing and promotional materials to be distributed to teachers and other school staff.	Milagros Gonzalez	November 30, 2009	Complete	Increased awareness of Project RISE at participating schools.
12.	July 2009 – September 2009	Marketing/Promotion	Teachers Clerical Parents General Community	Design, produce, frame, and distribute posters with Project RISE branding and slogan for each participating school to display in the school's main office.	Milagros Gonzalez	September 30, 2009	Complete	Increased awareness of Project RISE at participating schools.
13.	July 2009 – October 2009	Marketing/promotion	Administrators NBCTs Teachers Parents General Community	Design and produce polo shirts with Project RISE branding for school leaders, District staff, Professional Partners. Establish arrangement for schools to order additional shirts for	Milagros Gonzalez	Ongoing	In progress	Increased awareness of Project RISE at participating schools.

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				any staff at reduced cost to individuals.				
14.	July 2009 – June 2010	Project RISE Web Resource	Administrators NBCTs Teachers Parents General Community	Update Project RISE website to facilitate usage and increase value as a communication resource.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	June 2010	In progress	Increased use by stakeholders of website resources.
15.	August 2009 – September 2009	National Board Candidate Recruitment	Teachers	Conduct a series of informational meetings for teachers from Project RISE schools interested in pursuing National Board Certification.	Carolyn Guthrie	September 30, 2009	Complete	Increased attendance at Candidate Recruitment meetings and increased registration of candidates from Project RISE schools.
16.	August 2009 – November 2009	Take One! Participant Recruitment	Teachers	Promote Take One! participation through print materials, Project RISE website, and indirect communication via school leaders.	Carolyn Guthrie Project RISE NBCTs Administrators	November 15, 2009	In progress	Increased number of Take One! participants from Project RISE schools.
17.	August 2009 – June 2010	District and Community Awareness	Project RISE Advisory Committee	Conduct periodic meetings to provide updates to Advisory Committee and to solicit input from the committee.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	June 30, 2010	Pending	Advisory Committee meets in the fall and in the spring to provide updates and collaborate on meeting the project's objectives.

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18.	September 2009	Marketing/Promotion	Administrators Teachers Other school staff	Schools conduct presentation and distribute promotional materials to teachers, administrators, and other staff to inform these stakeholders about Project RISE objectives, opportunities, and benefits	Principals Project RISE NBCTs	October 1, 2009	In progress	Increased awareness among faculty and increased participation in <i>Project RISE</i> opportunities.
19.	September 2009	Professional Partners Training	Professional Partners	Conduct orientation meeting to provide overview of grant objectives and activities for Professional Partners who serve as coaches to Project RISE administrators. Conduct a day-long professional development session on Blended Coaching lead by consultants from the New Teacher Center at Santa Cruz, CA .	Carolyn Guthrie	September 22, 2009	Complete	Active Professional Partners are identified, trained and assigned to administrators in all <i>Project RISE</i> schools.
20..	September 2009 – June 2010	Project RISE Awareness	Parents and Community: Educational Excellence School Advisory Councils (EESAC)	Provide information and updates about grant incentives, activities, and progress to members of the EESAC at each participating school.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez Administrators Project RISE NBCTs	June 30, 2010	In progress	Increased awareness of about grant initiatives and related school successes among members of the community.
21.	September 2009 – June 2010	Teacher Incentive Mini-Grants	Teachers	Promote the Mini-grant opportunity, and inform teachers about the application process through print materials, the project website, and Project RISE school leaders.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez Project RISE NBCTs Administrators School EESACs	June 30, 2010	In progress	Increase in the number of teachers at <i>Project RISE</i> schools that apply and are awarded mini-grants.
22.	October	Introduction of	Administrators	Notify schools about the	Carolyn Guthrie	October 15,	Complete	All

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	2009	Professional Partners	NBCTs	role of the Professional Partner and which Professional Partner has been assigned to work with each school.		2009		administrators in <i>Project RISE</i> schools are supported and coached by Professional Partners.
23.	October 2009 – March 2010	National Board Candidate Support	NBPTS Candidates Take One! Participants Project RISE NBCTs	Establish, communicate, and conduct National Board and Take One! support sessions. Provide ongoing encouragement and support via email and face-to-face sessions to Project RISE NB candidates. Communicate regularly with Project RISE NBCTs regarding support efforts at the school site.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	March 31, 2010	Pending	Increase in the number of teachers who complete the National Board certification or Take One! process.
24.	October 2009 – June 2010	Community Stakeholder Communication	Administrators NBCTs Teachers Parents General Community	Collaborate with the District's Offices of Community Services and Grants Administration to forge relationships with businesses and potential funders in support of sustainability of Project RISE initiatives and incentives.	Carolyn Guthrie Amanda Heinemann Milagros Gonzalez	June 30, 2010	In progress	Commitment from local businesses and/or organizations for funding and sustainability of project objectives and incentives.
25.	October 2009 – June 2010	Community Stakeholder Communication	Parents General Community Local Businesses and Industries	Collaborate with the District's Office of Community Services to arrange for Project RISE staff to attend community events and/or host events at which they share information and celebrate successes in participating schools.	Carolyn Guthrie Milagros Gonzalez	June 30, 2010	In progress	Increased community awareness and support of <i>Project RISE</i> .

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26.	October 2009 – June 2010	Community Stakeholder Communication	Parents General Community Local Businesses and Agencies	Collaborate with the District's Office of Community Services to prepare news releases to local media to communicate the impact of grant initiatives on student achievement at participating schools.	Carolyn Guthrie Milagros Gonzalez	June 30, 2010	Pending	Increased interest in the impact <i>Project RISE</i> initiatives have on student achievement.
27.	November 2009 - January 2010	Parent Communication	Parents	Develop promotional materials for distribution to Project RISE schools' parents to communicate grant initiatives and incentives and the impact on student achievement. Collaborate with The Parent Academy for distribution of these materials at Project RISE schools.	Milagros Gonzalez	January 29, 2010	Pending	Increased parental involvement in <i>Project RISE</i> initiatives.
28.	November 2009 – June 2010	Parents, Teachers, and Community Awareness	NBCTs Teachers Parents General Community	Upload and showcase mini-grants awarded at Project RISE schools to share best practices and establish an online web of support and collaborative culture.	Milagros Gonzalez	June 30, 2010	In progress	Development of a resource for sharing of best practices by participating schools.
29.	May 10 - 17, 2010	Project RISE Survey	Administration NBCTs NBPTS candidates	Administer surveys to stakeholders for the purpose of collecting feedback to be used in the evaluation of the grant and to guide planning for 2010-2011.	Center for Evaluation and Education Policy (CEEP) Carolyn Guthrie	May 17, 2009	Pending	Increased stakeholder participation in the survey.

Updated: November 2009

Management Plan Year 1 (October 2010 - September 2011)													
Planning Period (October 2010 - July 2011)													
Implementation Period (August 2011 - September 2011)													
Tasks/Activities	October	November	December	January	February	March	April	May	June	July	August	September	Person Responsible
Process School Board Agenda Item	X												Administrative Director, Professional Development; Assistant Superintendent, Intergovernmental Relations, Grants Administration, and Community Services
Establish budget in SAP system	X												Administrative Director
Establish Advisory Committee	X												Administrative Director, Project Advisor
Conduct Advisory Committee Meetings		X	X	X	X	X	X	X	X	X	X	X	Administrative Director, Project Advisor, Project Director
Hire full-time project director		X											Administrative Director, Project Advisor
Finalize Letter of Understanding with teachers' union to institute project activities consistent with contract language.		X											Assistant Superintendent, Labor Relations; Administrative Director, Professional Development; Project Advisor
Implement Communication Plan	X	X	X	X	X	X	X	X	X	X	X	X	Project Director
Evaluation of school site professional development needs.	X	X	X										External Evaluator, Project Director
Provide project-specific training for Professional Development Liaisons	X	X	X										Project Advisor, Project Director
Provide professional development for teachers and administrators				X	X	X	X	X			X	X	Professional Development Liaisons, Project Director
Identify/Develop assessments in non-core subject areas				X	X	X	X	X	X	X	X	X	Director, Assessment

Establish data management system				X	X	X	X	X	X				Administrative Director, Assessment; Administrative Director, Human Resources
Prepare reports as required by US Dept. of Education								X					Project Advisor, Project Director
Finalize Core Elements										X			Project Staff with input from multiple District offices (HR, Assessment, Compensation)
Begin Project Implementation											X	X	Project Director

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

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

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	<u>4.04%</u>
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I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2008-2009, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

Signature of District Superintendent <u>5/7/10</u> Date Signed	Signature of Finance Officer <u>5/6/10</u> Date Signed
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Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	_____
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These rates become effective **July 1, 2010, and remain in effect until June 30, 2011**, and will apply to all eligible federally assisted programs as appropriate.

Signature of Comptroller, Florida Department of Education	Date Signed
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Budget Narrative

Budget Narrative

Attachment 1:

Title: **Final Budget Narrative** Pages: **13** Uploaded File: **Final Budget Narrative.pdf**

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
1. Personnel						
Project Director (12 month position; 100% FTE; Base Salary \$80,000) The Project Director will dedicate 100% time and effort to the responsibilities of this grant-funded position. Responsibilities include, but are not limited to: managing all facets of grant implementation, including coordination of local evaluation activities with the external evaluators; supporting school site activities; coordinating advisory sessions; planning and coordinating delivery of professional development; timely completion of project activities; and submission of required reports. The individual filling this position will have, among other qualifications, a minimum of three years of experience with performance improvement initiatives, data analysis, and school improvement processes and will report to the Administrative Director, Office of Professional Development.	80,000	80,000	80,000	80,000	80,000	400,000
Professional Development Stipends for Teachers Provide stipends of \$200/day during summer and Saturdays for participating teachers who attend professional development activities provided under the grant. Activities will be targeted to individual teachers' needs as identified in the evaluation process. Professional development will be provided for those teachers who received differentiated compensation as well as those who did not and need to improve their effectiveness in the classroom. Estimated at \$200/day x 3 days/year x 277 teachers.	166,200	166,200	166,200	166,200	166,200	831,000
Professional Development Stipends for Assistant Principals Provide stipends of \$225/day based on average daily rate for participating assistant principals who attend project-specific professional development activities during the summer. Activities will be based on needs of school site and targeted to individual assistant principals' needs as identified in the evaluation process. Estimated at \$225/day x 3 days/year x 8 assistant principals. (This is a 10 month position; assistant principals are not compensated during the summer months.)	5,400	5,400	5,400	5,400	5,400	27,000

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Hourly Data Costs (estimated at average of \$35/hr)	7,000	7,000	7,000	7,000	7,000	35,000
Provide funds for hourly support from Assessment, Research and Data Analysis (ARDA) staff. ARDA will work closely with external evaluator to provide data and ensure that project goals and objectives are met. Calculated at average hourly salary of \$35/hour for an estimated 200 hours/year.						
Performance-Based Incentive for Teachers	0	750,000	1,000,000	1,250,000	1,315,000	4,315,000
Using historical data, a sensitivity analysis was conducted to provide estimates for performance-based incentives. M-DCPS then determined a fixed amount of dollars to be allocated annually to performance-based pay for both proficiency and growth. Incentives have been budgeted based on the roll out of the incentives based on proficiency and student growth. No incentives will be paid in Year 1 as that is a planning year. During Year 2, only core area teachers (Reading and Math (Grade K-5) and Science (Grade 5) will be eligible for performance-based compensation incentives. In Year 3 Art, Music and Physical Education Teachers will be eligible for incentives based on student proficiency. In Years 4 & 5, all teachers who opt to participate in the program will be eligible for performance-based compensation incentives. The size of the proposed performance-based awards for teachers will be capped at \$10,000.						
Performance-Based Incentives for Assistant Principals	0	40,000	50,000	60,000	60,000	210,000
Estimated at 5% of total school payout for teachers. Award amounts for assistant principals will be directly aligned to teacher compensation. Specifically, assistant principals will receive a fixed percentage of the total amount of performance received by their instructional staff. The annual payout to an assistant principal cannot be greater than the largest payout to one of the instructional staff at their respective school. The percentage may be adjusted as the project staff makes mid-course adjustments during the roll-out of the PBCS.						

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Performance-Based Incentives for Principals	0	60,000	75,000	90,000	90,000	315,000
<p>Estimated at 7.5% of total school payout for teachers. Award amounts for principals will be directly aligned to teacher compensation. Specifically, principals will receive a fixed percentage of the total amount of performance received by their instructional staff. The annual payout to a principal cannot be greater than the largest payout to one of the instructional staff at their respective school. The percentage may be adjusted as the project staff makes mid-course adjustments during the roll-out of the PBCS.</p>						
Leadership Incentive for Teachers (6/school, for a total of 48 teachers)	0	36,000	36,000	36,000	36,000	144,000
<p>CORE Grade Level Leader (One per class level per school K-5). The grade level leader will serve as the chief communicator of the project design, planning and implementation with teachers at their respective grade level and will represent the interests of their grade level during TIF leadership team meetings. The CORE Grade Level Leader will also be responsible for collaborating with the PD Liaison and to offer professional development activities that address the professional growth needs of the teachers on their grade level. This position is intended to be a new leadership role in the school in addition to the grade level chairperson, and the responsibilities of the CORE Grade Level Leader should complement those of the grade chairperson.</p>						
Professional Development Activity	80,000	80,000	80,000	80,000	80,000	400,000
<p>Each school will be allocated 10 Action Research Mini-Grants to stimulate student achievement-centered action research at the teacher level. Teachers will be asked to focus on solving a specific problem at the school related to improving student achievement. Findings will be presented to all teacher at grade level at the end of the year. Calculated at \$1,000/teacher for action research x 10 action researches x 8 schools.</p>						

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Professional Development Liaison (8 total)	8,000	8,000	8,000	8,000	8,000	40,000
A Professional Development Liaison, one per school site, will work with the project director and school site administration to identify the specific professional development needs of teachers at the school site. Currently, each M-DCPS school has an individual who serves in this capacity and receives a modest supplement. For this project, based on the increased workload and additional responsibilities, this individual will receive a grant-funded supplement of \$1,000 per year, in addition to the yearly District-funded supplement of \$500, making the total for the position \$1,500 per year. The PD Liaison's duties include: facilitating and delivering on-site professional development opportunities; facilitating school-based professional learning teams; ensuring all professional development activities are research-based and address a data-supported school/teacher need; eliciting feedback from instructional personnel in order to align the school-site professional learning opportunities to needs; collaborate with TIF Grade Level Leaders and school administrators to address grade-specific professional development requirements. This person						
Subtotal for Personnel	346,600	1,232,600	1,507,600	1,782,600	1,847,600	6,717,000

2. Fringe Benefits						
Full-Time Employee Benefits	24,623	24,623	24,623	24,623	24,623	123,115
Fund Retirement (10.97%), FICA (7.65%) and Worker's Compensation and Unemployment (2.82%); and provide medical insurance (\$7,471)						
Supplements/Performance Incentives/Action Research/Hourly - 21.44%	20,368	210,326	269,286	328,246	342,182	1,170,410
Fund Retirement (10.97%), FICA (7.65%) and Worker's Compensation and Unemployment (2.82%).						
Stipends - 10.47%	17,967	17,967	17,967	17,967	17,967	89,833
Fund FICA (7.65%) and Worker's Compensation and Unemployment (2.82%).						
Subtotal for Fringes	62,958	252,916	311,876	370,836	384,772	1,383,357

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
3. Travel						
Required Meeting: <i>Teacher Incentive Fund Grantee Meeting</i>	1,960	1,960	1,960	1,960	1,960	9,800
Travel expenses are budgeted for the required TIF Grantee Meeting each year. US Dept of Ed will provide technical assistance for all TIF grantees and opportunities for collaboration among TIF grantees. Two CORE staff will attend this one-and-a-half day meeting. Per person expenses are budgeted as follows: roundtrip airfare at \$400; accommodations at \$225/night * 2 nights; per diem at \$35/day * 2 days; ground transportation/parking @ \$60. Total per person \$980.						
Required Meeting: <i>Teacher Incentive Fund Topical Meeting</i>	1,960	1,960	1,960	1,960	1,960	9,800
Travel expenses are budgeted for the required TIF Topical Grantee Meeting each year. The purpose of this meeting is to provide participants with in depth information on topics related to implementing a PBCS. Two CORE staff will attend this one-and-a-half day meeting. Per person expenses are budgeted as follows: roundtrip airfare at \$400; accommodations at \$225/night * 2 nights; per diem at \$35/day * 2 days; ground transportation/parking @ \$60. Total per person \$980.						
Leadership Institutes: <i>CORE Administrators</i>	9,200	0	0	0	0	9,200
Travel expenses for administrators to attend leadership institutes during Year 1 of the grant. Budgeted at \$400/person for airfare and \$35/day for per diem. Accommodations covered through registration fees with leadership institute and are included under contractual below.						
Subtotal for Travel	13,120	3,920	3,920	3,920	3,920	28,800
4. Equipment	0	0	0	0	0	0
Subtotal for Equipment	0	0	0	0	0	0

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
5. Supplies						
Assessments: Stanford 10, Grades 1&2	40,000	40,000	40,000	40,000	40,000	200,000
The Stanford Achievement Test (SAT-10) will be used as the assessment test for Grades 1-2 because the State's assessment test, Florida Comprehensive Assessment Test (FCAT), only covers grades 3-11. In order to align the FCAT and SAT-10 assessments for use by the project, the Research Division of M-DCPS will utilize a statistical model that converts the norm-referenced test scores to five achievement level scores corresponding to levels used in FCAT testing.						
Supplies & Materials for Teacher Professional Development	10,000	10,000	10,000	10,000	8,531	48,531
Fund have been allocated to purchase supplies and materials for project-specific professional development to include binders, folders, printed materials and other supplies.						
Subtotal for Supplies	50,000	50,000	50,000	50,000	48,531	248,531
6. Contractual						
Evaluation Costs	100,000	100,000	100,000	100,000	100,000	500,000
Contract with external evaluator to provide comprehensive evaluation of proposed project to include a mixed method formative and summative evaluation of the project. M-DCPS has a procurement process in place that governs competition and provides full and open competition consistent with federal, state and local laws.						
Professional Development Workshops for Administrators	5,000	5,000	5,000	5,000	5,000	20,000
Project administrators will participate in a series of professional development experiences covering data analysis, team building, and data-informed decision making. These workshops are designed to provide administrators with a thorough understanding and skills on how to analyze and respond to implications of a variety of data elements.						

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
CORE Sustainability Consultant	50,000	50,000	50,000	50,000	50,000	250,000
Contract with individual to lead sustainability efforts to include grant writing, fundraising and advocacy in support of PBCS over project period and beyond. Individual will have minimum of five years experience and successful track record in grant writing and development work. Given the current budget climate and restrictions in hiring of non instructional full-time personnel by the District, it is more practical and economical for the District to contract directly with an individual(s) to fulfill this role. This individual will report directly to the Assistant Superintendent, Office of Intergovernmental Affairs and Grants Administration. Included in this person's duties will be grant writing, fundraising and assistance with advocacy efforts. Individual will conduct extensive research on national models used to sustain PBCS.						
Subtotal for Contractual	155,000	155,000	155,000	155,000	155,000	775,000

7. Other						
Principal and AP Leadership Institute	72,000	0	0	0	0	72,000
During the summer of Year 1, principals and administrators from all CORE schools will participate in a high-quality leadership development institute provided by a nationally-recognized group such as the Harvard Graduate School of Education, National Principals Leadership Institute, The Center for Leadership at Florida International University or the University of Florida's Leadership Development Institute. This is modeled after a highly successful component of the current M-DCPS TIF grant award. Each school leadership team will develop and implement a plan to apply the knowledge and skills gained during their institute participation. Budgeted at average of \$4,500 per participant including registration and accommodations.						

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

U.S. Department of Education Funds (Section A - Budget Summary)	Project Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Assessments in Non-Core Subjects	105,000	177,000	105,000	0	0	387,000
Miami-Dade County Public Schools will develop end-of-course assessments for three traditionally difficult-to-measure subjects including art, music and physical education. The exams will be developed by District staff and will utilize the Examview/Edusoft system already in use in the District. The process is expected to take three years. The decision to implement all three subjects simultaneously was made to ensure that all teachers will be able to participate in the program for at least two years.						
Subtotal for Other	177,000	177,000	105,000	0	0	459,000
Total Direct	804,678	1,871,436	2,133,396	2,362,356	2,439,823	9,611,688
Indirect - 4.04% of all Direct Costs excluding equipment (as negotiated with cognizant agency, Florida Dept. of Education)	32,509	75,606	86,189	95,439	98,569	388,312
TOTAL COSTS	837,186	1,947,042	2,219,585	2,457,795	2,538,392	10,000,000

Miami-Dade County Public Schools
The CORE Initiative: Creating Opportunities to Reward Educators

Non-Federal Funds (Section B - Budget Summary)	School Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
1. Personnel						
Administrative Director (5% Time & Effort; Base Salary: \$122,902) The Project Director will dedicate time and effort on an in-kind basis. Responsibilities include but are not limited to: fiscal and implementation oversight, providing vision and leadership for the project; ensuring communication across departments including Curriculum & Instruction, Professional Development, Human Resources, School Operations, Assessment, Research & Data Analysis, Informational Technology, Principals and Schools, participating in Advisory Council meetings, and managing the Project Manager and other project support staff.	6,145	6,145	6,145	6,145	6,145	30,726
Project Advisor (10% Time & Effort; Base Salary: \$95,104) The Project Director of the District's 2007 TIF award will serve as Project Advisor on an in-kind basis at 10% of time and effort. Responsibilities include: participating in CORE Advisory Committee meetings; providing insight into lessons learned from the District's 2007 TIF award as well as from lessons/experiences of other TIF grantees as shared during TIF Project Directors Meetings; sharing best practices; and coaching the Project Director for the proposed TIF project.	9,510	9,510	9,510	9,510	9,510	47,552
Data System Development Costs/Assessment, Research and Data Analysis In-kind costs for time and effort are budgeted for Assessment, Research, and Data Analysis to develop: 1) a CSV file capturing student achievement scores mapped to the student growth & proficiency model upon which incentives are based; the same file will be sent to Professional Development for use in targeting professional development to teachers based on this data; and 2) scanning & scoring programs for new assessments. Funds are budgeted for Year 1 (development) and Year 2 (implementation and refinement).	10,000	10,000	0	0	0	20,000

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Non-Federal Funds (Section B - Budget Summary)	School Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Data System Development Costs/Compensation Department	5,000	5,000	0	0	0	10,000
In-kind costs for time and effort are budgeted for Compensation Department to integrate the PBCS data file into compensation system. Funds are budget for Years 1 and Year 2 only.						
Advisory Committee	20,400	13,600	13,600	13,600	13,600	74,800
The CORE Initiative Advisory Committee will meet bi-monthly in Year 1 of the grant and quarterly in Years 2-5. This group will provide cross departmental support and input, ensure that key issues have district wide support, provide guidance to staff and make sure goals and objectives are met in a timely manner. The Advisory Committee will include representation from: Curriculum & Instruction, Professional Development, Human Relations, Labor Relations, School Operations, Region Superintendent, Principals, Teachers and the teachers' union. It is estimated that approximately 15 M-DCPS employees will participate in the meetings. Calculated at 30 hrs/yr @ \$40 average hrly rate for Year 1; calculated at 20 hrs/yr @ \$40 average hrly rate for Year 2-5. Similar in-kind value of teacher union representatives' time is estimated for 2 teachers' union representatives.						
Performance-Based Incentives	0	0	112,500	280,000	439,500	832,000
M-DCPS is committed to providing an increasing share of performance-based compensation paid to teachers and administrators during Years 3-5 of the project and beyond. The amount will be based on the annual appropriations received from the State of Florida as well as a repurposing of federal grant funds from entitlement programs such as Title I and Title II, Part A. The tentative percentages are as follows: Year 3 will be 10%, Year 4 20% and Year 5 30%. In addition, M-DCPS will use grant funds to contract with an individual(s) to lead sustainability efforts. This person will work aggressively over the five year period to lead grant writing and research, do fundraising and assist with advocacy efforts at the local, state and federal levels.						

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Professional Development Liaison (8)	4,000	4,000	4,000	4,000	4,000	20,000
A Professional Development Liaison, one per school site, will work with the project director and school site administration to identify the specific professional development needs of teachers at the school site. Currently, each M-DCPS school has an individual who serves in this capacity and receives a modest supplement. For this project, based on the increased workload and additional responsibilities, this individual will receive a grant-funded supplement of \$1,000 per year, in addition to the yearly District-funded supplement of \$500, making the total for the position \$1,500 per year. The PD Liaison's duties include: facilitating and delivering on-site professional development opportunities; facilitating school-based professional learning teams; ensuring all professional development activities are research-based and address a data-supported school/teacher need; eliciting feedback from instructional personnel in order to align the school-site professional learning opportunities to needs; collaborate with TIF Grade Level Leaders and school administrators to address grade-speci						
Professional Development Stipends	110,800	110,800	110,800	110,800	110,800	554,000
District will provide two days/year for teachers to attend professional development activities provided under the grant. Estimated at \$200/day x 2 days/year x 277 teachers.						
Subtotal for Personnel	165,856	159,056	256,556	424,056	583,556	1,589,078
2. Fringe Benefits						
Full-Time Employee/Incentive Benefits	11,804	10,346	31,250	67,162	101,359	221,921
Fund Retirement (10.97%), FICA (7.65%) and Worker's Compensation and Unemployment (2.82%). (Group health insurance covered by District.)						

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Non-Federal Funds (Section B - Budget Summary)	School Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Stipends - 10.47%	11,601	11,601	11,601	11,601	11,601	58,004
Fund FICA (7.65%) and Worker's Compensation and Unemployment (2.82%).						
Subtotal for Fringes	23,405	21,947	42,851	78,763	112,960	279,924
3. Travel						
In-County Travel	2,000	2,000	2,000	2,000	2,000	10,000
Budgeted at current approved rate of .50/mile. Travel for Project Director and Project Advisor to conduct site visits to participating schools. Estimated at 50 miles/wk x 40 wks x .5/mile x 2 individuals.						
Subtotal for Travel	2,000	2,000	2,000	2,000	2,000	10,000
5. Supplies						
Office Supplies	1,000	1,000	1,000	1,000	1,000	5,000
Office supplies for project staff (i.e., toner cartridges, paper, files, flash drives). Estimated at \$1,000/year.						
Subtotal for Supplies	1,000	1,000	1,000	1,000	1,000	5,000
6. Contractual						
	0	0	0	0	0	0
Subtotal for Contractual	0	0	0	0	0	0

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Non-Federal Funds (Section B - Budget Summary)	School Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
7. Other	0	0	0	0	0	0
Subtotal for Other	0	0	0	0	0	0
Total Direct	192,260	184,002	302,406	505,818	699,515	1,884,002
Indirect - 4.04% of all Direct Costs excluding equipment (as negotiated with cognizant agency, Florida Dept. of Education)	7,767	7,434	12,217	20,435	28,260	76,114
TOTAL COSTS	200,027	191,436	314,623	526,253	727,775	1,960,116