

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 # S385A100151

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

Closing Date: JUL 06, 2010

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

Application for Federal Assistance SF-424

Version 02

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

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

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Massachusetts Department of Elementary and Secondary Education

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

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	USA
* Zip / Postal Code:	02148

e. Organizational Unit:

Department Name:	Division Name:
Massachusetts Department of Elementary and Secondary Education	Center for Educator Policy, Preparation, Licensure, and Leadership Development

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

Prefix:	Mr.	* First Name:	David
Middle Name:			

* Last Name: Haselkorn

Suffix:

Title: Associate Commissioner

Organizational Affiliation:

* Telephone
Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-002

Title:

Application for New Grants Under the Teacher Incentive Fund Program

13. Competition Identification Number:

Title:

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

Cities of Boston and Springfield

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

The aMAzing educators initiative: A performance-based compensation system to attract, support, evaluate, reward and retain effective educators in 22 low-performing turnaround schools in Boston and Springfield as pilots for state-wide expansion.

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: MA-all

* b. Program/Project: MA-008 and MA-002

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

Attachment:

Title : Congressional Districts Represented

File : C:\fakepath\Congressional Districts Represented.pdf

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/6/2010.

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: Mitchell
Middle Name: D
* Last Name: Chester
Suffix:

Title: Commissioner of Elementary and Secondary Education

* 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.

n/a

Congressional Districts Represented

Applicant:

As a state agency, the Massachusetts Department of Elementary and Secondary Education affects all congressional districts statewide. However, the Department itself is located within district MA-007

Program/Project

The activities outlined in the TIF proposal target the public school districts of the state's two largest cities:

- **Boston** spans districts MA -008 and MA-009. However, all schools targeted by this initiative fall within MA-008.
- **Springfield** is in MA-002



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Massachusetts Department of Ele...

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 24.4%

(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:
 Massachusetts Department of Ele...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Mitchell D. Chester, Ed.D.

Title: Commissioner Elem & Sec Education

Date Submitted: 07/06/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Mass Dept of Eem & Sec Education Address: 75 Pleasant Street City: Malden State: MA Zip Code + 4: 02148-4906 Congressional District, if known: 07	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Mitchell D. Chester Title: Commissioner Elem & Sec Education Applicant: Massachusetts Department of Elementary and Secondary Education Date: 07/02/2010	
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

Massachusetts Department of Elementary and Secondary Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Mitchel Middle Name: D
Last Name: Chester Suffix:
Title: Commissioner Elem & Sec Education

Signature: _____ Date: 07/06/2010

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 427

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

General Education Provisions Act (GEPA), Section 427

For federally-assisted state-level funded projects and activities, the Massachusetts Department of Elementary and Secondary Education (ESE) will include:

- A statement regarding the requirement for equitable access to and participation in the programs or activities for students, teachers, and other program beneficiaries with special needs; and
- A statement regarding the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Funded programs or activities will be monitored by ESE through written documentation and onsite visits, as appropriate, to ensure that outreach to these populations has been made.

Local districts or other eligible participants that apply to the State for funding need to provide this description in their applications for funding. The State has responsibility for ensuring that the district or other local entity has submitted a sufficient section 42.

ESE includes as part of its required grant application procedures a form that gathers equitable access to and participation in programs or activities for special populations. Information is available to districts online at <http://finance1.doe.mass.edu/grants/default.html>.





aMAzing Teachers Initiative

Partner:

Massachusetts Department of Elementary and Secondary Education

Supplemental Information for SF-424

July 2, 2010

We will be conducting research in established educational settings, involving normal education practices such as teacher and administrator professional development, reading instruction, and student assessment. The research will be guided by reviewed human subjects protocols. Our data collection will include students, teachers, and school administrators. Security policies include both technical and social procedures to ensure restricted access to sensitive student and school records. All data transfers will employ password-protected files. Further all data will be stripped of personally identifiable information prior to analysis.

We anticipate that the research will pose little or no risk beyond what is normally experienced in school settings and therefore will seek passive parental consent and active consent from teachers and administrators. CTAC will work with LEAs and schools to establish secure and confidential procedures.

Project Narrative

Project Abstract

Attachment 1:

Title: **MA DESe Project Abstract** Pages: **1** Uploaded File: **MA DESE Project Abstract.pdf**

Massachusetts *aMAzing educators* - Project Abstract (*Main Competition*)

The *aMAzing educators* TIF grant will support and accelerate Massachusetts' ability to attract, support, evaluate, reward and retain effective educators in 22 low-performing "turnaround" schools in Boston and Springfield. Lessons learned from the work in these 22 TIF schools will be scaled to support Massachusetts' framework for performance-based compensation in other schools within the districts and across the state. Concentrating effective instruction, additional supports and performance-based compensation for educators in our lowest performing schools will create the conditions needed to significantly improve student achievement and close the persistent and unacceptable achievement gaps. By introducing trends in student growth as a significant factor in the teacher and principal evaluation processes and by providing new opportunities for career advancement based on performance evaluation, we will transform the career continuum for both teachers and principals, improve the quality of teaching each student receives, and more equitably distribute the expertise of effective teachers.

The *aMAzing educators* initiative is an aligned, systemic approach to support and strengthen instruction in turnaround schools in our two largest urban districts and, eventually, across the state. Massachusetts' performance-based compensation system (PBCS) connects key initiatives, linking landmark efforts in school turnaround, teacher and principal evaluation using quality assessments and Massachusetts' growth model, and targeted professional development – all leading to improved results for children in high need schools. Our comprehensive strategy will:

- Recruit and select effective teachers and principals to work in turnaround schools through monetary and non-monetary incentives such as the opportunity to work in teams with other effective teachers and for an outstanding principal who values and supports teachers as leaders;
- Support educators in the turnaround schools with high-quality job-embedded and targeted professional development, real-time access to student assessment data and coaching on how to use that data to inform and improve instruction, as well as ensure that teachers have sufficient time for collaboration and planning;
- Evaluate educators under a new evaluation system which uses three rating categories based on student growth as a significant factor and includes annual evaluations, multiple observations during the year, and links to key personnel decisions such as tenure, promotion and dismissal;
- Reward groups of teachers for excellent performance based on student achievement of a school in a way that fosters the collegiality, teamwork and collaboration that is so critical to the success of a school turnaround;
- Develop teacher leaders to strengthen teaching quality across the school by providing meaningful leadership roles and differentiated pay to teachers selected based on performance evaluations which establish their effectiveness with students; and
- Retain the most effective teachers by providing additional compensation to teachers who are selected based on performance evaluation and who commit to remain in the school for two more years and operate "model classrooms" that build the instructional capacity of the school.

Teachers who have demonstrated their effectiveness with students can earn differentiated compensation in the form of group and individual performance awards of over [REDACTED] (or 18%) in Boston and [REDACTED] (or 28%) in Springfield. Effective principals will be able to earn [REDACTED] [REDACTED] (13% - 18%) in Boston and up to [REDACTED] (17%) in Springfield in additional annual compensation based on student growth in their school.

Project Narrative

Application Narrative

Attachment 1:

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**The *aMAzing* educators Initiative
Project Narrative**

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The *aMAzing educators Initiative* Project Narrative

I. Need for the Project

The single greatest factor within the control of a school or district impacting student achievement is the quality of the student's teacher and the leadership of the school.

In Massachusetts, two of the largest urban districts in the state – Boston and Springfield – exemplify this vital necessity. On January 18th, 2010, Governor Deval Patrick signed into law *An Act Relative to the Achievement Gap*, giving districts new powers to intervene in chronically underperforming schools. The Department of Elementary and Secondary Education (DESE) worked with a broad set of stakeholders to identify the schools which were making the least improvement; 22 of the 35 'turnaround' schools were located in just two cities, Boston and Springfield, bringing the issues of teacher attraction, development and retention -- urgently to the forefront at both the district and state level - particularly in the service of English Language Learners, students of color and students with special needs, all of whom form significant subgroups in these schools.

The transformation of these schools requires a significant shift in priorities to reverse years of stalled student growth. While the research base on turnaround schools is still nascent, strong evidence points to the fact that the two most essential pieces of a successful turnaround are a strong leader with a team of effective teachers prepared to work collaboratively, and the implementation of structures to support data collection and analysis with a constant focus on student learning and instructional response. The proposed initiative, *aMAzing educators*, is based upon the belief that successful turnarounds need both a powerful human capital pipeline

for effective teachers and leaders, and the data-driven development and support – both monetary and non-monetary - of these teachers and leaders, who are then sustained and challenged in their roles and thus have an incentive to stay in the profession, building upon their knowledge and skills to bring students to high levels of achievement. An alternative compensation system based upon teacher and principal performance and retention, the *aMAzing educators* TIF proposal addresses the reality of low performance in these schools with a program that will serve as a model both for compensation reform and for innovative turnaround strategies in other districts throughout the state and the nation.

The 22 schools targeted by the *aMAzing educators* initiative will impact nearly 13,000 students in Boston and Springfield. The targeted schools in each district are as follows:

Boston	Springfield
<p><u>Elementary</u> Agassiz Blackstone Elihu Greenwood John F Kennedy John P Holland Paul A Dever William Monroe Trotter</p> <p><u>Middle or K-8</u> Dearborn Harbor School Orchard Gardens</p> <p><u>High School</u> Jeremiah E Burke High The English High</p>	<p><u>Elementary</u> Alfred G Zanetti Brightwood Elias Brookings Gerena Homer Street White Street</p> <p><u>Middle or K-8</u> John F Kennedy Middle M Marcus Kiley Middle Chestnut Street Middle</p> <p><u>High School</u> High School of Commerce</p>

Teacher Quality and Retention in TIF Schools

Boston. The 12 Boston schools targeted by this initiative have roughly twice as many English language learners (ELLs) as high-performing schools in the district, and on average have a higher number of students in substantially separate special education settings. Nearly half of the teachers in these schools are exclusively teaching ELLs or special needs students; yet these schools employ a higher percentage of new teachers and have fewer dually-licensed teachers trained to work with these high-needs populations. With 22% of teachers on provisional licenses in these schools, compared to 14% in other schools in the BPS, the depth of experience and skill to confront the realities of student need in these schools is comparatively weak; additionally, five of the Boston schools have 20% or more teachers who are new to teaching altogether. The significant challenges faced by urban teachers - particularly those in their first year, and those teaching ELLs or special education students without the requisite qualifications or support - are amplified in turnaround situations, and the lack of coherent support structures historically available in these schools has provided neither teachers nor students with the targeted development required to thrive.

As such, these schools also have significant teacher turnover rates, averaging 21% a year. Nine of the twelve schools had two-year teacher retention rates lower than the state average; half of the schools had rates of turnover 50% or higher. Compounding the issue, only three of the nine principals leading these schools in the fall of 2007 returned in 2009, leaving students and teachers with inconsistent leadership, ever-changing curricula, schedule, and school culture initiatives, and fractured school communities. Boston has effectively revamped its recruitment and hiring structures in order to attract highly qualified teachers in all areas;

however, without a significant investment of resources to attract and retain exceptional teachers and leaders for these schools, the cycle of persistent failure will continue.

Springfield. Like other urban districts across the country, Springfield faces many challenges in recruiting and hiring licensed teachers for areas of critical needs, notably mathematics, science, special education, and English language learning. This difficulty is compounded by the district's inability to offer compensation that is competitive with neighboring districts.

Of those teachers that the district attracts, many do not meet the core standards for highly qualified teachers (HQT). During the 2009-10 school year, 86.6% of Springfield's core teaching staff was highly qualified, compared to the state average of 97.2%. In most hard-to-staff subjects, Springfield's rate of HQT was below the state average, with 86.4% highly qualified in math, 62.3% in special education, and 62.4% in English language acquisition. Lacking the basic teaching qualifications, these teachers are not ready or able to receive professional development at the same level as their peers, meaning that the district has to expend significant funding on tiered remedial supports rather than building upon teachers' existing pedagogical content knowledge to help them best serve the most challenging student populations.

Springfield also struggles to maintain consistent teaching teams in these ten schools. Average teacher retention in the district remained at 60% from fall of 2007 to fall of 2009, with some schools retaining only 41% of their teachers during that time. Only one of the ten TIF schools had a teacher retention rate better than the state average during that period. Turnover and HQT information is summarized in the following table and outlined in detail in Appendix C:

School Name	% Principals Retained 2007-08 to 2009-10	% Highly Qualified Teachers Retained 2007-08 to 2009-10	Total Core HQT %
Boston (12 schools)	25.0	60.8	96.9
Springfield (10 schools)	50.0	60.7	86.6
State Totals*	65.6	74.3	97.2

**Percentages are for schools that were open throughout the periods noted*

HQT data for TIF schools in both districts tell very different stories; while Springfield’s TIF schools have high percentages of non-HQT teachers, Boston has been more successful in meeting its HQT targets, in part through its offering of additional licensure support programs. Notwithstanding, HQT is a weak proxy for actual effectiveness. The new statewide evaluation framework that will be put into place over the *aMAzing educators* planning year will provide both districts far more proximate measures of effectiveness that will be a more important staffing yardstick to employ. At the same time, teacher and principal turnover in both districts’ TIF schools is unacceptably high and is a significant negative factor in school stability, a cohesive school culture, and student growth.

Student Achievement in TIF Schools

All of the schools listed above have large populations of high-poverty, highly transient, Limited English Proficiency (LEP) and special needs students, for whom consistent instructional and school community support is critical to progress. Yet - largely due to the insufficient development and retention of teachers and leaders described above - student achievement levels for all subgroups at the targeted schools have remained abysmal. According to the terms of the No Child Left Behind Act, 20 of these schools are in restructuring and two are in corrective action.

Nearly 90% of students enrolled in these schools come from low-income families, based on

federal eligibility requirements for free or reduced price lunch (see Appendix B), more than 10% higher than the average across all other schools in the two districts, and 50% higher than the state average. The average student mobility rate for these schools is 32.8%, more than three times the state average and significantly higher than in comparable schools. Nearly one quarter of the students have limited proficiency in English, and one in five has been identified with disabilities that interfere with learning.

The ESE identified 106 schools statewide which share student demographics similar to the 22 targeted TIF schools, including population size, income level, and percentage of students who are Limited English Proficient (LEP) or requiring special education services (SPED). Thirteen of these schools are the other Level 4 turnaround schools targeted for expansion of the TIF piloted in Boston and Springfield. The following table summarizes the comparison school data, with further detail on comparison methodology provided in Appendix A.

	Total	Low Inc %	SPED %	LEP %	ELA P/A %	Math P/A %	ELA Growth*	Math Growth*
Boston	6,097	86.4	18.9	29.2	<i>19.7</i>	<i>15.3</i>	<i>39.0</i>	<i>34.0</i>
Springfield	6,667	85.5	19.8	16.4	<i>31.4</i>	<i>15.6</i>	<i>35.0</i>	<i>31.0</i>
TIF Total (22 Schools)	12,764	85.9	19.4	22.5	<i>26.4</i>	<i>15.5</i>	<i>37.0</i>	<i>33.0</i>
<i>Comparison Schools**</i>	<i>56,455</i>	<i>82.1</i>	<i>21.3</i>	<i>20.0</i>	<i>43.2</i>	<i>30.5</i>	<i>48.0</i>	<i>44.0</i>
STATE AVERAGES	957,053	32.9	17.0	15.6	68.5	24.1	50.0	50.0

Growth data reflects the **median rate for all students in that group*

***93 Non-Level 4 Schools (the 13 other identified turnaround schools are not included) similar in terms of student population, percent of low-income students, percent limited English Proficient (LEP) and percent with identified special needs (SPED).*

The charts above and in Appendix B display the lack of student progress in core subject areas in both districts' turnaround schools. Students scoring Proficient or Advanced (P/A) on the MCAS

in these schools averaged only 26.4% in ELA and 15.5% in mathematics; nearly three out of every four students in tested grades lacked a solid understanding of grade-level, standards-based content in English language arts in 2009, and nearly 85% were below grade level in mathematics. Comparison schools data, further delineated in the appendices (Appendix A), shows a significant contrast; only 57.8% and 69.5% of students were below grade level in English language arts and mathematics, respectively, in the comparison group. Furthermore, between 2008 and 2009, the median student in the turnaround schools remained in the 37th percentile of student growth in ELA and 33rd in math as determined through the state growth model described later in the proposal – in which the 40th percentile is considered the low-achievement mark.

Among the three high schools targeted by this initiative, almost two-thirds of students are below proficiency in both ELA and mathematics, based on 2009 state MCAS exams. The resulting graduation rates are unacceptably low; in 2009, Boston's English High School graduated just 51% of its students, the highest rate of the schools described here. Of those students who did graduate, an average of 56.3% enrolled in some form of post-secondary schooling or training; however, only 25.6% the total students in the 2008 cohort went on to pursue further post-secondary options.

Summary. This lack of student progress has significant implications for the future of the state, as students who have the capacity for achievement fall victim to the ever-shifting patchwork of instruction and leadership in these schools and wind up with few options for lifelong success. This is an avoidable tragedy requiring the recognition that traditional systems have not served our neediest students and schools appropriately, and the sustained investments of strategic

resources in teacher and leader development and support focused on the entire continuum of human capital development.

The *aMAzing educators* program proposes to make those investments while also providing incentives for teachers and principals to remain in the district, building a professional learning community of similarly exceptional instructional partners and school leaders. While the current combination of principal and teacher turnover makes it difficult to create and maintain a school culture with consistently high expectations, rigorous instruction, and a strong system of supports for students who are struggling to meet their potential - and results in significant funds being expended yearly to try to replace and induct those that have left – the proposed initiative will reverse the trend of students having to subsist with disproportionately large numbers of teachers on waivers or leading classes out of their licensure area, high teacher turnover, and large numbers of novice teachers who typically lack the experience and expertise of teachers in higher achieving and higher wealth schools.

Research has consistently shown that the most essential school-based factors in school achievement are effective teachers and principals who have the instructional leadership, managerial, and talent development skills necessary to support student learning and teacher effectiveness. Together, effective teachers and school leaders create the classroom and school climates of high expectations and success that these students desperately need. By combining TIF funds with a systemic approach to school turnaround, Massachusetts will transform these schools into collaborative learning communities where the state's best and brightest teachers and leaders are eager to work.

School Turnaround Challenge in Massachusetts

The *aMAzing educators* TIF application builds on three high-leverage state strategies to strengthen educator effectiveness, promote equitable distribution of effective teachers and leaders, and turn around the lowest performing schools in the Commonwealth's two largest urban districts. It is a fulcrum for addressing all three goals simultaneously through meaningful performance-based compensation reform, and allows for innovation and learning labs to be created in the state's two largest urban districts. Lessons learned from the grant will be distilled and disseminated statewide, thus setting the stage for serious and informed consideration of statewide compensation reform.

The grant will support and accelerate existing efforts to attract, support, evaluate, reward and retain effective educators in these "turnaround" schools. The TIF-supported work is part of a larger context and strategy aimed at turning around Massachusetts' most persistently underperforming, high poverty urban schools and strengthening a range of state and district human capital policies and practices in education. The work builds on:

Recently enacted new legislation aimed at turning around low-performing schools.

Massachusetts is making an unprecedented investment in the turnaround of our most chronically failing schools. The passage of landmark state legislation in January 2010 gives districts access to new rules, tools and supports to accelerate the implementation of research-based turnaround strategies and decisively address the conditions that contribute to chronic underperformance. The legislation provides extraordinary authority to intervene in the lowest performing schools, including significant autonomy and flexibility in school staffing decisions (described below).

The legislation provides powers for superintendents and districts to reallocate budgets, revise district policies and practices, alter collective bargaining agreements in the affected schools based on expedited arbitration, require all staff in the school to reapply for their positions if desired, and dismiss teachers with professional teacher status (tenure) under a “good cause” rather than a higher “just cause” standard. The legislation provides principals with authority to make staff selection decisions on each candidate’s merits. Additionally, all turnaround schools have been required to replace any principal who has been in place for more than two years, implement a new evaluation system for principals and teachers that uses trends in student growth as a significant factor, and provide more time both for student learning and teacher planning and collaboration. Boston and Springfield have already replaced a number of principals and have required the faculty in a number of their turnaround schools to reapply for their positions.

The state has identified those schools most in need of intervention, based on MCAS scores (both absolute performance and progress), the state’s new measure of student growth, and dropout rates. The first 35 “Level 4” turnaround schools were identified in March 2010. 12 of these schools are in Boston and 10 are in Springfield. Turnaround plan development is underway, and these schools are eligible for significant new resources in the form of Title I School Turnaround Grants of several million dollars over the next three years. We are now specifically focused on ensuring that our most effective teachers are helping to lead the critical transformation of these schools.

Under this legislation, Massachusetts will hold districts responsible for accelerating improvements. Each district will be responsible for achieving accelerated improvement in these 35 schools. As early as 2012, if necessary, the Massachusetts Department of Elementary and

Secondary Education (DESE) will designate Level 4 schools that fail to achieve ambitious annual benchmarks for student achievement and growth after two or more years as “Level 5” schools. At Level 5, DESE will assume major responsibility and authority to implement turnaround strategies for dramatic improvement, including the appointment of an external receiver to operate the school and implement the plan.

The State is providing targeted assistance and support for turnaround schools.

Massachusetts is investing significant time, resources, and support in the Level 4 turnaround schools and districts to break the cycle of underperformance and accelerate the gains of students most in need. DESE’s Center for Targeted Assistance is focused on strengthening districts’ ability to intervene effectively in struggling schools, including: effective governance and leadership, enhanced community support for students’ social, emotional, and health needs, improved dropout prevention and recovery, stronger labor-management collaboration, and integrated human resource management and development systems designed to ensure effective teachers are working where we need them most. These include:

- An evaluation system focused on trends in student growth using the MCAS growth model (changes in a student’s MCAS performance from one year to the next relative to that of their academic peers), along with other measures of student learning such as pre- and post-assessments in non-MCAS subjects and grades and the principles of effective teaching and administrative leadership. (See Appendix D for the motion regarding the new evaluation framework passed by the Massachusetts Board of Elementary and Secondary Education)

- Access to and use of data for every educator including online curriculum, instruction, assessment, and data tools to support their students' individual needs.
- Ensuring educator effectiveness and equitable distribution by recruiting, training, supporting, and retaining teachers and leaders committed to turning around our persistently lowest-achieving schools.
- Intensive professional development for differentiated instruction in literacy and math and behavioral supports to meet likely challenges, including accelerating learning for students performing substantially below grade level, working with English language learners and students with special needs, and improving school-level working conditions.

Boston and Springfield ready for reform. The state has partnered with the Boston Public Schools and Springfield Public Schools on this proposal for several reasons. As the two largest urban districts, they are responsible for 22 of the 35 lowest performing schools in the state. Currently, both districts are led by Superintendents who possess the visionary leadership and management capacity to implement and effectively oversee the work. They also have the necessary capacity in the data management, research, and human resources areas to effectively implement and oversee the work in a high quality, systemic way. Equally important, both districts have teachers' unions committed to collaborating in the implementation of this initiative and to helping turn around the Level 4 schools by supporting and developing effective educators in these schools. (See attached letters of support from the Boston Teachers Union and the Springfield Education Association.) Both districts are in the process of developing and implementing bold, innovative redesign plans for turning around their Level 4 schools, and have already taken strong action to ensure these schools have school leaders and teachers who are

experienced, effective educators capable of leading the transformation. They have engaged proven strategic partners to support their work with their Level 4 schools.

There are significant benefits to working with two districts at the same time using the same broad approach but allowing for some variation in local implementation. We will learn across districts and schools about which types of supports and compensation are most effective in achieving the intended outcomes. Boston and Springfield allow for different contexts and therefore a richer research and evaluation (greater detail on the program evaluation is provided later in the narrative). The lessons learned from these districts will also inform a statewide conversation around responsible compensation reform.

In sum, the partners in this proposal (the state, the two largest urban districts, and their teachers' unions) have the leadership, commitment, and capacity to implement a bold plan to redesign compensation and develop new roles and responsibilities for educators based on their effectiveness. That plan is described below.

II. Project Design

Overview

Concentrating effective instruction and additional supports for educators, students and families in our lowest performing schools will create the conditions needed to significantly improve student achievement and close the persistent and unacceptable achievement gaps among our English language learners, minority, special education and low-income students in these schools. The *aMAzing educators* initiative will attract, develop and retain an effective educator workforce to ensure that every student in Boston and Springfield’s Level 4 “turnaround” schools is taught by an effective teacher and every school is led by an outstanding leader. By employing student performance as the key barometer of impact and progress, we will transform the career continuum for both teachers and principals, improve the quality of teaching and learning each student receives, ensure equitable distribution of effective teachers whose effectiveness has been determined through performance evaluation, and develop and deploy their expertise more systematically on behalf of improving teaching and learning in the state’s most persistently low performing schools.

AMAZing educators is an aligned, comprehensive and systemic approach to supporting and strengthening the educator workforce in Level 4 turnaround schools in Boston and Springfield. The TIF grant will allow us to reward performance while simultaneously investing in developing and supporting educators to be successful with students in our most challenging schools. We believe that to both attract and retain effective teachers and leaders where they are most needed and ensure they achieve growth with their students, we must differentiate pay for teachers and provide the supports and systems needed to make ongoing effectiveness possible. The research

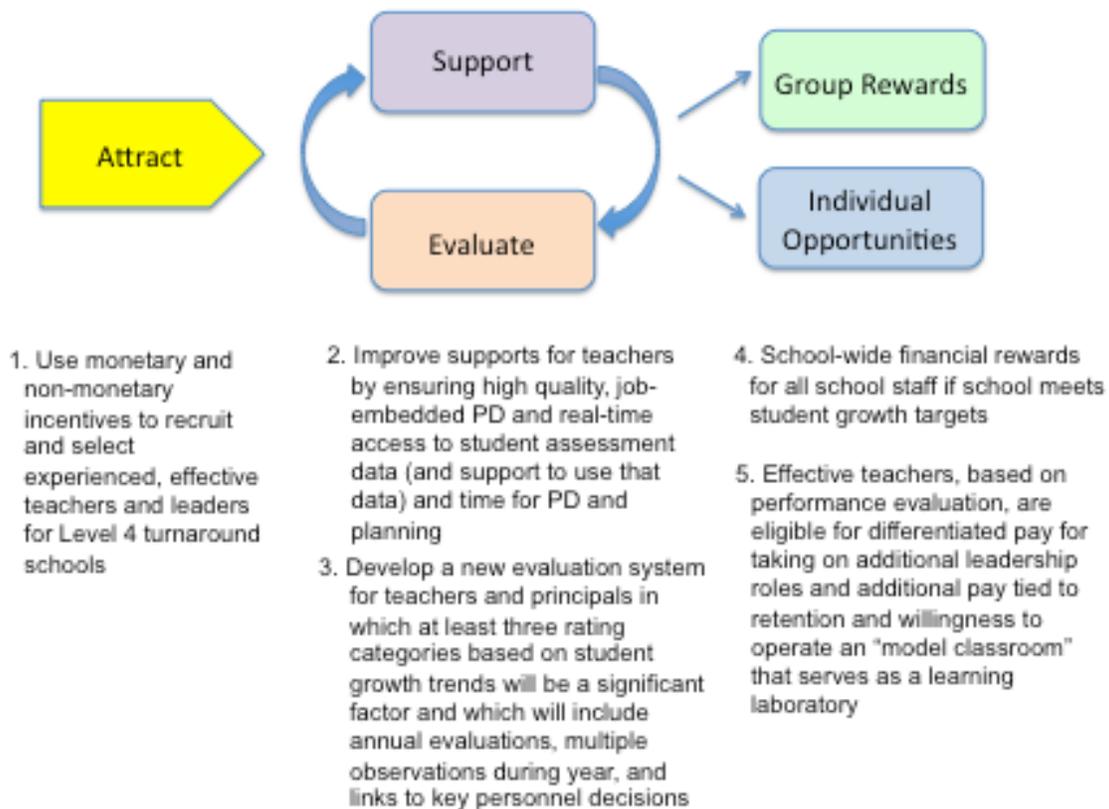
base and teachers themselves inform us that we must also address the working conditions, supports, quality of school leadership, and other factors that contribute to the challenges of attracting and retaining effective teachers in low-performing, high poverty schools. In turning around our most chronically failing schools, it is more important than ever that the unique skills of all staff be recognized and maximized through the use of collaborative teamwork that allows teachers to learn from and build off of each other's instructional expertise.

Thus Massachusetts has developed a comprehensive performance-based strategy for turning around our Level 4 schools that includes concerted efforts to:

- Recruit and select effective teachers and principals to work in turnaround schools through monetary incentives as well as non-monetary incentives such as the opportunity to work in teams with greater decision making authority related to curriculum and instruction or the opportunity to work for an outstanding principal who values and supports teachers as leaders;
- Support teachers and principals in the turnaround schools with high-quality job-embedded and targeted professional development, real-time access to student assessment data and coaching on how to use that data to inform and improve instruction, as well as ensuring that teachers have sufficient time for collaboration and planning;
- Evaluate educators under a new evaluation system with at least three rating categories based on student performance as a significant factor and which includes annual evaluations, multiple observations during year, and links to key personnel decisions such as tenure, promotion and dismissal;
- Reward excellent performance based on student achievement and other key factors of a

school in a way that fosters the collegiality, teamwork and collaboration that is so critical to the success of a school turnaround.

- Develop teacher leaders who help strengthen the effectiveness of other teachers through meaningful leadership roles and differentiated pay for teachers whose performance evaluation establishes their effectiveness with students;
- Retain the most effective teachers by providing additional compensation to teachers selected on the basis of performance evaluations who commit to remaining in the school for an additional two years and who are willing to operate “model classrooms” that serve as learning laboratories for action research, novice teachers and struggling teachers.



The *aMAzing educators* proposal to TIF is the product of what teachers tell us is necessary for them to be successful in a turnaround school and what we have already learned from our early

work in turnaround schools. We know that teachers seek strong and supportive principals, the presence of effective, committed colleagues, and additional compensation that rewards them for assuming leadership roles in the school because of their effectiveness with students.

Teachers in the TIF-funded *aMAzing teacher* schools can earn differentiated compensation by demonstrating their effectiveness with students to their colleagues and taking on additional leadership roles to help strengthen the instructional capacity of the school. Based on performance evaluations which establish their effectiveness in improving student achievement, effective teachers would be able earn over [REDACTED] (or 18%) in Boston and [REDACTED] (or 28%) in Springfield in additional compensation through the below group and individual compensation systems:

Type of Compensation	Boston	Springfield
Teacher leadership roles	[REDACTED]	[REDACTED]
Retention bonus	[REDACTED]	[REDACTED]
Group rewards based on school performance	[REDACTED]	[REDACTED]
<i>Total performance-based compensation</i>	[REDACTED]	[REDACTED]
Additional pay for teaching in a turnaround school	[REDACTED]	[REDACTED]
<i>Total additional compensation</i>	[REDACTED]	[REDACTED]
<i>% average teacher salary</i>	18%	28%

Note: Specific amounts will be finalized through collective bargaining

The *AMazing educators* initiative will invest heavily in building the critical connections between evaluation and professional development and ensuring the additional supports that teachers and students in high poverty schools need to be successful. Beyond rewarding outstanding performance, *aMAzing educators* also establishes a new career ladder and develops school capacity for improvement through new teacher leadership roles that foster collaboration, high expectations, and high performance. The linchpin of the entire Massachusetts PBCS system is meaningful support and evaluation, which includes a focus on using data to improve instruction, honest feedback through evaluation, and high-quality standards-based professional development

to improve instruction, with end goal of ensuring sustained growth in student achievement.

The *aMAzing educators* strategy focuses on improving performance, while also rewarding it.

The foundation of this work is valid and reliable student growth measures. The Massachusetts growth model is a critical tool in our efforts to close the achievement gap, as it allows us to identify individual schools and classrooms where underserved groups (e.g. English language learners and students with disabilities) are either making exceptionally strong gains or are falling further behind their academic peers, triggering appropriate intervention. In both teacher and principal evaluation processes, the growth model will be used to help identify if a teacher's or principal's students are making growth that is higher than, typical of, or lower than their academic peers across the Commonwealth. English language arts and mathematics growth scores will be used in the evaluation process for both principals and teachers. In addition, MCAS growth data, along with other assessments that are comparable across subjects and grades (see below), will be a significant factor in ratings based on student achievement.

Currently only the 16 percent of teachers who teach 4th through 8th grade math and ELA can be *directly* matched to a student's growth score (see Appendix E) yet districts must determine the growth in performance of students in *all* courses and grades. The state is making a substantial commitment, as described in our Race to the Top application, to incorporate new measures of student growth that accurately and reliably capture student learning in all grades and subjects. In this way, we will ensure that *all* teachers receive actionable feedback through evaluations and qualify for the advanced career ladder opportunities described throughout this proposal. We will use other measures of student learning, including district pre- and post-tests and student work samples, and will engage stakeholders and experts in those subjects not currently covered by the

growth model to develop tools and approaches for measuring student progress in all grades and subjects. In some subjects, teachers and teacher teams will require training on how to gather student work that demonstrates individual student learning, as well as typical student learning in a class. The state will develop and validate these measures to ensure an accountability system that applies to all teachers.

Expected Outcomes

As a result of the investments made in supporting and rewarding educators in turnaround schools, we expect to achieve the following outcomes in the TIF schools in Boston and Springfield:

- Increase student achievement gains and close achievement gaps in high-poverty schools (From year 3 to year 5 of the grant student achievement gains for high needs students and students overall in the 22 schools will exceed the gains made by 75% of the Commonwealth's improving schools)
- Increase the number of effective teachers teaching in these schools (From year 3 to 5 of the grant the percentage of teachers who are NOT effective as determined through performance evaluation, qualifications, and certification in the subject(s) they are teaching will be reduced by 75% overall in the 22 schools)
- Increase the quality of instruction in these schools (From year 1 to 5 of the grant the frequency of "best teaching practices" in classrooms in the 22 schools will, overall, increase by 50% as determined through DESE's classroom observation protocol, included in Appendix L or similar observation protocols used by each district)
- Transform the school culture to focus on collaboration, performance and results (From

year 1 to 5 of the grant measures of effective use of collaborative planning time will demonstrate improvement on applicable school climate surveys used by each district.

(See Appendix M for an excerpt from the Common Planning Time self-assessment toolkit which could be one tool used to measure this outcome)

- Retain effective teachers in these schools (From year 1 to 5 of the grant the percentage of teachers leaving the 22 schools will be 10% lower than the district average)

Finally, we expect to build on the work in Boston and Springfield by scaling the concepts to other high poverty, low-performing schools in those districts and across the state. The TIF grant will enable us to build expertise at the state level to support other turnaround districts/schools across the state and, ultimately, all districts through a revised evaluation system and careful consideration of a career ladder and the Massachusetts PBCS. In addition to fostering improved student achievement, educator effectiveness, and equitable distribution in the state's largest districts, the project will serve as an innovation and learning laboratory for development of a statewide career ladder framework and meaningful compensation reform.

Recruitment and Selection

The 22 Level 4 turnaround schools in Boston and Springfield, like many schools with low levels of achievement and high concentrations of poor and minority students, have had a significant challenge attracting experienced, qualified teachers. These schools, like other high poverty schools nationally, have been disproportionately staffed by teachers who are inexperienced, on waivers and/or teaching subjects that they have not been prepared to teach. In Boston, for example, the 12 TIF schools posted 187 vacant teaching positions in April 2010. These schools

need a high quality, highly experienced teaching staff to fill each and every one of those openings and increase school-wide performance.

Recruitment

The *aMAzing educators* initiative in Boston and Springfield will increase the recruitment of highly effective teachers to serve our highest-need students and hard-to-staff subject areas in our lowest-performing schools. In the spring of 2010, the state launched a recruitment campaign designed to attract experienced, effective teachers to Level 4 turnaround schools (see Appendix H for more information). The recruitment campaign includes a website (www.amazingteachers.org), media outreach and online advertising designed to create a positive “buzz” around the opportunity for outstanding teachers to help lead the “turnaround” of our lowest performing schools. The website received more than 13,000 unique visitors in the first four days of its launch and more than 600 teachers signed up for more information or were nominated for screening in the first two months of the campaign. We plan to continue the staffing support to districts with additional online advertising, email outreach to educator associations, Teach for America alumni and education school alumni groups, and online media including Twitter and Facebook. We will also expand and enhance the website functionality in the future.

In addition to strategic recruitment and outreach activities, Boston and Springfield are offering additional financial “recruitment incentives” to attract teachers to the 22 Level 4 turnaround schools. This additional compensation will be provided to all teachers who are selected to work in a turnaround school in return for their commitment to the extended school day and additional professional development days. Boston is compensating teachers with [REDACTED] for 190 additional

hours, and Springfield expects to compensate teachers with [REDACTED] for 45 minutes of additional instructional time and up to 30 additional hours of PD and teacher collaboration time. While this additional compensation is not performance-based (Note: TIF funds will not be used to support these recruitment incentives), the extra pay will help increase overall compensation for teachers in TIF schools by recognizing the extra commitment that teachers are making to the turnaround of these low-performing schools. Springfield also offers a [REDACTED] pay differential for hard-to-staff content areas such as Special Education, math, science and ESL.

In addition, Boston is working with several partners on innovative efforts to staff its Level 4 turnaround schools with effective teachers capable of leading the school transformation. The TIF grant will support the expansion of these pilots and enable us to extend the concepts and lessons learned to Springfield. These partnerships include:

1. A new initiative called T3 (Turnaround Teacher Teams) is focused on attracting experienced, effective teachers to three of Boston's Level 4 turnaround schools this spring. The T3 program will be expanded to additional turnaround schools in partnership with Teach Plus, a non-profit partner whose mission is the increase retention of effective teachers in urban schools (See Appendix F for more information about Teach Plus and T3). A cohort-based model, T3 offers incentives to recruit, develop, and support cohorts of effective, experienced teachers to help lead the turnaround. This program was designed by teachers to address the problem of inequitable access to effective teachers in the highest need schools. T3 teachers are hired as a team that comprises at least 25% of the school faculty. The teachers will receive training together as a cohort and time for collaboration throughout the year. T3 teachers will serve in a variety of leadership roles that will help facilitate and support the work of all teachers in the school to

significantly increase student achievement. They will be compensated for the additional time through a [REDACTED] stipend (in addition to the [REDACTED] of additional compensation for teaching in a turnaround school). T3 generated significant demand among experienced teachers and received 135 applications for 36 spots (a nearly 4:1 ratio). Many applicants indicated that T3 gave them a chance to reconnect to the core mission that brought them into teaching in the first place: social justice.

2. The Boston Teacher Residency (BTR) program - a nationally recognized teacher preparation and development program that uses a rigorous selection process and intensive coursework, mentoring and induction supports to attract and retain exceptional teachers of color and teachers of math, science, special education, and ESL - is recruiting, preparing, and supporting teachers in and for Boston's turnaround schools (see Appendix G for more information on BTR). As Boston's lowest-performing schools serve disproportionate numbers of English language learners and students with special needs, the addition of teachers dual-licensed in either ESL or SPED and prepared specifically to address the challenges of turnaround schools, along with dedicated BTR Induction Coaches who will work across grade-level and content-area teams to build upon existing support structures and integrate targeted, embedded professional development for all teachers, will make a significant impact on achievement levels for all students in these schools. With technical assistance from the Academy of Urban School Leadership (AUSL) in Chicago – which pioneered the in-district residency turnaround model and has had significant success in raising achievement levels in Chicago's turnaround schools - BTR is building a turnaround-specific Resident preparation and transition program and is working in partnership with turnaround school leaders to cluster its most effective graduates at these schools, bringing to each school a cohort of high quality, reform-oriented teachers committed to

building upon the data-driven, inquiry-based model of instruction in which they were trained. More than one-third of BTR's 2009-2010 graduating class has received placement in a turnaround school; overall, BTR will have over fifty of its graduates working in turnaround environments for the 10-11 school year, the vast majority in SPED or ESL positions. BTR has engaged its Residents and graduates in school design meetings, determining turnaround-specific professional development and support needs for teachers and creating a blueprint for effective collaborative work in these schools.

Selection

Level 4 schools in Boston and Springfield likely will have significant vacancies to fill – either as a result of attrition or required reapplication – and while this presents a significant challenge, also it also presents the opportunity to improve the teaching quality in these schools by bringing in high quality new teachers. The TIF schools must select teachers with a proven track record of ensuring student learning. To help Level 4 schools select teachers with the measurable or observable knowledge, skills, abilities, and personal characteristics critical to succeeding in a turnaround school, the *aMAzing educators* initiative used research and experience to develop a set of teacher competencies and a selection model to ensure that all vacancies in Level 4 schools are filled with teachers who are effective or likely to be effective.

The below competencies currently used by Boston and Springfield were developed with the input of numerous teachers, principals and district leaders and aggregate best practices and research about effective teaching and turnaround schools from leading teacher recruitment organizations (including Teach for America, The New Teacher Project and Boston Teacher Residency), top charter school operators, national teacher associations, and teacher quality

research experts (including Public Impact and Harvard’s Project on the Next Generation of Teachers). The competencies are briefly described below; the full toolkit for Level 4 schools (included in Appendix H) also includes examples, indicators or “look fors” and methods of assessing candidates for each competency.

Competency	Description
1. Relentlessly committed to high achievement for all students	<ul style="list-style-type: none"> • Demonstrates resilience, persistence and tenacity in pursuit of goals, particularly of ensuring that all students graduate career and college ready • Passionate and optimistic about their students, their content/subject, and the teaching profession • Takes personal responsibility for helping their students achieve academic and life goals
2. Demonstrated effectiveness in enabling students to achieve high levels of academic growth	<ul style="list-style-type: none"> • Sets ambitious, measurable goals for students • Can provide evidence that the students they have taught have achieved high rates of growth as measured by interim or summative assessment data • Analytical and data-driven in pursuit of student results and improved teaching practice • Anticipates future learning needs and builds on past student performance data to structure individual and class learning objectives and activities. • Uses interim and summative assessments to diagnose student needs and strengths and adjusts their instruction and curriculum to address those needs
3. Builds and values strong relationships in diverse, multi-cultural settings with students, families, and the community	<ul style="list-style-type: none"> • Invests students and their families in working hard to achieve high academic goals • Creates a sense of community in the classroom that celebrates success, empowers students with choice and responsibility and makes content relevant and accessible to all • Understands and respects diverse family and community culture, values and beliefs and builds relationships across lines of difference like race, ethnicity, socioeconomic status, background, or language
4. Works collaboratively with school leadership and other colleagues and helps foster a culture of teamwork in the school	<ul style="list-style-type: none"> • Builds relationships and works collaboratively with other teachers and staff to plan, learn and solve problems • Assumes leadership opportunities that impact the achievement of their own students as well as students across the school and is a proactive member of school, grade and departmental teams • Demonstrates professionalism when interacting with colleagues and helps to foster a positive school culture and climate built on trust, respect and shared leadership
5. Has deep content and pedagogical knowledge and skills, and constantly seeks to improve their practice to maximize student learning	<ul style="list-style-type: none"> • Has extensive knowledge of their content area (including how it applies in real-world settings and connects to other content areas) and relevant standards (for current and future grades) • Effective and rigorous instructional planning and organization results in a clear strategy for the year and lessons with measurable goals aligned to standards and learning outcomes • Uses differentiated instructional strategies so all students comprehend key information • Promotes/models positive student behavior and deal appropriately with

	negative behavior • Regularly reflects on their performance and seeks feedback and new learning to improve
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Principals

Our focus on the recruitment and selection of outstanding teachers in TIF schools is complemented by our investment in attracting high performing school principals, who play a critical role in establishing a school culture of ownership, responsibility and accountability and who empower and support teachers as leaders. The expectations of these principals are to: 1) hire only effective teachers, and then 2) create a school culture that supports, develops and retains those teachers. Both Boston and Springfield are recruiting experienced, effective school leaders with the skills and competencies needed to lead the turnaround of the lowest performing schools, including experience working with diverse student populations, adeptly managing transition, and significantly accelerating the pace of student achievement. For example, the leader of the O’Donnell Elementary School in East Boston was tapped to lead a Level 4 school in part because the O’Donnell was recognized as having one of the highest student achievement increases across the Commonwealth, as measured by student growth data.

To incentivize these outstanding leaders, both districts are providing additional compensation in the form of up-front signing bonuses and back-end performance bonuses (detailed later in the narrative) tied to the school meeting its growth targets. Principals receive recruitment bonuses between 7% and 8% of their salary. Although not the primary driver for most leaders, the additional compensation has made a meaningful difference in the two districts’ ability to recruit outstanding, experienced principals to run the TIF schools.

To further support the two districts in attracting outstanding turnaround leaders, the state is in the

process of developing a Turnaround Principals pipeline that will recruit and prepare current successful principals to take over turnaround schools and will also credential aspiring leaders through a 14-month apprentice program to serve as assistant principals in these schools. This effort will complement the TIF work but will not use TIF funds. It will build on a strong foundation of developing a cohesive leadership system in Massachusetts through work supported by the Wallace Foundation, including the development of new performance-based leadership standards, new residency and district-based preparation models, and new coaching models for school principals. These initiatives have built trust and collaboration among the participating LEAs and the SEA with respect to human capital and leadership development issues.

Educator Supports

For too long teacher professional development has been disconnected with the daily practice of teaching and learning and students' needs (Ball & Cohen, 1999; Borko, 2004; Putnam & Borko, 1997). As a result, teachers are frequently unable to apply PD learning to their classroom (Little, 1994). This is particularly problematic for teachers in our nation's lowest performing schools, as these teachers are often the least experienced and skilled (Orfield & Lee, 2005). Springfield and Boston are determined to stop this unproductive cycle for their lowest performing schools and incorporate new approaches to ongoing, applied professional development in these schools. As they do, the state will be closely monitoring their efficacy and impact, and through PD audits, evaluation, and statewide institutes, will distill lessons for refining, scaling and sustaining best practices.

Each district will take a multi-pronged approach for how professional development is understood, delivered and aligned to the educator's evaluation. This model includes:

- Utilizing effective teachers' expertise to build instructional capacity at the school
- Embedding professional development in teachers' daily practice via professional learning groups including increasing teachers understanding and use of data
- Training teachers and administrators in the new evaluation system and effectiveness measures
- Regularly assessing the effectiveness of PD in every school.

All professional development will be tied to ongoing assessment of the school's standing against its student growth targets, and thus will focus the professional development on closing the identified gaps.

The Professional Development Model. Instructional leadership teams are an effective tool through which to improve school performance and are shown to mitigate principals' administrative burden (Chrispeels, 2004), improve teacher effectiveness, and increase student achievement (Scheerens & Bosker, 1997). As such, instructional leadership teams (ILTs), comprised of teacher leaders and administrators, will be implemented in all schools participating in the *aMAzing educators* TIF grant. The team's primary responsibilities will be to identify their students' most pressing needs through student achievement data and other sources (e.g., teacher, student, and/or parent surveys), develop an action plan based on that analysis, lead the school's professional development efforts, and revise their plan as new data is gathered and analyzed.

Once the ILT produces a professional development plan for the school, this information will be taken to smaller teacher teams, called *professional learning teams*. These teams will work to translate the ILT's more general goals into actionable interventions within members' classrooms. The professional learning teams will be the hub for professional development in data analysis

and exemplary instructional practice as defined by the new evaluation system and student data. Led by an effective teacher leader, team time will include visits to the teacher leaders' classrooms to witness exemplary practice. Teachers will implement new learning in their classrooms with ongoing, differentiated personalized support from a teacher leader. This system is flexible enough to provide struggling teachers intensive levels of support and allow effective teachers to fine-tune their craft.

Identifying Each School's Most Pressing Needs. Level 4 schools are identified by their student test results on the MCAS as well as non-assessment based outcomes (e.g., graduation, attendance, and suspension rates). These schools also have difficulty recruiting and retaining high quality staff. This information can be utilized by ILTs to define the schools' initial professional development needs. Each school will also utilize a number of additional assessments to determine their current improvement goal.

Boston

Many of the ILTs in Boston's turnaround schools will be supported in data inquiry work by the Boston Plan for Excellence (BPE), a national expert on high quality, job-embedded PD (See Appendix K for more information on BPE). BPE will facilitate ILT members' review of school-level data and development and ongoing monitoring of the school's improvement plan, professional development, and resource allocation. Inquiry results will be logged into an online database, enabling teams across the schools to access the data. The district can use this information for PD offerings, and to attract/assign teachers to fill a gap in a particular school or team.

The district also plans to expand its partnership with the Carnegie Foundation to support principals in their understanding of student assessment data and methods of translating that data into action. Aided by a data inquiry facilitator, the principals will learn how to identify and then gather appropriate and aligned professional development resources for the staff.

Springfield

In Springfield, ILTs will use two additional assessment tools to ascertain their school's most pressing needs. The first, Learning Walkthroughs, will be conducted by trained school administrators. Learning Walkthroughs have been shown to improve administrators' knowledge of instructional practice and, through their feedback, increase teachers' instructional proficiency (Cervone & Martinez-Miller, 2007). Results will be coupled with those from the new evaluation system to help the ILT form a comprehensive understanding of teachers' instructional needs.

This second tool is a measure of school organizational health shown to be strongly correlated to school performance (Hay & Wollcot, 1993). This tool, called the OHI, asks teachers to report on their efficacy to improve student performance and the overall school climate. Results will be provided to ILT members along with directions on how to help move the school forward. This will supplement results from the KEYS survey (developed and administered by the National Education Association) and the MA TeLLS survey of teachers (described later in this proposal).

Focus on Results, a data consulting group, will provide ongoing training to help the ILT analyze student performance data and identify areas of focus, and will then help the ILT adopt aligned high quality interventions to implement via the professional learning groups.

Additionally, through the TIF grant, principals in Springfield will receive supports focused on enhancing their leadership skills. The district plans to use Vanderbilt University's assessment of leadership in education (VAL-ED). This assessment provides a 360-degree evidenced-based assessment of leadership behaviors, allowing the district to identify supports and resources to increase principals' effectiveness, and will include on-site coaching by district personnel.

Utilizing Effective Teachers to Build Instructional Capacity. Research shows that teacher leadership can play a substantial role in rewarding effective teachers and retaining them within the profession (York-Barr & Duke, 2004). Additionally, when teacher leaders share their practice with other teachers it can lead to increased instructional proficiency and enhanced student performance (Elmore, 2005; Little, 1987). The *aMAzing educators* initiative builds on this research and creates teacher leader positions to enable effective teachers to facilitate professional learning groups and provide differentiated assistance to teachers.

All Level 4 turnaround schools in Springfield and Boston will have teacher leaders facilitate on-site professional development and participate in the school ILT. This new cadre of teacher leaders will provide an important learning laboratory and evidence to inform the planned statewide creation of new teacher leader roles through licensure.

Boston

As described in the Individual Rewards Section of the application, Boston will introduce a new position called an Instructional Leader (See Appendix I for job description). Instructional Leaders will receive release time to lead professional development meetings, open their classrooms for observation, and work with individual teachers to support instructional practice

(e.g., model lessons, coaching, observation and feedback). Currently, a partnership exists between BPS, BTR and BPE to develop leadership seminars to support teacher leadership roles. For those teachers who will facilitate professional development, courses will be offered in a variety of focus areas, from working with adults to content-specific training.

Additionally, BTR's induction staff will work with principals to build each school's capacity to undertake school transformation efforts, including the development of teacher leadership roles; BTR graduates will take on many of these leadership roles, and will help build productive teams to spread the data-driven and inquiry-based teaching and learning techniques from their residency year.

Springfield

Also described in the Individual Rewards Section, Springfield has developed a two-tiered teacher leadership system. Instructional Leadership Specialists and Teacher Leaders will work together to lead professional development meetings for small groups of teachers, open their classroom for observation, and work with individual teachers in their classrooms to support instructional practice (e.g., model lessons, coaching, observation and feedback).

To support these positions, Springfield will partner with the National Staff Development Council to create a teacher leadership institute and individualized, on-site support. As teacher leaders are often exemplary practitioners but new to leading adults, (York-Barr & Duke, 2004) the institute focus will be to increase these skills. The group will collaborate in person and through an electronic network to support their pedagogical content knowledge and to share best practices.

Embedding Professional Development in Teachers’ Daily Practice via Professional Learning Groups. Research abounds on the power of teacher collaboration to improve instruction and student performance (Barth, 2001). This is particularly true when these groups use student data to drive their decisions and couple the meetings with classroom observations and support (Elmore & Burney, 1997). Boston and Springfield’s Level 4 turnaround schools will leverage professional learning groups comprised of teachers working to enhance student achievement through data driven decision-making (e.g., grade level groups, student support teams, math leadership teams).

Facilitated by exemplary teachers, these collaborative meetings will occur at least weekly. Teachers will closely examine student data to assess student progress, recalibrate their goals based on these outcomes, and learn instructional interventions to address ongoing needs. This process will be cyclical with each week’s work informing the next. As the teacher leader(s) who facilitate the team will also be ILT members, this will ensure a continual feedback loop in which the ILT can recalibrate to best meet teachers’ and students’ needs.

Boston

Boston is strengthening its internal capacity to support teacher collaboration and use of data to improve instruction, and is also working with several key partners to assist with this work in the TIF schools. BTR will work with turnaround schools to develop varied, need-based professional development supports. This includes Critical Friends Groups (CFGs), content-based professional learning communities based on the National School Reform Faculty model of professional development, as well as Instructional Rounds, a set of protocols and processes to observe, analyze, and discuss instruction to improve student learning. With these tools, teacher

leaders will be equipped to provide necessary embedded, ongoing professional development and targeted individualized support.

BPS is developing its own district-wide formative assessments system, which includes both predictive and diagnostic assessments. To further enhance teachers' data use to drive instructional decision-making, Boston is partnering with the Achievement Network (ANet), a nonprofit that supports schools with data-driven strategies to identify and close gaps in student learning using rigorous interim assessments and best practices with ongoing coaching to embed these strategies into schools' routines. Through ANet, teachers will learn how to develop and utilize formative assessments, track student performance over time, and use that information to guide instructional practice. The assessments are based on Massachusetts standards and are predictive of state MCAS scores.

Boston provides educators with access to student data resources through its Leading and Lagging Indicators, which will be migrated to the district's data warehouse to allow real-time access to the data. Several TIF schools will also utilize the BPE Data Dashboard – a clearinghouse for all of the assessments students take over the year in a clear and manageable electronic tool that teachers can use to more easily identify patterns in students' needs and respond accordingly. Teachers are also able to enter their assessment results to watch students' real time growth and development. BPE provides training for teachers to effectively utilize the dashboard and data-driven instruction.

Additionally, BTR will offer summer institutes and ongoing courses to target specific learning areas (standards-based curriculum mapping, data analysis, vertical and horizontal curricular alignment) for turnaround teachers, particularly those who work in ESL and special education

settings. BTR will also provide turnaround school teachers with additional support structures to use data to inform instruction, build and sustain productive teams, and gain the skills necessary to move into leadership roles. This, coupled with the district's move to introduce a Multi-Tiered Support System (MTSS), a program to support teachers with differentiated instructional practices in response to students' academic and behavioral needs, will ensure that teachers can provide students with specialized instruction based on identified learning gaps.

Springfield

Springfield will utilize consultants to help build its capacity to support schools as they transition to a collaborative learning model and, particularly, to provide schools with protocols of how to productively work together and to remain focused on student achievement and instruction. This will include having teachers analyze data as a way to formatively assess student progress towards the school goal. To aid in this process, like their peers in Boston, a number of the turnaround schools in Springfield have partnered with the Achievement Network (ANet) to improve teacher's understanding and use of data.

Springfield is also committed to improve turnaround teachers' ability to effectively address the learning needs of special education students and English language learners. To do so, Springfield has developed a set of courses to provide all teachers with the opportunity to earn a special education license. The district plans to expand the program and provide on-site training for teachers. For English Language Learners, the district will expand Category Training to all teachers to ensure that robust ESL instruction is being delivered in each turnaround school.

Training Teachers and Administrators in the New Evaluation System. As described in more detail in the next section, Massachusetts will implement a new evaluation system for teachers and principals in which student performance will be a significant factor. All teachers will be required to show student growth as result of their teaching as determined by student test scores and/or other identified measures of student performance. The TIF schools in Boston and Springfield will be required to adopt the state's new evaluation framework in August 2011, using the state's default system or their own that comports with the state's framework. The state will also provide districts with a variety of tools to help measure and track student performance that districts can incorporate in their systems.

The new evaluation system is the linchpin of an aligned, comprehensive system in which professional development is tied both to clear practice standards and to improvement plans using student growth as a significant factor. Because evaluation impacts key personnel decisions such as tenure, advancement, compensation, and dismissal (after ample opportunities to improve), TIF funds will help ensure that principals and teachers receive training to effectively implement the system and utilize the results to enhance performance.

The MA DESE has committed to provide training and support to ensure that all users understand the new evaluation framework and can link professional development to needs identified in the evaluation system. A strong focus on effective implementation is built into the state's Race to the Top application, including:

- **Online evaluation training.** Available through WGBH Teachers' Domain Digital Library, the state will provide a series of online trainings for teachers and administrators.

- **Hands-on training.** Districts will conduct hands-on training for educators and answer questions about the new evaluation framework in a timely manner.
- **Evaluation Working Groups.** Each participating LEA will form an Evaluation Working Group comprised of teachers and administrators to develop implementation plans. These groups will work to build consensus among local stakeholders on what constitutes acceptable student growth, and how it will be assessed.
- **HR and evaluation specialists to train, coach, and support principals.** The state will employ specialists to train and coach local district administrators to evaluate principals and principals to evaluate teachers on the new evaluation framework.

TIF funds will help schools to build teachers' and administrators' knowledge of the new evaluation process. The professional learning groups will study the new evaluation measures and teachers will practice using the new evaluation tool. The teacher leaders will also work with individual teachers to identify areas of growth via the new evaluation system and provide targeted assistance. Principals will attend these meetings to help build capacity and increase transparency.

Regularly Assessing the Effectiveness of Professional Development in Every School. To ensure the professional development is improving teacher and leadership practice to increase student achievement, a comprehensive evaluation will be introduced. At the school level, the school will create a teacher survey focused on the school's professional development and its delivery. Teacher leaders will evaluate the quality of the principal's support, and the principal will assess the teacher leaders in terms of changes in teacher practice via the newly instituted evaluation system and student outcomes.

Both districts will use the Community Training and Assistance Center (CTAC) to conduct a professional development audit (See Appendix J for more information about CTAC). Using the Comprehensive Professional Development audit, a landmark process that CTAC introduced nationally in January 2008, the audit will take place in years two and four in Boston and in years three and five in Springfield. The audit will include interviews (both individual interviews and focus groups), surveys, classroom observations (at multiple points over the school year), the examination of protocols, artifacts and curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and professional development services. These processes will be used to evaluate the impact of the professional development on student achievement, instructional practices at the classroom level, and the impact on teachers' and principals' perceptions of their pedagogy and instructional leadership. Results will inform mid-course adjustments to and guide the long-term sustainability of the professional development component of the initiative.

The comprehensive professional development audit serves several functions, all of which promote and enable a more systematic and tailored agenda for professional development at the participating schools. First, it provides a means to ensure that professional development is driven by student achievement data and district standards. Second, it gives a baseline and a vehicle for differentiating professional development according to the needs of individual schools. Third, it enables participants and providers to evaluate quality, impact and needed new directions. Fourth, it enables professional development to be analyzed in terms of its relationship to student achievement results, human resources needs and financial allocations. As a result, the audit ensures that the professional development is increasing educator capacity to improve student achievement, is of high quality, and is building teacher and principal effectiveness.

Evaluating Educator Effectiveness

Boston and Springfield will be at the vanguard of implementing a new state framework for teacher and principal evaluation that meets the criteria for a “rigorous, transparent and fair evaluation system for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor as well as classroom observations conducted at least twice during the school year.” By April 2011, Massachusetts will have adopted new state evaluation regulations and, importantly, key stakeholders, including the state Board of Education and Massachusetts Teachers Association, have already agreed on the specific elements (described below and in Appendix D) that must be incorporated into the final regulations. Boston and Springfield will implement new evaluation systems based on these new regulations for the school year starting September 2011.

The new evaluation system is the linchpin of our TIF application because it will provide credible, valid and reliable ratings of effectiveness that will then inform both classroom practice and human capital decisions. Though districts will be allowed to develop their own evaluation systems—as long as they include and align with the state regulations—the state will also develop a “default” evaluation protocol with forms, procedures and timelines that districts can either adopt or adapt, and rubrics to assess that district evaluation systems conform to new evaluation regulations. This work will be a catalyst to promote effectiveness across the entire educator career continuum and will create powerful new tools for educators as they pursue their own professional growth.

Stakeholders, representing the state's teachers, administrators, other school personnel, businesses, non-profit organizations and other coalitions, have met over the past several months to shape the framework for a statewide teacher and principal evaluation system. A Task Force on Evaluation of Teachers and Administrators, which includes representatives from all state associations of superintendents, school committees, teachers, elementary and secondary school principals and parents will make final recommendations to the state Board of Education by January 31, 2011, on a revised set of regulations and principles and a comprehensive state evaluation framework. In doing its work, the Task Force will also seek guidance from local and national experts in evaluation.

New state evaluation framework. Stakeholders have already agreed on specific elements that must be incorporated into the final framework the Task Force recommends, including:

- Ensure that annual evaluations provide teachers and principals with honest, fair, and improvement-oriented feedback;
- Establish a two-year cycle of improvement via a formative assessment and summative evaluation based on a Continuous Improvement Plan for every educator. This plan will define goals for improving teaching/administrative performance and student performance, the professional development to achieve these goals, other professional support and interim benchmarks of progress.
- Differentiate performance by *at least* three rating categories (e.g. ineffective, effective, highly effective) based on student growth as a significant factor for the purpose of establishing the requirements of the Continuous Improvement Plan.

- Include measures of student growth (including MCAS growth scores where they apply, along with state, district, school and/or teacher-generated assessments comparable across subjects and grades) in the evaluation process.
- Determine student performance through locally developed and/or publisher-created measures that assess student academic improvement and are reliable and comparable across similar subjects and/or grades in the school and/or district.
- Link comprehensive evaluation to key personnel decisions, including:
 - Professional teaching status (tenure)
 - Career advancement through a teacher leadership career ladder
 - Compensation for additional roles and responsibilities and for hard-to-staff schools
 - Demotion and dismissal: A teacher or principal identified as ineffective who does not make acceptable progress toward achieving the goals of his/her Continuous Improvement Plan after at least one year of intensive support may be demoted or dismissed.

Teacher Evaluation	Principal Evaluation
<ul style="list-style-type: none"> ▪ Impact on student growth as a significant factor, via multiple measures of student learning. ▪ For establishing the requirements of the Continuous Improvement Plan, include state-level growth data, as well as district, school, and/or teacher generated assessments ▪ Supervisor ratings using research-based observational tools and rubrics ▪ Evidence of content knowledge, cultural proficiency, professional growth, and self-assessments ▪ Other measures including indicators of school culture, climate, and conditions; student, and parent survey data; etc., may be included at the local level 	<ul style="list-style-type: none"> ▪ Multiple measures of school-wide impact on student growth ▪ Effectiveness measures that align with statewide leadership standards and performance indicators ▪ Impact on improving teacher effectiveness (successfully guiding good teachers to become great, struggling teachers to improve practice, and great teachers to take on additional roles and responsibilities, where appropriate) ▪ Additional measures that address: instructional leadership; administration and management; cultural proficiency and promotion of diversity; relationships with the community; distributive leadership; and other professional duties. ▪ Supervisor ratings

Measuring student growth. In October 2009, Massachusetts publicly released the state's first student growth data, allowing educators, and the general public, to quantify both achievement (or attainment) levels and also to measure individual student's valid and reliable performance trajectories or "growth" on the MCAS. Massachusetts measures student growth by comparing the change in a student's MCAS performance from one year to the next, relative to that of their academic peers: all other students who had similar previous results. (For example, if one student performed better than 70 percent of her academic peers, she would receive a student growth percentile score of 70.) To measure growth for a group of students such as a classroom, school, or district, student growth percentiles are summarized using medians: the middle student in the group. Data are also summarized in the Education Data Warehouse using tables that show the percentage of students in each quintile. In the initial stage of growth reporting Massachusetts included students in grades 4 through 8 in 2008 or 2009 who had two or more consecutive years of MCAS results, along with students in grade 10 in 2009 who attended public schools in their eighth, ninth, and tenth grade years. With each successive year of MCAS results we expand the number of students for whom we have growth data, and in fall 2010, we will have our first statewide data set linking teachers with students' growth scores. We provide educators with access to reports of student growth results by district, school, grade, and subgroup through our Education Data Warehouse, and instructional leaders can also drill down to the student level or create custom class-based reports. School and district aggregate growth data are available to the public on ESE's Profiles website.

Rewarding Performance and Retaining Top Teachers

The TIF schools in Boston and Springfield have experienced difficulty retaining the effective

teachers that they urgently need. In Boston, for example, 1-year and 3-year teacher turnover rates at the Level 4 schools are approximately 5% higher than other district schools. National research has shown that similar schools are almost twice as likely to have higher than average rates of teacher turnover (Ingersoll, 2001) and numerous studies (Haycock, Peske 2006) show that teachers generally leave schools with high concentrations of poor, minority, and low-achieving students and go to schools with higher levels of achievement and fewer low-income students of color. One particularly troubling study (Lankford, Loeb, & Wyckoff, 2002) showed that those teachers who switched districts or left teaching altogether tended to be more highly skilled than the teachers who stayed. However, we know what factors matter to teachers – especially those working in high-poverty schools. We know that low salaries and poor working conditions contribute to teacher turnover (Loeb, Darling-Hammond, & Luczak, 2005) and, thus, we believe that the current salary structures only work to further exacerbate the high turnover in our highest poverty, most challenged schools.

We believe the *aMAzing educators* initiative is key to retaining effective teachers in Level 4 schools by recognizing and rewarding their success with students and offering them opportunities to grow and develop professionally. This belief is supported by studies that have demonstrated that performance-based incentives lead to teacher retention in targeted schools (Springer et al., 2009). We know that teachers want to feel effective and professional. Clear standards, supports and rewards will help with the former, and having effective colleagues and strong relationships with those colleagues will help with the latter. In addition to improving compensation systems in their TIF schools, both Boston and Springfield are working to address other issues that affect teachers' decisions to remain in a school, including school leadership support, student disciplinary and motivation problems, beginning teacher supports, and staff

collegiality.

Boston and Springfield will reward teachers and principals in TIF schools based on their effectiveness with students (as determined by performance evaluation). These rewards will provide differentiated levels of compensation in a number of ways, including:

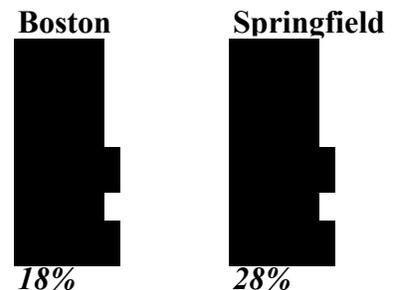
- Group rewards for school staff in schools that have met their growth targets, and
- Individual rewards based on performance evaluation for effective teachers in the form of additional leadership opportunities for teachers to take on additional responsibilities or operate “model classrooms” that serve as learning laboratories to help building the instructional capacity of the school.

Effective teachers in the TIF-funded *aMAzing educators* schools can earn differentiated compensation by demonstrating their effectiveness with students and taking on additional leadership roles to help strengthen the instructional capacity of the school. Based on performance evaluation which establishes their effectiveness with students, eligible teachers in could earn over ██████ (or 18%) in Boston and ██████ (or 28%) in Springfield through the following group and individual reward systems:

Type of Compensation

- Teacher leadership roles
- Retention bonus
- Group rewards based on school performance
- Total performance-based compensation*
- Additional pay for teaching in a turnaround school
- Total additional compensation***
- % average teacher salary***

Note: Specific amounts will be finalized through collective bargaining



As part of Boston and Springfield’s integrated approach to strengthening the educator workforce, teachers will be identified for performance-based compensation using the new evaluation system.

Based on research (Odden and Wallace, 2007; Heneman, Milanowski, and Kimball, 2007) we believe this level of differentiated compensation is of sufficient size to “affect the behaviors of teachers and their decisions as to whether to go to or remain in the high-need school.”

Effective principals in TIF turnaround schools in Boston and Springfield will receive differentiated compensation based on the median growth percentile of students in their school as well as their school’s ability to meet other measures of success as defined by the state’s accountability system for Level 4 schools. Principals who fully meet all performance goals will receive additional annual compensation of 13% to 18% of their salary. (Priority 1 - Differentiated levels of compensation for effective teachers and principals).

Type of Compensation	Boston	Springfield
Up-front bonus	██████████	██████████
Performance bonus	██████████	██████████
<i>Total additional compensation</i>	██████████	██████████
<i>% of average annual salary</i>	13% - 18%	17%

██████████ performance bonuses in years 1 and 2 of their contract and ██████████ in year 3.

Additional detail about group and individual rewards are included in the following three sections:

Group Performance Rewards. Both Boston and Springfield will use group performance rewards in their Level 4 schools in order to acknowledge and encourage the collegiality and collaboration that is essential to ensuring that the school reaches its broader turnaround and student growth goals. Mass Insight, in their report *The Turnaround Challenge*, identified a “shared responsibility for achievement among every adult in the building” as an essential factor in turning around a chronically failing school. We expect to design compensation structures that serve as both incentives and rewards significant student growth while also contributing to a

positive, collaborative, and team-oriented school culture. The transformation of our Level 4 turnaround schools must create a school atmosphere that features trust, professionalism, and shared leadership.

School-wide bonuses are expected to be based on DESE’s “annual measurable objectives” (see Appendix N) for each TIF school which are based MCAS Composite Performance Index (CPI) and median student growth percentile (see page 43 for detail about MCAS growth scores), as well as graduation rates for high schools and attendance rates for elementary and K-8 schools. These rewards would be structured so that teachers could earn a smaller incentive for meeting some but not all of the goals. Boston will offer school-based performance awards of \$2000 per teacher for schools that meet all of their targets. In Springfield each teacher would earn a maximum of 10% in additional compensation based on meeting the state growth targets. The award levels would increase based on the number of goals met by the school – for example, teachers would each earn an additional 2% based on each of the five goals that is achieved. (Note: Other staff including paraprofessionals and Assistant Principals will likely be included in the group rewards, however, these costs will not be funded through the TIF grant.)

Individual Performance Rewards. The *aMAzing educators* initiative in Boston and Springfield will provide teachers with opportunities for differentiated career tracks and opportunities for growth. Research has shown that many teachers leave the profession because of the flat career trajectory that prevents them from feeling as though they are making a difference beyond their classrooms. This is especially true for the newest generation of teachers (Berg, et al., 2005). A recent survey of Generation Y teachers found that nearly all Gen Y teachers planned to remain in the education field for life, but only half of them wished to remain teaching in the classroom

(Coggshall, Ott, Behrstock, & Lasagna, 2009). Teachers, particularly as they reach the “second stage” of their careers, wish to continually explore new challenges and growth opportunities while at the same time keeping one foot in the classroom. As educators demonstrate their instructional expertise and their effectiveness with students, their roles should be differentiated to reflect their skills, knowledge and career goals, and accomplished teachers should be recognized and provided with continual learning experiences. These teacher leader positions will provide effective teachers with the option of advancing their careers while also maintaining all or some of their classroom teaching responsibilities.

Leadership Opportunities

Teacher career growth ladders include such teacher leadership positions as mentor, instructional coach, SpEd or ELL specialist or grade level leader. Teacher leaders in both Boston and Springfield will be held to differentiated standards, compensated differentially, and will take on decision-making responsibilities as part of a school’s Leadership Team. These roles not only offer advancement and professional growth for effective teachers but also further build school-level capacity to ensure improved instructional practice among *all* teachers in the turnaround school. Additionally the districts will facilitate knowledge-sharing networks across schools and teacher leaders to build the district’s capacity and knowledge about effective teaching with particular groups of students, such as Special Education students or English Language Learners.

Boston will offer effective teachers (whose effectiveness is determined by performance evaluation) who take on an Instructional Leader role an additional [REDACTED] per teacher.

Instructional Leaders will play a crucial role in increasing student achievement in TIF schools by teaching students, modeling effective teaching practices, coaching teachers, mentoring new

teachers, supporting and/or leading professional learning communities and working with the administrative team to develop and implement instructional programs in the school. Teachers will be eligible for selection as an Instructional Leader based on their evaluation rating (which, as described above, differentiates levels of effectiveness based on student growth) and a minimum of at least three year of teaching experience, among other selection criteria to be finalized during the initial planning year of the grant. Instructional Leaders will work a longer work year (210 days versus 183 days) and will be responsible for:

- Assisting teachers in planning for, reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement
- Leading data inquiry teams and supporting other teachers in the analysis and use of data
- Facilitating professional development around specific school needs, particularly around ELL and SPED
- Working with struggling students during vacation camps and academies
- Monitoring support services provided by external service providers
- Facilitating various school teams such as: ILT's, SST's, Grade Level Team meetings, Common Planning Time
- Facilitating opportunities for the observation of exemplary practice and model lessons and model innovative teaching methodologies
- Assisting staff in identifying instructional resources, additional support and appropriate professional development in the school community as well as the district
- Promoting the development of a professional learning community among teachers in the school
- Participating in extensive professional development, both job-embedded and outside of workday, focused on skills and strategies that support teacher development and student achievement, including: leading effective teams, data strategy implementation, "turnaround" proficiencies

Springfield implemented a new career ladder in 2006 that established differential pay for additional leadership responsibilities and tied advancement on that career ladder to evidence of growth in student learning over time. Springfield will expand these leadership opportunities for effective teachers in TIF schools based on performance evaluation. The SPS face many challenges in retaining highly effective teachers as a result of the district not being able to offer salaries that are competitive with neighboring districts. The Instructional Leadership Specialist (ILS) and Teacher Leader positions enable the district to offer their most effective teachers a higher level of compensation. ILS teachers and Teacher Leaders are selected through a rigorous selection process (see Appendix O for ILS Selection Rubric) and they must have a Master's

Degree, a Professional License and a minimum of seven (Teacher Leaders) or eight (ILS teachers) years of teaching experience. They are expected to achieve more than one year's worth of growth in student progress, a 97 percent attendance rate, and demonstrate competency at the highest level in observational protocols outlined by the district.

Teacher Leaders engage in curriculum development, lead and conduct professional development (including extended-day workshops), develop and support School Improvement Plans, and serve in leadership roles that could include department chair, grade-level chair, and/or head teacher. ILS teachers spend 80 percent of their work time supporting and developing the instructional practices of their teacher colleagues. They are a defined part of the leadership team that designs and writes School Improvement Plans and related professional development plans at each school. The ILS teachers work with Teacher Leaders to assure effective induction, orientation, and mentoring of first-year and early-career teachers. ILS teachers will spend the other 20 percent of their work time instructing students, utilizing best practices confirmed by research. ILS teachers will receive incentive pay of [REDACTED] above base salary and Teacher Leaders receive incentive pay of [REDACTED] above base pay.

Retention Bonuses

In addition, effective teachers in TIF schools in both Boston and Springfield who may not want to take on additional responsibilities outside the classroom will be eligible to earn extra compensation if they commit to the turnaround school for another two years and agree to allow their classroom to serve as a “model classroom” that functions as a learning laboratory for action research, novice teachers and struggling teachers. This additional incentive serves a dual

purpose of ensuring that the most effective teachers remain in Level 4 schools long enough to ensure a true and sustained transformation as well as helping to further the critical knowledge sharing about excellent instruction across the school staff by serving as a resource to other teachers and teacher leaders.

The retention bonuses complement the teacher leadership opportunities described above by providing a setting where novice or under-performing teachers may learn strategies and skills from an accomplished colleague. ‘Model classrooms’ will provide a learning setting that opens the classroom to other teachers and will encourage a sharing of best practices and a collaborative culture amongst teachers in a school. Those teachers operating ‘model classrooms’ would receive a “retention bonus” of [REDACTED] for committing to the turnaround school for an additional two year and assuming the additional responsibility of meeting with other staff members and operating de facto professional development sites within a school. These settings, and the effective teachers who operate them, will be the cornerstone of work done by other teacher leaders, including mentors, data coaches, and professional development coordinators as they allow teachers to view theory-in-practice.

Principal Rewards

Many of the Level 4 turnaround schools have new leaders who were selected for their track record of success, vision, high expectations, distributed leadership and ability to establish a cohesive culture. Effective teacher leadership depends heavily on the principal’s ability to develop a culture of trust, respect, responsibility and accountability. At a recent Boston event on turnaround schools attended by over 150 teachers, the teachers indicated that the principal would have the greatest impact on their decision to stay or move to a turnaround school. Principals in

both Boston and Springfield who lead TIF schools and who receive exemplary evaluation ratings based on both supervisor observations and student growth in their school can receive additional performance-based bonuses. Schools must achieve their goals as measured by the Composite Performance Index and median student growth percentile (which is based on value-added MCAS growth), as well as graduation rates for high schools and attendance rates for elementary and K-8 schools, established by the MA Department of Elementary and Secondary Education. (Meets Priority 1 – “In determining principal effectiveness, the LEA must give significant weight to student growth and may include supplemental measures such as graduation and college enrollment rates”).

In Boston, principals will receive a performance-based bonus of [REDACTED] in years 1 and 2 of their contract and [REDACTED] in year 3 of their contract. In Springfield, principals will be eligible to earn up to a 10% bonus by meeting all state goals for the turnaround. Principals who receive both the front-end recruitment bonus and the performance-based bonus have the potential to earn additional compensation of [REDACTED] (13% - 18%) in Boston and up to [REDACTED] (17%) in Springfield based on student growth in their school.

Educator Engagement and Outreach

As the *aMAzing educators* initiative moves from design to implementation to sustainability, it is critical to involve a diverse group of stakeholders in planning, consensus-building, ongoing evaluation of progress and refinement of the program. Research suggests that when teachers are involved designing and shaping compensation-related programs, they are more likely to support those programs and view them as fair and acceptable, and will contribute to their success.”

(Odden, Kelley, Heneman, & Milanowski, 2001). We have begun this engagement process in both Boston and Springfield and have developed the following plan to expand opportunities for input from teachers, principals and other stakeholders throughout the course of the grant.

Pre-Proposal Stage. The state has laid solid groundwork for advancing reforms for supporting and strengthening the educator workforce in our Level 4 schools. We have been energized by the statewide momentum to identify and develop powerful solutions together to ensure the successful transformation of our lowest performing schools. We realize that significant work lies ahead, but we are confident that we have a solid platform and a clear design for how we can attract, support and retain effective instruction in our turnaround schools. We have approached stakeholder engagement in several meaningful ways:

1. Engaging education leaders. Over the past months since the Level 4 schools were identified, each district has had extensive conversations with district and union leaders, principals and other education leaders about the systems and supports necessary to strengthen the educator workforce in our lowest performing schools. Our proposal development process has also involved substantial input from both districts' offices of the Chief Academic Officer, the Chief Operating Officer, and the Office of Human Resources. Union leaders contributed to these conversations. In addition, we sought the advice and participation of external experts, several of whom are partners on this proposal. These direct conversations related to the TIF proposal build from the broader infrastructure of communication among the associations and other key stakeholders representing educators.

2. Launch of Task Force on Educator Evaluation. In May 2010, the State Board of Education approved the creation of a new Educator Evaluation Task Force, charged with establishing a

framework for overhauling and modernizing the teacher evaluation process statewide by January 2011. The Task Force will meet frequently (at least twice a month) and will include a broad range of stakeholders. They will create communication mechanisms to gather feedback from the field regarding the proposed evaluation framework. Because a strong evaluation system is the foundation of a performance-based system, the work of the Task Force is integral to the work of the *aMAzing educators* initiative and membership and communication will be over-lapping and coordinated between the Task Force and the steering committee described below.

3. Direct communication with and feedback from teachers. The unions in both districts have been involved in the planning process and have engaged their teachers in its development. In Boston, both state and local officials have also connected directly with teachers through Teach Plus, a local non-profit that convenes reform-minded teachers to ensure they have a voice in policy. Since 2007, officials like the State Education Secretary and Deputy Commissioner have been met with approximately 400 Boston-area teachers multiple times at small group and large group events. Over the 2009-2010 school year, Teach Plus polled live audiences of teachers on issues related to reforming evaluation and rewards, inequitable distribution and turnaround schools, and that direct feedback from teachers has been integrated into the design of this proposal.

Over 40,000 Massachusetts educators responded to the Massachusetts Teaching, Learning and Leading Survey (MA TeLLS) in March 2008. Educators provided views about teaching and learning conditions in their schools and factors influencing their decision to teach in “hard to staff” schools. The insights from educators provided critical information that helped shape the Massachusetts PBCS and will provide a biannual forum for continuing to assess teachers’ views on issues related to compensation, performance evaluation, and rewards.

Finally, the conversations with stakeholders over the past year regarding Massachusetts' Race to the Top proposal have provided substantial input and feedback that has informed the development of our TIF proposal. We gathered input in many ways including: two statewide surveys; seven face-to-face regional forums and 11 webinars; and multiple meetings of superintendents, union leaders, community leaders and school committee leaders.

Educator Steering Committee. Upon approval of the TIF grant, we will convene a diverse group of stakeholders to serve as a steering committee for the *aMAzing educators* initiative. This steering committee will meet regularly during the planning year and throughout the five-year grant.

Composition of the Steering Committee

The Committee will involve approximately 20 core members, including teachers, leadership from DESE, superintendents from both districts, union leaders from both districts, state unions, principals, and representatives from the human resource, academic and business departments within the districts and partner organizations such as Teach Plus and the Boston Teacher Residency. Several Steering Committee members will also serve on the Evaluation Task Force to provide continuity and coherence across these complementary and related efforts.

Goals for the Steering Committee

The Steering Committee is in place to ensure the ongoing engagement of education leaders and teacher leaders in enacting a new system of support, evaluation and rewards that benefits effective teachers and benefits students in Level 4 schools. The Steering Committee will ensure

ongoing communication among stakeholder groups, raise public visibility and help to resolve program challenges as they arise.

Authority of the Steering Committee

All teachers in Massachusetts are members of unions and changes to compensation must be collectively bargained. While the Steering Committee does not have authority over teacher compensation, it will play a role in designing the program and helping teachers and administrators to understand the program and how it is impacting both teachers and children.

Responsibilities of the Steering Committee

The committee will address issues of design, messaging, implementation and sustainability. On each of these topics, we have identified several guiding questions:

- *Design.* How will the new statewide evaluation regulations and system be effectively implemented into the 22 turnaround schools? What levers within the comprehensive system of evaluation, supports and rewards are having the biggest impact on the quality of instruction in turnaround schools?
- *Messaging.* How do we ensure two-way communication with different stakeholder groups? What is the frequency of communication? At which points in the evolution of the *aMAzing educators* should we intensify our public outreach?
- *Implementation.* How can key lessons and best practices be shared across the schools and two districts? What are the similarities and differences in the roll out across sites and how are those affecting the impact? How should challenges to implementation be resolved?

- *Sustainability.* As the budget climate shifts over the next five years as do the expectations associated with varied sources of state and federal funding, how do we ensure the systems are aligned and prioritized across stakeholder groups?

District-Level Working Groups. In addition to the Educator Steering Committee, each district will play a significant role in engaging and communicating with the TIF schools, staff and other key stakeholders. To coordinate communications and outreach, each district will also assemble a cross-functional working group (described in more detail in Section III) made up of managers from their academic, information technology, data and accountability, human resources and payroll departments to oversee local implementation and ensure effective communication and collaboration between the state and the district, as well as schools, staff and partner organizations. This working group will include the district's Communications Department on an as needed basis to advise and assist on the strategies described below. Local unions will be members of this working group.

Expanding Outreach, Communications and Feedback. Members of Mass Partners (including the state associations of superintendents, school committees, teachers, school principals and parents) will play a role in the ongoing outreach and communications to educators as well as ensuring feedback loops that inform and improve the work of the *aMAzing educators* initiative. Partners such as Teach Plus will also play a critical role in engaging teachers.

Messaging to Teachers and Gathering Input

We will enlist the assistance of Teach Plus where necessary to assist the MA Department of Elementary and Secondary Education in hosting forums that engage large numbers of teachers in

both Boston and Springfield. In Boston, Teach Plus already runs quarterly seminars for teachers that routinely draw over 100 teachers per session. Teach Plus has the organizational capacity to recruit teachers, host events for a large audience, and facilitate forums on contentious topics. Their teacher engagement strategy utilizes Audience Response Technology to shape a data-driven discussion. The use of Audience Response Technology has several advantages over a traditional survey. Participants are each equipped with a keypad, and aggregate responses from all participants are projected to a screen at the front of the room in real-time. This (1) gives participants an immediate understanding of the prevailing preferences of the group and (2) enables a real-time discussion that is based on the “survey” data.

We will use the audience response technology as a means of surveying teachers in real-time and enable teachers to ask questions, raise concerns and share ideas in school-by-school meetings in the TIF schools, district-wide meetings in Boston and Springfield, and larger meetings regarding statewide expansion. Teach Plus will support district leaders (union and management) to develop their own capacity over time to convene similar sessions with educators in their district.

Communications Strategy

- Steering Committee - Twice monthly e-mail correspondence (sub-committees formed as appropriate).
- Teachers in TIF schools - Monthly newsletter
- Leaders in TIF schools and other stakeholders - Monthly newsletter (modified version of teacher newsletter)

Media Strategy

In the spring of 2010, Massachusetts launched a recruitment campaign to ensure that a greater proportion of students in low-performing schools have access to effective teachers. This campaign is described in more detail in the Recruitment section of this proposal. Teachers will be able to use the www.amazingteachers.org website to access to FAQs and information about monetary and non-monetary incentives offered to educators in TIF schools in each district (as each district has its own dedicated page on the website). Additionally each district will have a page dedicated to the *aMAzing educators* initiative on their district website.

At strategic points throughout the work (as determined by the Steering Committee), we will engage the media in promoting public understanding of the details and purpose of the *aMAzing educators* initiative. The following are ways we envision involving the media:

- Letters and opinion pieces in the Boston Globe, Springfield Patriot; etc.
- Engaging editorial boards and reporters in the work;
- Appearances on local television and radio talk shows

Evaluating Impact. A key role for the Steering Committee is to continually monitor the progress of the communications and outreach strategy to engage teachers, principals and other stakeholders in the design, implementation and progress of the program. This evaluation will be closely linked to the larger project evaluation work (described later in this proposal) which will include an assessment of the effectiveness of the communications and outreach strategy.

District Capacity to Manage Data

Massachusetts is a national leader in terms of its data capacity, with quality data on all students

across the state and the ability to follow mobile students. We also have linked teacher and student data going back several years and are able share that with districts in an easy to use way. Lastly, ESE maintains an educator data warehouse with identifiers for every educator across the state. The capacity for managing and sharing data compiled by the Massachusetts Department of Elementary and Secondary Education is important context in that the state can help build and support district capacity in this area.

ESE has chosen to partner with Boston and Springfield on the *aMAzing educators* initiative because we believe both districts have the necessary capacity in their human resource, research and assessment, professional development and information technology departments to effectively implement the above systems of support, rewards and incentives. Each district is working cross-functionally across academic, information technology, data and accountability, human resources and payroll functions to link student achievement data to teacher and principal payroll and HR systems.

In addition to the systems they already have in place, districts will use the planning year to prioritize the upgrade of their data systems to:

1. *Provide schools and educators with the data they need.* Each district is taking steps to ensure that school staff has real-time access to student data and formative assessment results to identify and address specific instructional needs of students. The state will support this work through its Data Warehouse housing state- and local-level education data in an easy-to-use system, including both pre-built reports and the option for more complex queries. A new data collection system will connect teachers with the students they serve and another new data tool (the Schools Interoperability Framework) will reduce the burden of providing data and facilitate real-time data

access.

2. *Link student achievement data to teacher and principal payroll and HR systems.* The districts will organize their data and information system by identifying the multiple systems that capture, organize and store different types of data (i.e. student, course, teachers, professional development, evaluation, etc.) and develop a plan for extracting and integrating the data in a way that ensures quality data. A major focus will be on building data quality checks and data quality management tools (e.g., reports, training procedures) to ensure the data is accurate, sufficiently detailed, valid, relational and able to be analyzed and reduced down into meaningful categories. This enables the necessary reporting and analysis to make decisions regarding who is eligible to participate in the differentiated leadership roles and rewards based on performance evaluations, and make necessary connections to payroll systems.

Boston

In Boston, HR and student data reside in different databases to ensure integrity, confidentiality and security. To link student data and teacher performance Boston is purchasing (with non-TIF funds) a new Student Information Management System (SIMS) through an RFP to be released by the end of July 2010. The new SIMS will, among other things, include a teacher grade book as the primary module to track the correlation between teacher(s) and student achievement. Some of the basic grade book functionalities include: online lesson plans, capturing student attendance and grades, tracking student progress towards graduation, assignment calendar (post homework, events, discussions, etc) viewable by parents and students, and online messaging to parents. District-wide implementation/roll-out of the system is planned for Fall 2011.

The district recently rolled out a new formative assessment system for all grades K-10 in both ELA and Math, as well as in science and social science subjects in high schools. The assessments, which are vertically aligned and provide a measure of student growth relative to self both within and across grades, will serve to triangulate measures of teacher effectiveness based on the state MCAS tests. Linking teacher and student data, and the research and analytical capacity to explore different models of teacher growth, will require an investment in technical expertise therefore requiring appropriate staffing. One additional employee (FTE) in the Office of Research, Assessment and Evaluation will be required to link student and teacher data to performance, perform analytical research as it pertains to the data involved, and facilitate support to schools.

In order to complete the “support” work proposed under this grant, the district intends to use its own data warehouse as a way of providing real-time data to teachers and teacher-teams. This data will summarize both the aggregate performance of the school/grade/course, as well as provide drill-down ability for teachers to identify individual student needs.

Springfield

Springfield has a robust Data Warehouse that pulls from source systems, providing a standardized, consistent data source for district reports. All Principals, most Assistant Principals, all Instructional Leadership Specialists, and many Guidance Counselors have received training on effective use of the system. The warehouse pulls data from a variety of sources, including:

- A Dropout Early Warning Indicator System which evaluates all students in grades 4-12 for “At Risk” status. All appropriate and available academic and non-academic

interventions are aligned with the indicators, with specific interventions to be selected and assigned by school staff.

- A Student Growth Percentile system, maintained by the MA Department of Elementary and Secondary Education, which reports student growth on the Massachusetts Comprehensive Assessment System (MCAS).
- A Student Information System (SIS) which is state-of-the-art, user-friendly, and accessible to all appropriate school and district staff. Data completion, accuracy, and use are monitored on an ongoing basis.
- An Assessment System which provides assessment reports and includes coaching on how to interpret and utilize the data to inform instructional practice.
- A Special Education system which maintains SPED data.
- Other systems that include medical information, breakfast and lunch data, transportation data, personnel and accounting data, and time and attendance.

Springfield has a Data Governance plan to ensure the accuracy, validity, and reliability of data for data-driven decision-making. Springfield will focus the planning year on developing additional assessments to use as evidence of student growth. They are currently contracting with Acuity and ANet to provide test development and administration to schools.

State Role in Implementation and Expansion (Scale and Sustainability)

The state DESE will form an Institute on Performance-Based Compensation to provide the critically needed vehicle to:

- Convene district and state participants in the *aMAzing educators* initiative on a semi-annual basis to examine common learnings, troubleshoot shared challenges, and learn from evaluative findings

- Analyze and share learnings statewide through convenings of district, union, state, and community leaders, provide training and a sounding board on the development of performance-based compensation systems, prepare and share tool kits on performance-based compensation and teacher evaluation, develop and distribute research summaries, and examine the linkage between compensation reform, teacher evaluation,
- Provide detailed briefings on compensation reform, educator evaluation and redesign strategies to district, state and union policy makers and the media.
- Serve as the principle statewide dissemination arm of the *aMAzing educators* initiative.

By taking this multi-faceted approach, the TIF investment in *aMAzing educators* will have a multiplier effect throughout Massachusetts.

Planning Year Priorities

The first year of the TIF grant will be a planning year during which the state, Boston and Springfield will work to: (See Appendix P - Management Objectives and Milestones).

- Ensure district compliance with new evaluation regulations;
- Train evaluators in effective supervision and observation strategies;
- Train teachers and principals on the new evaluation framework, tools and rubric;
- Implement the new selection tool to hire educators who are likely to improve student performance in these schools and to refine the tool for future use;
- Engage school-level stakeholders regarding the design and implementation of the Massachusetts PBCS;
- Make the essential data linkages (described above); and
- Analyze and reform district PD practices.

III. Support for the Proposed Project

Management and Accountability

State-Level Oversight. The Massachusetts Department of Elementary and Secondary Education (DESE) will be the primary agent responsible for management of the TIF grant in terms of supervision of programs and budget, coordination of stakeholders, evaluation of impact, and fiscal oversight. Additionally each district will appoint both a project manager and a cross-functional central office working group made up of managers from their academic, information technology, data and accountability, human resources and payroll departments to oversee local implementation and ensure effective communication and collaboration between the state and the district. (Appendix P describes the milestones, timeline, and responsible parties for each objective articulated in the project narrative.)

David Haselkorn, Associate Commissioner for Educator Policy, Preparation, Licensure and Leadership Development, will serve as the Project Director. Claudia Bach, Director of Educator Policy, Preparation and Leadership, will serve as the Project Manager. Both of these leaders bring extensive experience leadership, educator policy, and leading comprehensive reform efforts at the local, state, and national level. Their responsibilities will include overall project direction, integration of project activities with related ESE initiatives, in particular the state's ongoing educator effectiveness, equitable distribution, and school turnaround initiatives. They will be supported by a Project Coordinator (to be hired) who will be responsible of day-to-day implementation and coordination of site activities and liaison with the research and evaluation teams and will supported by an administrative assistant. Additionally, we have budgeted a contracted position for an individual to serve as the Coordinator of the Institute (described in

Section II) which will be primary dissemination arm for findings from the PD audit and research unit and would be responsible for scaling learnings from the TIF project state-wide. The Institute Coordinator will facilitate discussions among the partners to identify key challenges, common learnings, brainstorm approaches, and be informed by national best practices. He/she will focus on statewide dissemination of lessons learned and working on scale and sustainability issues through the development of best practice tools, research summaries, and convening to discuss key learnings and approaches.

The responsibilities of the four individuals described above will include:

Supervision of programs – The Project Coordinator will ensure day to day oversight of all plan components, including: stakeholder approvals and engagement, communications, awards structures, financial sustainability, performance measures, technical and data management considerations, program evaluation methodology and analysis, and information collection and reporting.

Coordination of stakeholders – The Project Director, Project Manager and Project Coordinator will manage and coordinate the activities and responsibilities of the state, districts, unions, and nonprofit partners. The Project Director will serve as the primary liaison to ESE Commissioner Mitchell Chester, Deputy Commissioner Karla Baehr, the Massachusetts Board of Elementary and Secondary Education, the Executive Office of Education, and the media. The Project Director will also be responsible for regular engagement of state level union leadership to assess the level of effective communication and collaboration. The Project Manager will serve as the chair of the Steering Committee, or appoint a designee. She will also facilitate regular

communication among the superintendents, district union leaders, state union leaders, and personnel in the targeted schools, as well as among key DESE offices and external consultants, in order to share emerging lessons and anticipate the needs of the various initiatives (see further explanation below).

We anticipate that several Steering Committee members will also serve on the Evaluation Task Force to provide continuity and coherence across these complementary and related efforts. By ensuring that a number of individuals serve both on the task force and the Steering Committee, we aim to closely align the efforts of the two groups, reduce redundancy of work, and increase the degree to which all stakeholders will buy into the results of their respective efforts.

Fiscal oversight – Staff in the DESE Budget Office will assume fiscal oversight of grant and spending associated with the grant at both the state and district level. The state will also work closely with the two districts as they further refine their plan for financial sustainability of the Massachusetts PBCS beyond the TIF grant.

Alignment with Other State Turnaround Activities. A number of personnel from other DESE offices will work closely with the Project Manager in order to ensure alignment of efforts within the agency. Key staff from these offices will meet twice monthly during the planning year of the to ensure clear communication of all stages of work and to anticipate and address potential road blocks. Staff from the DESE Office of Urban and Commissioner’s Districts have been working closely with district leadership in Boston and Springfield to support implementation of the new state school turnaround legislation and to help districts connect strategically to state and federal resources. Liaisons to the districts have strong working relationships with the superintendents and key central office staff and deep understandings of the strengths and needs of the two

districts. Their involvement in the *aMAzing educators* initiative will ensure that TIF initiatives are closely aligned with other state efforts and are grounded in the strategic plans of the districts.

District-Level Oversight. In addition to the strong oversight by the state, each district will have significant parallel responsibilities for implementation of the *aMAzing educators* initiative. Each district has identified a project manager to address district-level supervision of programs, implementation across all schools, coordination of local stakeholders, fiscal oversight, and support of the local program evaluation. The two district project managers will be in weekly conversation with DESE's Project Coordinator. Boston's project manager is a member of the Chief Academic Officer's team, and they plan to hire three additional staff members (one in each of Human Resources, Teach and Learning and Research and Assessment Offices). Springfield will hire a project coordinator who will work directly with the Chief School Redesign Officer to ensure success of the TIF work.

As described above, each district will also assemble a cross-functional working group made up of managers from their academic, information technology, data and accountability, human resources and payroll departments to oversee local implementation and ensure effective communication and collaboration between the state and the district, as well as among partner organizations. This working group will meet at least monthly to ensure milestones (as described in Appendix P) are being met, concerns are being raised and addressed proactively, and district resources are being allocated strategically in service of the initiative. The working group will also play a key role in the efforts to engage personnel throughout the district, ensuring work among their departments is coordinated and that communication is constant and consistent.

Overall Accountability for Turnaround Schools. Massachusetts has a new accountability

system to hold districts responsible for accelerating improvements in their Level 4 turnaround schools. ESE has developed a new Framework for District Accountability and Assistance that defines the roles, responsibilities, and expectations of both the district and the state. The resulting framework identifies specific Conditions for School Effectiveness that districts provide for their schools through district systems of support. (See Appendix R for the Accountability Framework and Conditions for School Effectiveness) A set of district standards and indicators measure the strength of these systems of support and are assessed through regular district accountability reviews conducted by DESE. As early as 2012, ESE will designate Level 4 schools that fail to achieve ambitious annual benchmarks after two or more years as Level 5 schools.

Timeline and Milestones

Please see Appendix P for a detailed timeline and milestones for the project. This plan will be refined and augmented during the planning year and will serve to guide the project management team in overseeing the project.

Financial Sustainability

The attached budget for the TIF grant in Boston and Springfield is based on rigorously projected annual program costs, and includes a preliminary plan for ensuring that the efforts will be sustained after the TIF grant is completed. Research shows that incentive programs will not be viewed as credible or acceptable by educators if they do not believe that the district can actually deliver and sustain the financial rewards as promised (Guthrie, Prince 2008). As such, the integration of diversified funding streams and strategic planning for each year of program implementation, and projection for the years following, forms a critical piece of the state's TIF

blueprint.

Massachusetts is in a strong position to implement the proposed work in its two largest districts with a goal of expanding the differentiated compensation model and using it to leverage other reforms, both financial and academic, throughout the state, understanding that local adoption must result from collective bargaining. The long-term viability of the state's TIF model relies upon four main components:

1. An intensive planning year in which district and state partners will work together to ensure a diverse and reliable funding base from which to draw not only teacher incentive dollars but funding for the requisite supports, expansion and scale-up, and program modifications needed

The planning year will serve for purposeful consideration of projected cost analyses, program benefits both mainstream and corollary, and larger implications of compensation differentiation within the framework of statewide and national education reform. Proven and highly regarded program partners, such as CTAC and Educational Resource Strategies (ERS), could bring additional technical assistance expertise to help reevaluate existing funding sources and determine methods through which to maximize public and private philanthropic support for the implementation and development of the TIF model. In Boston, much of this work is underway with ERS, who has partnered with the district to review resource allocation at Level 4 schools and propose alternate staffing and budgeting models that have proven to be more efficient and increase student achievement. The establishment of a Steering Committee for the oversight of the grant initiative will allow for strategic planning through the five grant-funded years as well as a mutually agreeable plan for district, state, federal and private contributions to compensation

reform efforts extending beyond the life of the grant.

The innovative nature of the turnaround partnership model as a pilot for performance pay plans will be used to leverage private funding sources interested both in the effectiveness of a multi-pronged turnaround strategy and the implementation of the Massachusetts PBCS. Massachusetts historically has attracted the attention of large-scale funders such as the Carnegie Foundation, the Broad Foundation, which awarded the BPS its prestigious Broad Prize for Urban Education in 2006, and the Gates Foundation, which has supported school-based work in both districts. Massachusetts' role as one of the leading states for education philanthropy also will allow for substantial work with local foundations and corporations to develop strategic district- and statewide funding plans to support, expand, and sustain the TIF model in support of student achievement in high-needs areas throughout the state; the involved partners' existing relationships with these entities will obviate the need for extended introduction of districts' need and current capacity, instead allowing for the development of tiered support structures involving varied philanthropic partners who are invested and involved in the work and planning from the outset.

2. Use the proposed turnaround model to inform issues of teacher quality and retention across the state, reducing the immense costs of teacher turnover and misaligned, ineffective professional development

Teachers' effectiveness increases with the number of years spent in the classroom; numerous studies have shown that teaching experience significantly raises student achievement (Harris, 2008; Rockoff, 2004). Strengthening the instructional capacity of schools through the proposed compensation of effective teachers and creation of targeted teacher leadership roles will decrease

the revolving door at the front end of the human capital pipeline in Boston and Springfield, raising student achievement levels and simultaneously decreasing the need for sustained intensive support work both with teachers – fewer of whom will be novices – and students, who will be making gains under high-quality instruction from well-supported, well-compensated educator teams in schools which have committed to a data-driven, collaborative model of teaching and learning.

Boston historically has spent upwards of ██████ in teacher replacement costs each year, as its three-year retention rate – like that of Springfield and other urban districts across the country – has hovered at just over 50% (Curtis & Birkeland, 2006). Additionally, Boston invests over ██████ in structures intended to build teacher capacity — from the costs of providing professional development opportunities that often are too disconnected from practice, to the costs of providing pay increases for completing graduate courses that are not aligned to teachers’ core work, to the costs of compensating personnel for recognition or leadership roles that do not add value to the district (BPS data, 2010). The *aMAzing educators* initiative will reduce the reliance upon outdated, cumbersome and often ineffective models of teacher development, instead reallocating funding to support the innovative work of reform-oriented, collaborative teacher support efforts in turnaround schools and the expansion of said efforts throughout the district. The proposed TIF model ultimately builds leadership capacity among teachers and district leaders, resulting in more effective ways of doing work and a culture shift that is oriented toward continuous development and expansion based on evaluation data.

3. The repurposing of existing state and federal formula funding over the implementation period and beyond, incorporating possible uses of funds for the support and retention of

teachers in high-need areas as well as targeted professional development and incentive pay in these areas

As the two largest urban districts in the state, Boston and Springfield receive significant funds each year through state and federal formula grants. Current funding levels in each district rely heavily on the historical use of these dollars, particularly Title IIa funds, for class-size reduction and assorted professional development costs; however, the repackaging of funds through Title IIa and other large-scale grant programs will provide substantial support of the proposed work and will create a viable, sustained pipeline of funding to implement and maintain the alternative compensation systems – not only in these two districts but eventually throughout the state. In particular, both districts’ current use of Title IIa funds for existing teacher leadership roles allows for substantial reallocation of funding to support these positions in the TIF schools. As teachers are incentivized through the grant to remain in these roles, increasing in effectiveness over time, teacher turnover rates will lessen – in turn decreasing recruitment and initial induction expenditures.

Federally supported interventions for turnaround initiatives, such as possible statewide Race to the Top funding, BTR Investing in Innovation funds, or School Improvement grants, also will be used to support the capacity-building of these schools and districts to maximize the impact of TIF funding. With a successful turnaround, two changes occur: 1) better working conditions and sense of efficacy for teachers; and 2) improved capacity to absorb and induct newer (less expensive) teachers. The first should make the retention bonuses and perhaps some of the group rewards less necessary; the latter should generate savings that can be used to sustain the most critical long-term incentives, the teacher leadership stipends.

Additionally, with significant costs allotted each year to the identification, placement, and instruction of English Language Learners and special education students, as well as the accompanying recruitment, training and development of teachers in these high-needs areas, the establishment of the proposed highly effective professional development and instructional supports in schools with disproportionate numbers of ESL and SPED students will contribute to teacher quality and retention in these areas, lessening upfront district and state recruitment, training and PD costs and allowing for the repackaging of funds appropriated to these uses.

4. Use the TIF model of implementation and evaluation to provide an evidence-based rationale for the refinement of existing structures to best serve teachers in each district, ultimately leading to credible alternative compensation systems that districts and unions may adopt

Massachusetts has the support of its unions in recognizing the importance of acknowledging and impacting teacher quality and student achievement, particularly in the lowest-performing schools, through various reform efforts, including compensation and rewards. The TIF model encompasses a comprehensive approach to the recruitment, development, and retention of effective teachers in the state's highest-need areas, and will serve as a foundation for future strategic planning involving all partners named in this application to determine and implement financially viable compensation reform more broadly in Boston and Springfield – and every district in the state. The results of the formative and summative evaluation, as described in Section IV, will provide evidence of program efficacy and will inform future discussions and negotiations regarding new alternative compensation systems which utilize multiple measures to determine teacher effectiveness and affect teacher tenure, dismissal, and advancement decisions

in all Massachusetts districts.

All partners represented in this application have agreed to the need for innovative methods of evaluating and rewarding effective teachers and school leaders throughout the state, and all recognize the necessity of using data-driven assessment and evaluation to consider changes to the current teacher and principal compensation structures. As partners in the TIF initiative, all stakeholders will be working together to ensure the viability and sustainability of the incentive system beyond the life of the grant. Massachusetts has already put into place many of the necessary structures to support such work and, with its attention to high standards of student performance and the quantifying of student growth, stands at the forefront of the education reform movement. The TIF grant represents the first stage of a comprehensive overhaul of data, evaluation, and compensation systems throughout the state in order to bring all students to college- and career-readiness. We will actively seek varied funding streams through which to sustain these efforts, which we see as utterly essential for the future of our students.

IV. Evaluation Plan

Overview. Serious efforts to improve student achievement and compensation systems must be guided by evidence and analysis of what is working and what changes need to be made to continually improve the district. The evaluation, managed by CTAC, will be ongoing during the initiative—mid -year as information and data are available and annually—and will include a final evaluation at the end of the 5-year grant period to measure progress on the stated goals and objectives of the initiative.

The effects of *aMAzing educators* will be evaluated employing a combination of quantitative and qualitative methods. The primary goal of these efforts is to provide district and school leaders with formative assessments in the early years of the initiative’s implementation to guide policy and implementation adjustments and a final summative evaluation.

AMazing educators seeks to improve student achievement in targeted high needs schools through the improvement of teacher and principal effectiveness and more effective recruitment and retention. For purposes of the evaluation, teacher effectiveness will be measured by improvements in teacher impact on student achievement and principal effectiveness will be measured by the improvements impacts on student achievement for all teachers in the building and the retention of effective teachers.

Since schools are the primary basis for the financial rewards in *aMAzing educators*, we employ schools as the unit of analysis for most of the evaluation, although we also explore improvements in individual teacher effectiveness as formative assessment intended to improve *aMAzing educators* design and implementation.

Quantitative Analyses. The quantitative evaluation of the *aMAzing educators* TIF initiative will rely primarily on a difference-in-difference analysis, sometimes also called a comparative interrupted time series analysis. We will also explore the potential of employing a Regression Discontinuity Design (RDD), although there are concerns about the use of a strict set of rules in determining identification of the level 4 schools and the density of schools near the eligibility threshold.

Difference-in-Difference. We explore the effects of *aMAzing educators* by employing a matched comparison group of schools from other school districts and comparing differences in the longitudinal changes of student achievement. The particular schools will be chosen from similar school districts during the first year of the *aMAzing educators* TIF grant. Equation 1 provides an illustration of the types of models we will employ to examine the effect of the Initiative, in this instance for student achievement. Here Y_{icgst} is the math achievement of student i in class c , grade g , school s at time t is a function of that student’s math achievement in the previous grade and year, a set of characteristics of the student and her/his family, X , attributes of the other students in the class, C , and attributes of the school, S . The effect of the Initiative is

$$Y_{icgst} = \beta Y_{i,g-1,t-1} + X_{it}\varphi + C_{cgst}\alpha + S_{st}\theta + \delta TIF_t + \gamma AMT_s + \delta(TIF_t * AMT_s) + \varepsilon_{icgst} \quad (1)$$

identified by first controlling for any systematic factors that influence all schools post-implementation, TIF . This could include any federal, state or district policies applied across schools. We also control for any time invariant differences between the *aMAzing educators* TIF schools and the comparison schools. These might include attributes of the TIF schools not already indentified in X , C and S that differentiates them from the comparison schools pre and post-implementation. Finally, the effect of the Initiative is measured by δ , which identifies the

average effect on student achievement (or teacher retention) in treatment schools following the implementation of the *aMAzing educators* program. Similar formulations will be employed to examine teacher retention using hazard models to explore whether implementing the TIF program influenced teacher attrition and transfers.

Regression Discontinuity Design. Eligibility for the *aMAzing educators* TIF initiative is determined by the State employing a y-year trend analysis of school performance, student growth and improvement as measured by the Massachusetts Comprehensive Assessment System (MCAS). The RDD may be an appropriate approach to identifying the impact of the TIF program assuming sufficient numbers of schools are close to the threshold that differentiates schools included and excluded in the level 4 designation.

Equation 2 provides an illustration of the Regression Discontinuity models we will explore to examine the effect of *aMAzing educators*, in this instance for student achievement in math. Here Y_{icgst} is the math achievement of student i in class c , grade g , school s at time t as measured by MCAS end of year achievement test. This outcome is a function of that student’s math achievement in the previous grade and year, the TIF school treatment dummy variable and formula determining level 4 inclusion, F . We will also explore nonlinear specifications of FRPL and the inclusion of additional control variables for students, their classmates and schools.

$$Y_{icgst} = \beta Y_{ig-1,t-1} + \delta AMT_{st} + \tau F_{st} + \varepsilon_{icgst} \quad (2)$$

The effect of the initiative is measured by δ , which identifies the average effect on student achievement (or teacher retention) in *aMAzing educators* schools which are close to threshold for Level 4 eligibility. Similar formulations will be employed to examine teacher retention using

hazard models to explore whether implementing the *aMAzing educators* program influenced teacher attrition and transfers.

In both the regression discontinuity and difference-in-difference analyses we employ the Massachusetts Comprehensive Assessment System (MCAS) achievement tests as the primary outcome measure. MCAS is aligned with the State's standards for each grade level and content area.

The approach described above provides the initiative with a reasonable overall assessment of the success of *aMAzing educators*. We will estimate individual teacher impact on student achievement growth model.¹ These estimates will then be employed as the dependent variable in a regression model similar equation 1 where we explore a variety of comparisons between teachers in treatment schools to similar teachers in comparison schools (e.g., using a propensity matching approach) or relatively more and less effective teachers within *aMAzing educators* schools. This allows us to identify particularly teachers who make particularly strong gains in student achievement consistent with positive effects for the *aMAzing educators* initiative.

Although this analysis will not establish a causal link between *aMAzing educators* and differential teacher outcomes, it will usefully guide our qualitative analysis to better understand why some teachers and schools have differentially benefited from the initiative. What we learn about why some teachers and schools may have differentially benefited from the initiative will be fed back to administrators to make real time adjustments in the professional development and implementation of the program.

¹ We will employ standard models to estimate teacher year-to-year estimates of effectiveness with Empirical Bayes adjustments for measurement error (see, for example, McCaffrey, 2004; Rockoff, 2004).

Qualitative Analyses. The qualitative analyses will deepen the understanding of the impact of the initiative, identify factors that assist district leaders and teachers in understanding under what conditions and why the Initiative is more or less successful in improving student achievement outcomes. In particular survey and interviews with district administrators, principals and teachers will probe the details of implementation of the Initiative and perceptions regarding its strengths and weaknesses. These surveys and interviews will be conducted annually beginning during the first project year.

School, Teacher and Student Factors. There are site level factors, in addition to compensation, that influence student achievement. Therefore, the qualitative evaluation will explore whether the incentives have varying degrees of success in schools with particular conditions or attributes—such as school programs; leadership mobility; size or population; whose teachers have different attributes—such as the number of years they have taught, level of licensure, subject taught or grade level; and whose students are of different ages, backgrounds, socioeconomic status or initial academic status.

Impact of Changing Systems on Student Achievement. The evaluation will examine the relationship between systems changes and actual results in student achievement. The evaluation will examine how the changes in data quality and access, professional development, curricular and instructional supports, and assessments affect student achievement in the schools; and, whether these changes affect some schools, classes or students more than others. By so doing, this component of the evaluation will provide a detailed analysis of how changing systems affects student achievement and the impact of incentives in the district.

Broader Institutional and Community Factors. This initiative also exists in a broader district and state context. The institutional capacity to implement major new strategies greatly affects the results of the initiative. The actions of a range of participants can substantially influence the implementation of the initiative. The evaluation will examine: policy and operational decisions, support structures and assignments, mid-course corrections and related interventions; the perceptions of different constituencies—at the central, site and community levels—of these decisions and actions; which efforts are perceived by various constituencies as supporting or impeding the progress of performance-based compensation; which lessons have emerged for the district, and the implications of those lessons for the district and states in terms of the ability to improve student achievement. *aMAzing educators* has significant systemic implications. The evaluation will analyze those institutional factors that have had the most marked impact on results.

Feedback and Continuous Improvement. The constituencies affected by the new compensation system need to have regular opportunities to respond to and shape the plan. CTAC will provide evaluation services that support feedback and continuous improvement while also developing PWCS capacities to:

- Enable pivotal constituent groups to shape the compensation system
- Conduct surveys and focus groups as appropriate
- Integrate constituent responses into continued development of compensation system
- Develop mechanisms which ensure continued constituent assessments and critiques in the post-grant period.

Two primary sources of feedback throughout the project will be surveys and interviews. Each year principals, teachers, parents and samples of students and external constituents will be

surveyed to ascertain the effectiveness of the initiative. Confidential interviews will be conducted by CTAC with policy makers, key senior staff, union leaders, external community leaders and school site participants to explore deeper issues that surface during each year and to identify areas where mid-course corrections are warranted.

Surveys. CTAC will survey all principals and teachers, and representative parent/caretaker households, as well as a representative sample of students (grade 6 and higher) and external constituencies using a variety of surveys. These surveys will be produced, disseminated and analyzed during each year of the initiative. The results of these surveys will be analyzed both quantitatively (e.g., chi-square, ANOVA) and qualitatively.

Principal survey. Each principal in *aMAzing educators* schools and comparison schools will be surveyed on a variety of factors relating to the nature and extent of professional development and supports provided to teachers to improve student outcomes. In *aMAzing educators* schools, the survey will also explore the attributes of the learning environment that principals believe will make it most likely that the Initiative is successful. An important component of these annual surveys is to assess how principals perceptions and practices change over the course of the project. What are they learning that improves the success of the Initiative?

Teacher survey. Similarly, we will conduct an annual survey of all teachers in *aMAzing educators* and district comparison schools. We will solicit teacher perceptions of the learning climate in their schools and how they believe the school staff can best improve student achievement. What professional development are they receiving? How effective do they believe it is? What supports do they receive from school leaders? What else could be done? In *aMAzing educators* schools, we will also explore their perceptions of the initiative. How

effective is the professional development? Could it be more effectively delivered or supported? Do the assessments of student achievement help guide their teaching practice? If so, how? What else could be done? We are also interested in their perceptions of the cohesiveness of the school staff. Again, we are very interested in how teachers' perceptions of all of these dimensions change over time and the factors that contribute to the success of the initiative.

Interviews. Focused interviews will be used to explore deeper issues which surface in surveys and other feedback mechanisms during each year of the initiative. More than 100 confidential interviews will be conducted annually in each district with policy makers, key senior staff, union leaders, external community leaders and school site participants (principals, teachers, students and parents). Responses will be analyzed using thematic analysis as well as nonparametric statistics such as chi-square, where appropriate.

The results of the surveys and interviews will be provided to the Steering Committee. CTAC will assist the Steering Committee to understand and analyze the results with respect to project impact and implications for making mid-course corrections.

Priorities and Criteria Checklist		
<i>Priority or Selection Criteria</i>	<i>Explanation</i>	<i>Page in Narrative or Appendix</i>
	Absolute Priorities	
Priority 1 (Absolute) — Differentiated Levels of Compensation for Effective Teachers and Principals	Applicant must demonstrate that it will develop and implement a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce.	Pages 18; 43-52
	In determining teacher and principal effectiveness as part of the PBCS, the LEA— (a) Must give significant weight to student growth, based on objective data on student performance;	Pages 41 - 43; 46 - 52
	(b) Must include observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards; and, if applicable, as part of the LEA’s coherent and integrated approach to strengthening the educator workforce; and	Pages 40-43
	(c) May include other measures, such as evidence of leadership roles, that increase the effectiveness of other teachers in the school or LEA.	Page 40-52
	In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth and may include supplemental measures such as high school graduation and college enrollment rates.	Pages 46-47; 51-52
	In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen	Pages 43-52
Priority 2 (Absolute) — Fiscal Sustainability of the Performance-Based Compensation System (PBCS):	To meet this absolute priority, the applicant must provide, in its application, evidence that: (a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel who earn it under the system; and	Pages 69-75; Budget; Budget Narrative

	(b) The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel in those project years in which the LEA provides such payments as part of its PBCS.	Pages 69-75; Budget; Budget Narrative
Priority 3 (Absolute) — Comprehensive Approaches to the Performance-Based Compensation System (PBCS):	To meet this absolute priority, the applicant must provide, in its application, evidence that the proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.	Pages 15-21; 28 - 43
Priority 4 (Competitive Preference) — Use of Value-Added Measures of Student Achievement	Applicant must demonstrate that the proposed PBCS for teachers, principals, and other personnel will use a value-added measure of the impact on student growth as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel. Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to:	Pages 43 - 52
	(1) implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality) and	Pages 43; 59 - 63
	(2) clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.	Pages 55-59
Priority 5 (Competitive Preference) — Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools	To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools to (1) serve high-need students,	Pages 2, 3, 6 – 8; Appendix A, B, C
	(2) retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition	Pages 21 – 28; 43-52
	(3) fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective	Pages 21-28
Priority 6 (Competitive Preference) — New Applicants to the Teacher Incentive Fund	To meet this competitive preference priority, an applicant must be a new applicant to the TIF program. For the purposes of this priority, a new applicant is (1) an eligible entity that has not previously been awarded a grant under the TIF program	All

	Selection Criteria	
Need for the Project	<p><i>In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that—</i></p> <p>(1) The high-need schools whose educators would be part of the PBCS have difficulty—</p> <p>(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and</p>	<p>Pages 4-6; 21-28; Appendix C</p>
	(ii) Retaining highly qualified or effective teachers and principals.	<p>Pages 4-6; Appendix C</p>
	(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;	<p>Pages 2, 6-9; Appendices A, B and C</p>
	(3) A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.	<p>Pages 6-9; Appendix A</p>
Project Design	<p><i>In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS—</i></p> <p>(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 high-need schools based upon their effectiveness as determined in significant part by student growth.</p>	<p>Pages 10-21; 43-52</p>
	(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel includes valid and reliable measures of student growth;	<p>Page 19 - 20; 40 - 52</p>
	(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and	<p>Pages 43 - 52</p>
	(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.	<p>Pages 19 – 20; 40 - 43</p>
	(2) Has the involvement and support of teachers, principals, and other personnel, including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions	<p>Pages 52-59; Letters of Support</p>

	in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;	
	(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year;	Pages 40 - 43
	(4) Includes a data-management system, consistent with the LEA’s proposed PBCS, that can link student achievement data to teacher and principal payroll and human resources systems; and	Pages 59 - 63
	(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.	Pages 28 - 39
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;	Appendix P
	(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;	Pages 65 - 69; Appendix Q
	(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and	Pages 69 – 75; Budget
	(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.	Budget, Budget narrative, Appendix P
Quality of Local Evaluation	<i>Applicant’s evaluation plan—</i> (1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement, increasing the effectiveness of teachers, principals and other personnel, and retaining and recruiting effective teachers, principals, and other personnel;	Pages 76-83
	(2) Will produce evaluation data that are quantitative and qualitative; and	Pages 76-83
	(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.	Pages 81-83

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Needs Schools Documentatoin** Pages: **1** Uploaded File: **High Needs Schools Documentation.pdf**

High Needs Schools Documentation

High-need school means a school with 50 percent or more of its enrollment from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-need school under this definition is determined on the basis of the most currently available data.

District	School	Level ¹	Total Enrollment	Poverty % ²
Boston	Agassiz	ES	492	92.5%
Boston	Blackstone	ES	569	92.3%
Boston	Elihu Greenwood	ES	347	89.9%
Boston	John F Kennedy	ES	352	94.3%
Boston	John P Holland	ES	658	91.8%
Boston	Paul A Dever	ES	480	92.3%
Boston	William Monroe Trotter	ES	355	91.3%
Boston	Orchard Gardens	ESMS	700	85.7%
Boston	Dearborn	MS	287	94.1%
Boston	Harbor School	MS	287	83.3%
Boston	Jeremiah E Burke High	HS	779	74.2%
Boston	The English High	HS	791	73.7%
Springfield	Brightwood	ES	416	95.7%
Springfield	Elias Brookings	ES	363	90.6%
Springfield	Gerena	ES	726	87.9%
Springfield	Homer Street	ES	411	90.5%
Springfield	White Street	ES	382	92.4%
Springfield	Alfred G Zanetti	ESMS	471	64.8%
Springfield	Chestnut Street Middle	MS	1,038	88.5%
Springfield	John F Kennedy Middle	MS	639	91.5%
Springfield	M Marcus Kiley Middle	MS	841	87.6%
Springfield	High School of Commerce	HS	1,380	77.0%
	Boston (12 schools)		6,097	86.4%
	Springfield (10 schools)		6,667	85.5%
	All 22 TIF Schools		12,764	85.9%
	State Averages		957,053	32.9%

¹ Indicates grade levels. ES = Elementary School; ESMS = Elementary/Middle or K-8 School; MS = Middle School; HS = High School

² Percent Poverty = Percent of students receiving free or reduced lunch

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **MA DESE Letters of Support and Commitment** Pages: **13** Uploaded File: **MA DESE Letters of Support and Commitment.doc.pdf**

DESE *aMAazing* educators Initiative Letters of Support and Commitment

1. Districts

- a. Boston Public Schools
- b. Springfield Public Schools

2. Unions

- a. Boston Teachers Union
- b. Springfield Education Association

3. Partners

- a. Boston Plan for Excellence (BPE)
- b. Boston Teacher Residency (BTR)
- c. Community Training and Assistance Center (CTAC)
- d. Teach Plus

4. Congressional Delegates

- a. Senator John Kerry
- b. Representative Michael Capuano
- c. Representative Stephen Lynch
- d. Representative Richard E. Neal

BOSTON PUBLIC SCHOOLS



OFFICE OF THE SUPERINTENDENT

July 1, 2010

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

Re: Commitment to Teacher Incentive Fund

Dear Secretary Duncan:

We respectfully submit this letter of commitment to work closely with the Massachusetts Department of Elementary and Secondary Education, our union, and our colleagues in Springfield Public Schools in the development and implementation of Performance-Based Compensation Systems (PBCS) for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement in our high-need schools.

Should the USDE award the TIF grant to the Commonwealth, our district would leverage the additional funds to support work we are undertaking to provide meaningful incentives, supports, rewards and leadership opportunities to teachers in the twelve Level 4 schools identified by the Commonwealth in spring 2010. These schools need to make significant gains in student growth and achievement, and the work requires committed and highly skilled personnel. These funds would greatly enhance our goal of increasing teacher supports, evaluations and career ladders as well as our plans to pilot some performance-based rewards for teachers and principals. Ultimately we will expand these efforts in order to develop a stronger educator workforce district-wide.

We are committed to working closely with our partners on this proposal to think through the specifics of planning and implementing the many components of this work. We are also committed to obtaining the input and engagement of teachers in the design and implementation of the different elements, both now and ongoing throughout the process.

We applaud the Commonwealth's efforts to work with districts and unions in designing new ways to support and reward the hard work of our state's public school educators and their efforts to ensure that all students – especially those in the highest-need schools – are provided with quality instruction and preparation for college and career success.

Sincerely,

A handwritten signature in black ink that reads "Carol R. Johnson". The signature is written in a cursive style with a large, looping initial "C".

Carol R. Johnson
Superintendent



Central Office
P.O. Box 1410
1550 Main Street
Springfield, MA
01103-1410

SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

Dr. Alan J. Ingram
Superintendent of Schools
ingrama@sps.springfield.ma.us
Tel. 413.787.7087
Fax. 413.787.7211

July 1, 2010

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

Dear Secretary Duncan:

The Springfield Public Schools (SPS) fully supports the application set forth by the Massachusetts Department of Elementary and Secondary Education (ESE) for the Teacher Incentive Fund grant code-84.385. The grant proposes to develop and implement Performance-Based Compensation Systems (PBCS) for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement in our high-need schools. This will provide our district with the support necessary to build a competitive recruiting and retention infrastructure of accountability and rewards.

We are enthusiastic about partnering with Boston and the Massachusetts Department of Elementary and Secondary Education to develop, pilot, evaluate and expand teacher supports and rewards through this Teacher Incentive Fund grant application. The funds, technical assistance and collaboration made possible by this TIF grant will help Springfield serve its students better and close our achievement gaps, especially in our most struggling schools.

Should the USDE award the TIF grant to the Commonwealth, our district would leverage the additional funds to support work we are undertaking to provide meaningful incentives, supports, rewards and leadership opportunities to teachers in the ten Level 4 schools identified by the Commonwealth in spring 2010. These schools need to make significant gains in student growth and achievement, and the work requires committed and highly skilled personnel. These funds would greatly enhance our goal of increasing teacher supports, evaluations and career ladders as well as our plans to pilot some performance-based rewards for teachers and principals. Ultimately we will expand these efforts in order to develop a stronger educator workforce district-wide.

We applaud the Commonwealth's efforts to work with districts and unions in designing new ways to support and reward the hard work of our state's public school educators and their efforts in order to ensure that all students – especially those in the highest-need schools – are provided with quality instruction and preparation for life.

Sincerely,

Alan J. Ingram, Ed.D.
Superintendent of Schools

cc: Commissioner Mitchell Chester, MA Department of Elementary & Secondary Education

~ A Culture Of Educational Excellence ~

BOSTON TEACHERS UNION

180 MOUNT VERNON STREET
BOSTON, MASSACHUSETTS 02125

PHONE (617) 288-2000

FAX No. (617) 288-0024

WWW.BTU.ORG

LOCAL 66



AFL-CIO



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July 1, 2010

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

Re: Commitment to Teacher Incentive Fund

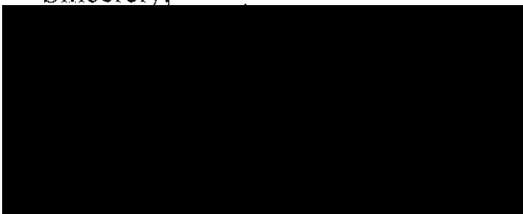
Dear Secretary Duncan:

On behalf of the Boston Teachers' Union, please accept this letter of support for the partnership between the MA DESE, the Boston Public Schools, and the Springfield Public Schools in the development of teacher supports and rewards through the Teacher Incentive Fund grant. We believe that this additional source of funding will help us develop new professional development opportunities, a career ladder and additional compensation for our members.

There are many details to be worked out as we develop this exciting new partnership and build in the new systems and supports for teachers. I look forward to working with the state and school districts in the planning year to help strengthen this partnership. I also commit to engaging the BTU membership in this work so that teachers are a key part in outlining the right supports and incentives to make them most successful.

We applaud the Commonwealth's efforts to work with districts and unions in designing new ways to support and reward the hard work of our state's public school educators and their efforts in order to ensure that all students are provided with quality instruction and preparation for life.

Sincerely,



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

July 2, 2010

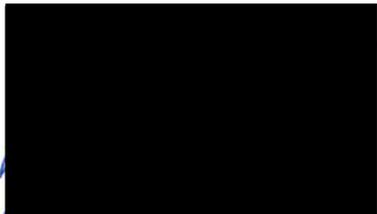
Honorable Arne Duncan,

The Springfield Education Association (SEA) is in full support of the partnership between the MA DESE, the Springfield Public Schools (SPS), the Boston Public Schools and their respective unions to support the recruitment, retention and compensation framework proposed in the Teacher Incentive Fund Grant.

The grant's support will provide the SEA with the opportunity to collaboratively develop, with the district, innovative career ladders, new professional development opportunities and increased compensation for our members. We recognize we need to create an environment and compensation package that will help us recruit new teachers and retain our current teachers in order to ensure effective teaching occurs in our schools. The Teacher Incentive Fund Grant will provide our district with the support necessary to build this competitive recruiting and retention infrastructure.

The SPS and the SEA will work collaboratively, within the district, and with the MA DESE, the Boston Public Schools and the Boston Teachers Union during the planning year to ensure the rewards and incentives are designed to have the utmost support from the affected teachers and hence the maximum impact on student achievement.

The Springfield Education Association applauds the DESE for bringing together labor and management leaders from the two districts to develop, what we believe will be, a creative, teacher driven and supported system that rewards and supports the hard work of the public school educators in these two districts.





June 30, 2010

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

Dear Mr. Duncan,

The Boston Plan for Excellence (BPE) fully supports the Teacher Incentive Fund application from the Massachusetts Department of Elementary and Secondary Education (DESE). For 15 years, BPE and the Boston Public Schools (BPS) have worked in partnership to provide teachers and leaders practice-based, collaborative, data-driven professional development. Our unwavering focus on instruction has made BPS one of the more successful urban districts, recently demonstrated by gains on NAEP's Trial Urban District Assessment and by winning the 2006 Broad Prize for Urban Education. Still, many schools remain unsuccessful and more dramatic action is needed.

BPE will work with DESE and BPS to provide the technical assistance required to support teachers to change that. BPE has developed a successful model of data-informed inquiry in a group of BPS schools, and Dr. Johnson has asked BPE to support its scale-up to all BPS schools. TIF funds would enable BPE to implement inquiry and data use in the twelve turnaround schools where support is most needed. The IES guide to turnarounds notes that to quickly and dramatically improve student achievement, schools must maintain a consistent focus on instruction, using data to address gaps in performance. They must use formative assessments regularly, set priority areas for gains, provide targeted PD in those areas, review curriculum for alignment, and regularly monitor progress of each student. The TIF grant would enable BPE to undertake each of those activities with twelve schools, activities for which it has a proven record of accomplishment.

The proposal also addresses some of the barriers to dramatic change. First, teacher evaluation, teacher and principal professional learning, and teacher leadership roles are not aligned and are not connected with data about what teachers and principals need to move their students forward. This proposal will create new evaluation tools, more practice-based, data-informed professional development opportunities, and credentialed teacher leadership roles to build school capacity, retain effective teachers, and support new teachers. Second, funding for teacher compensation is currently aligned with graduate courses disconnected from the daily practice, which skews incentives away from what students need most. This proposal would ensure that teachers are eventually rewarded for professional learning and leadership roles. The enclosed application comports with what we have learned about developing teachers and will create a new system for teacher support and evaluation that can turn around Boston's lowest performing schools.

In short, the implementation of the Massachusetts Teacher Incentive Fund proposal would result in state and district coherence in teacher and principal support, supervision, and accountability. This coherence would propel our work forward as we learn and use the experience to help improve student achievement in Boston's neediest schools and across the state.

Sincerely, 





July 1, 2010

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

Dear Secretary Duncan:

As Director of the Boston Teacher Residency (BTR) program, I am happy to write in support of the Massachusetts Department of Elementary and Secondary Education's (ESE) proposal for the USDE's Teacher Incentive Fund (TIF) grant program. In particular, I am excited to partner with the Department in its efforts to innovate in response to sustained lack of student achievement in the designated turnaround schools in our state's two largest urban districts, Boston and Springfield, with a performance-based compensation system that will serve as a lever for attracting, developing, and retaining highly effective teachers and leaders in these lowest-performing schools – and as a model for similar initiatives throughout the state and the nation.

The Boston Public Schools' own teacher recruitment, preparation and induction program, BTR has proven itself a powerful and successful model for teacher development and support. Since its inception in 2003, BTR has recruited, developed and sustained more than 250 highly effective teachers in high-needs areas to serve more than 16,000 students in 75 schools in the BPS, the vast majority with large populations of English Language Learners (ELLs), students with disabilities, and families living below the poverty line. Three-year retention rates for BTR's teachers, half of whom are teachers of color and more than 40% of whom teach English as a Second Language (ESL) or special education, stand at 85%, more than 30 percentage points higher than the typical rate in urban schools. BTR has also served as a pioneer by commissioning its own teacher effectiveness study using a value-added methodology, in partnership with Professor Thomas Kane and Harvard's Center for Education Policy Research (CEPR).

These accomplishments will serve BTR well in the proposed partnership with the ESE to prepare and support highly effective teachers in high-needs areas for the twelve BPS schools targeted for turnaround. As you well know, two of the most critical foci for states at the moment are the issues of teacher quality and districts' capacity to support school improvement/turnaround efforts. Measuring, developing, and significantly increasing the effectiveness of our educators is of utmost importance, as is incentivizing them to remain in the profession and the district; the *aMAzing teachers* initiative proposed here will address this need with a proven, research-based, sustainable model for compensation reform.

The data- and inquiry-driven work of the residency model combined with strong and supported school leaders, a clear set of operational goals for each school, and a commitment to high-quality assessments and transparent accountability measures creates the essential framework of systematic change that these schools require and which the *aMAzing teachers* program rewards. With such a model in place, the students in these schools in Boston and Springfield – and potentially throughout the Commonwealth – will be taught by highly competent, well-prepared, strongly supported, effective educators who have made a commitment to this work, and who have a collaborative cohort of like-minded colleagues and leaders with whom to share learning. No stronger incentive exists to keep strong teachers and leaders in the essential work of bringing all students to high levels of achievement.

I enthusiastically support the initiative that Massachusetts has put forth in its proposal, and I look forward to seeing our partnership support the transformative work in these schools. As always, we thank you for your continued commitment to education innovations like these that recognize the contributions of high-quality teachers and leaders and give all of our students the tools they need for college, career, and lifelong success.

Sincerely,



July 1, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E120
Washington, DC 20202

Dear Secretary Duncan:

The Community Training and Assistance Center (CTAC) both supports and endorses the Amazing Teachers initiative being submitted by the Massachusetts Department of Elementary and Secondary Education to the Teacher Incentive Fund.

Amazing Teachers is an innovative approach to performance-based compensation which links state, district and union collaboration to address the educational challenges of high needs schools in Boston and Springfield, introduce teacher evaluation reform, provide focused professional development in support of front-line educators, and share learnings statewide. Innovation in the field of compensation reform has largely taken place at the district level; Amazing Teachers can be the rare national exemplar which can extend positive impact from the classroom to the State House.

CTAC is deeply committed to the success of the initiative. We will provide the formative and summative evaluation of Amazing Teachers, conduct professional development audits in both districts, and support this state, district and union partnership to help ensure the success of this critically needed initiative in Massachusetts.

Sincerely,



Executive Director

Dear Review Committee,

I am writing to voice my strong support for the Massachusetts state application for the Teacher Incentive Fund. Massachusetts is a state that has made great strides in building the infrastructure necessary to transform teaching into a performance-based profession. We have a nationally renowned student assessment system; our data systems track student growth by teacher; and we have launched a new teacher evaluation task force charged with incorporating student data into measuring teacher performance. A TIF grant will solidify our ability to build from this “reform ready” stage to a new compensation system that values effective teaching.

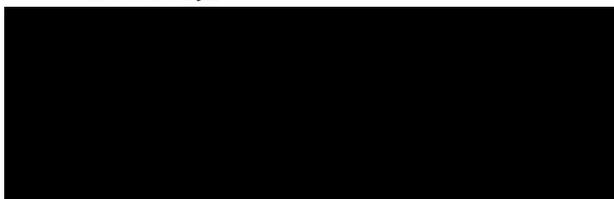
In the process of advancing to a more performance-driven system, Massachusetts has listened to its teachers. At Teach Plus, we run two nationally-unique teacher voice programs that began in Boston three years ago. Since that time, we have been engaging groups of teachers directly with state and district leaders in small groups on a monthly basis. In addition, we run a larger network that engages over 300 reform-minded teachers in Boston. We regularly poll them on issues of reform and find that they are eager for the day when their professional accomplishments in promoting student learning are rewarded. This proposal is a reflection of their interests.

Teach Plus is excited to play a role in Massachusetts’ TIF proposal. We run the T3 Initiative (Turnaround Teacher Teams) in three Boston turnaround schools. T3 is a staffing model developed by teachers as a strategy for ensuring students in turnaround schools greater access to experienced, highly effective teachers. The core elements of the model are:

- A highly rigorous selection process that requires applicants to demonstrate at least three years of success in an urban setting;
- A team-based approach: 25% of teachers in the school are part of the T3 cohort;
- Strong support in the form of an effective principal, a summer institute and ongoing, embedded professional development;
- Teacher leadership opportunities as part of the turnaround effort;
- Additional compensation.

The teachers who designed the model originally proposed both individual and school-wide bonuses. The TIF grant would be a starting point in making this latter bonus for all teachers in the schools that meet growth targets a reality. Due to high demand for the program among teachers, we plan to expand the program in future years.

Sincerely,



Congress of the United States
Washington, DC 20510

July 2, 2010

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

Dear Secretary Duncan:

We write today in support of Massachusetts' application to the Teacher Incentive Fund. As you know, Massachusetts is a national leader in educational reforms and improvements. But there is still much work that needs to be done. And a TIF grant would help tremendously.

While our students rank on average among the highest performers in reading, math, and science, a very real need still exists. In particular, Massachusetts must close achievement gaps among our highest-need students – because they, too, deserve a first-rate education. Our TIF application aims to bring Massachusetts closer to this goal. This grant would enable low-income districts to build upon established incentive, support, reward, and leadership opportunities in areas where they are needed the most.

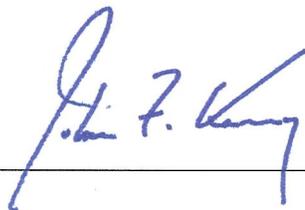
Massachusetts' application is a partnership between the Commonwealth's two largest public school districts (Boston and Springfield). It specifically targets 22 of the lowest-performing schools that serve over 12,700 students and demonstrates a commitment to working with – and for – teachers and highest-need students in these schools.

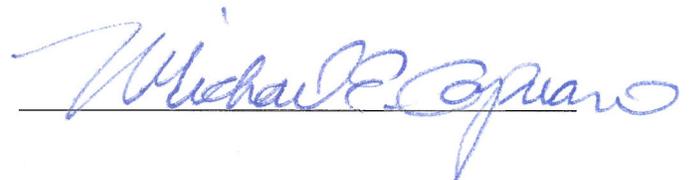
The approach outlined in the application focuses on improving teacher supports, evaluations, and career ladders – and also includes a plan to pilot certain performance-based rewards for teachers and principals. Grant-enabled results in these two districts would inform policies across Massachusetts, with the goal of ultimately developing a stronger educational workforce in all districts.

The collaborative initiatives proposed in Massachusetts' application will benefit students and teachers who need them the most, pay dividends across the Commonwealth, and allow Massachusetts to continue to serve as a model for educational improvement and reform.

We urge you to give Massachusetts' application your fullest consideration.

Sincerely,









Project Narrative

Other Attachments

Attachment 1:

Title: **MA DESE TIF Appendices** Pages: **193** Uploaded File: **MA DESE TIF Appendices.pdf**

DESE *aMAazing* educators Initiative – Appendices

A. Comparable Schools Methodology

Selection criteria: A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

B. Student Demographic and Achievement Data in Detail

Selection criteria: 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.

C. Teacher and Principal Recruitment and Retention Data in Detail

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

D. DESE Board Motion on New Statewide Evaluation Framework

E. Massachusetts Educators and Their Relationship to Standards and Assessment Data

F. Partner Information – Teach Plus

G. Partner Information – Boston Teacher Residency (BTR)

H. DESE *aMAazing* teachers Recruitment Campaign and Teacher Selection Toolkit

I. Boston Public Schools – Instructional Leader Job Description

J. Partner Information – Community Training and Assistance Center (CTAC)

K. Partner Information – Boston Plan for Excellence in the Public Schools (BPE)

L. DESE Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

M. DESE Common Planning Time Self-Assessment Toolkit (Excerpt)

N. DESE Measurable Annual Goals Guidance for Level 4 Turnaround Schools

O. Springfield Public Schools’ Instructional Leadership Specialist Re- Application Scoring Rubric Reviewer’s Guide

P. Management Plan – Milestones, Timelines, and Responsibilities

Selection criteria: 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.

Q. Resumes of Key Personnel

Selection criteria: 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.

1. DESE
2. Boston Public Schools
3. Springfield Public Schools
4. Partners

R. DESE Framework for District Accountability and Assistance

1. Framework Diagram and Description
2. District Standards and Indicators
3. Conditions for School Effectiveness

S. Bibliography

Appendix A - Comparable Schools Methodology

Selection criteria: A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

Schools targeted in the aMAzing educators initiative.

The passage of new state legislation in January 2010 outlined a new framework for accountability and assistance that articulated a new approach to identifying those schools most in need of intervention, based on the following criteria:

1. MCAS scores (both absolute performance and progress).
2. The state’s new measure of annual student growth, and
3. Dropout rates (for high schools)

These criteria allow the state to identify schools that are both low achieving on the Massachusetts Comprehensive Assessment System (MCAS) over a four year period and also showing insufficient signs of substantial improvement over that interval. The Massachusetts Department of Elementary and Secondary Education (ESE) uses a combination of achievement and improvement data in our identification of these schools to ensure that we target those schools that are mired in a low achievement trend.

The 22 ‘turnaround’ schools targeted by the *aMAzing educators* initiative were among 35 Level 4 Schools identified in the March of 2010 by the Massachusetts Department of Elementary and Secondary Education (ESE). These schools (listed below) fall within just two districts - Boston (12) and Springfield (10) – and enroll nearly 13,000 students.

Boston	Springfield
<u>Elementary</u>	<u>Elementary</u>
Agassiz	Alfred G Zanetti
Blackstone	Brightwood
Elihu Greenwood	Elias Brookings
John F Kennedy	Gerena
John P Holland	Homer Street
Paul A Dever	White Street
William Monroe Trotter	
<u>Middle or K-8</u>	<u>Middle or K-8</u>
Dearborn	John F Kennedy Middle
Harbor School	M Marcus Kiley Middle
Orchard Gardens	Chestnut Street Middle
	<u>High School</u>
<u>High School</u>	High School of Commerce
Jeremiah E Burke High	
The English High	

The following table summarizes key demographic and performance indicators for each of the 22 schools. Student achievement indicators that are lower than the average of comparable schools are in ***bolded italics***. The methodology for identifying comparable schools is explained on the following page.

District	School	Level ¹	Total ²	Pov%	SPED%	LEP%	%P/A ELA	%P/A Math	ELA Growth	Math Growth
Boston	Agassiz	ES	492	92.5%	26.3%	34.3%	23.6%	16.0%	45.5	27.0
Boston	Blackstone	ES	569	92.3%	23.4%	51.9%	11.4%	15.9%	40.0	31.0
Boston	Elihu Greenwood	ES	347	89.9%	19.3%	7.4%	23.8%	23.3%	38.0	37.0
Boston	John F Kennedy	ES	352	94.3%	18.8%	41.3%	20.2%	22.7%	38.0	42.0
Boston	John P Holland	ES	658	91.8%	22.7%	33.7%	10.0%	15.4%	36.5	29.0
Boston	Paul A Dever	ES	480	92.3%	20.5%	31.8%	13.2%	10.6%	36.0	34.5
Boston	William Monroe Trotter	ES	355	91.3%	17.0%	2.9%	12.2%	12.2%	37.0	44.0
Boston	Orchard Gardens	ESMS	700	85.7%	21.0%	34.5%	13.1%	6.1%	40.0	29.0
Boston	Dearborn	MS	287	94.1%	27.5%	38.2%	22.3%	10.0%	44.5	45.0
Boston	Harbor School	MS	287	83.3%	29.6%	3.8%	34.4%	7.0%	37.0	36.5
Boston	Jeremiah E Burke High	HS	779	74.2%	21.4%	24.8%	30.8%	41.3%	35.0	38.0
Boston	The English High	HS	791	73.7%	19.3%	26.2%	40.0%	37.7%	32.0	39.5
Springfield	Brightwood	ES	416	95.7%	20.8%	32.9%	9.0%	11.7%	17.0	17.0
Springfield	Elias Brookings	ES	363	90.6%	20.7%	22.9%	21.0%	10.4%	32.0	39.0
Springfield	Gerena	ES	726	87.9%	20.8%	24.5%	6.7%	1.5%	33.0	44.5
Springfield	Homer Street	ES	411	90.5%	18.2%	12.5%	17.5%	14.7%	22.0	26.0
Springfield	White Street	ES	382	92.4%	14.8%	22.1%	14.8%	14.4%	35.0	44.0
Springfield	Alfred G Zanetti	ESMS	471	64.8%	14.4%	6.9%	35.4%	22.8%	43.0	52.0
Springfield	Chestnut Street Middle	MS	1,038	88.5%	26.7%	20.2%	35.3%	18.7%	37.0	30.0
Springfield	John F Kennedy Middle	MS	639	91.5%	22.6%	8.8%	42.2%	15.1%	45.0	31.0
Springfield	M Marcus Kiley Middle	MS	841	87.6%	28.1%	13.1%	34.9%	13.2%	35.0	30.0
Springfield	HS of Commerce	HS	1,380	77.0%	27.0%	11.1%	43.5%	27.1%	33.0	26.0
Boston (12 Schools)			6,097	86.4%	18.9%	29.2%	19.7%	15.3%	39.0	34.0
Springfield (10 Schools)			6,667	85.5%	19.8%	16.4%	31.4%	15.6%	35.0	31.0
TIF Total (22 Schools)			12,764	85.9%	19.4%	22.5%	26.4%	15.5%	37.0	33.0
<i>Comparison Schools³</i>			<i>56,455</i>	<i>82.1%</i>	<i>21.3%</i>	<i>20.0%</i>	<i>43.2%</i>	<i>30.5%</i>	<i>48.0</i>	<i>44.0</i>
STATE AVERAGES			957,053	32.9%	17.0%	15.6%	68.5%	57.1%	50.0	50.0

¹ Indicates grade levels. ES = Elementary School; ESMS = Elementary/Middle or K-8 School; MS = Middle School; HS = High School

² Column headers: Total Enrollment; % Poverty (Free or Reduced Lunch); % special education; % limited English proficient; % Proficient or Advanced on 2009 English Language Arts MCAS; % Proficient or Advanced on 2009 mathematics MCAS; ELA median student growth percentile (SGP); math median SGP

³ All comparison schools are non-Level 4 schools. Comparison methodology explained in detail in next section.

Looking specifically at high school data paints a dismal picture of student achievement levels. Among the three high schools targeted by this initiative, 62% of students are below proficiency in English language arts, while 64.3% are below proficiency in mathematics, based on 2009 state MCAS results. The graduation rates of the three schools are stunningly low, as shown below.

	2009 % ELA P/A	2009 % MTH P/A	% 2008 Cohort Graduated	% 2008 Graduates in Post-Secondary	% 2008 Cohort in Post-Secondary
Jeremiah E Burke High School	31%	41%	40.2%	55%	22.1%
The English High High School of Commerce	40%	38%	51.9%	61%	31.6%
Average rate	38.0%	35.7%	45.2%	56.3%	25.6%

School Comparison methodology and definition.

To identify the comparable schools, the ESE used a methodology recently developed as part of the publically-available District Analysis and Review Tool (DART). The school comparison method begins by assigning all schools in the state percentile ranks (1 to 99) based on their total enrollment, the percentage of low income students enrolled, the percentage of LEP students enrolled, and the percentage of special education students enrolled. (One percentile rank for each indicator.) Higher percentile ranks (closer to 99) indicate that the school enrolls more students or a higher percentages of low income students, LEP students, or special education students relative to districts with lower percentiles (closer to 1). Schools are also categorized by school type: elementary, middle, and high schools.

The comparison methodology then matches schools by school type (e.g. elementary schools matched to other elementary schools) and minimizes the total absolute difference in enrollment, low income, LEP, and special education percentiles from the selected school. In other words, the formula sums the absolute differences between percentiles from the selected school and identifies the 10 schools with the smallest total differences. Minimizing low income differences is prioritized over minimizing differences in enrollment, LEP, or special education to reflect the strong influence that low income status has on school performance⁴.

Each school has a fixed comparison group in any given year, and each this list is unique to that school. One byproduct of using the formula is that the comparison groups are not static, meaning that the each comparison group will have their own comparison groups that may not completely overlap with that of the schools on their own list. The next two tables illustrate an example of this situation. While the Agassiz and Blackstone elementary schools show up on each other’s list of comparable schools, the Charles Sumner is comparable only to the Agassiz. (In the table below, the row for the ‘target’ school is shaded.)

⁴ Specific weights for each indicator are: Low Income: 37%; Enrollment: 27%; SPED: 18%; LEP: 18%

Comparable Schools Overview: Agassiz Elementary

	Grade span	2009-10 October Enrollment				2009 MCAS % Advanced/Proficient		2009 MCAS Growth	
		Total Enrollment	Low Income	SPED	LEP	ELA	Math	ELA	Math
Boston - Agassiz*	PK - 05	492	92.5	25.6	34.6	24%	16%	45.5	27.0
Boston - Blackstone*	PK - 05	569	92.3	20.7	53.1	11%	16%	40.0	31.0
Boston - Charles Sumner*	PK - 05	503	79.3	25.2	32.4	28%	18%	42.0	44.5
Boston - Harvard-Kent*	PK - 05	456	94.1	19.1	39.3	33%	31%	49.5	39.0
Boston - Paul A Dever*	PK - 05	480	92.3	17.9	32.7	13%	11%	36.0	34.5
Holyoke - Kelly Elem*	K - 08	587	90.1	23.0	40.7	12%	6%	43.0	40.5
Holyoke - Maurice A Donahue Elem*	K - 08	477	83.2	28.7	22.9	36%	21%	53.5	59.0
Holyoke - Morgan Elem*	K - 08	442	93.9	26.7	44.1	8%	6%	33.0	40.0
Lawrence - Henry K Oliver*	01 - 08	532	92.1	19.4	24.4	34%	15%	43.0	43.0
Springfield - Milton Bradley School*	K - 05	496	95.2	24.2	19.2	29%	33%	51.0	61.0
Worcester - Elm Park Community*	PK - 06	519	97.9	23.9	50.1	23%	23%	51.0	51.0

Comparable Schools Overview: Blackstone Elementary

	Grade span	2009-10 October Enrollment				2009 MCAS % Advanced/Proficient		2009 MCAS Growth	
		Total Enrollment	Low Income	SPED	LEP	ELA	Math	ELA	Math
Boston - Agassiz*	PK - 05	492	92.5	25.6	34.6	24%	16%	45.5	27.0
Boston - Blackstone*	PK - 05	569	92.3	20.7	53.1	11%	16%	40.0	31.0
Boston - John P Holland*	PK - 05	658	91.8	21.1	33.0	10%	15%	36.5	29.0
Boston - Mattahunt*	PK - 05	559	88.4	21.5	10.9	38%	26%	56.0	52.0
Holyoke - Kelly Elem*	K - 08	587	90.1	23.0	40.7	12%	6%	43.0	40.5
Holyoke - William R. Peck School*	K - 08	601	88.2	24.0	38.8	16%	9%	33.0	41.0
Lawrence - Alexander B Bruce*	02 - 08	545	88.8	18.2	19.4	36%	20%	49.5	49.0
Lawrence - Emily G Wetherbee*	K - 08	635	88.7	21.4	24.6	43%	33%	52.0	45.0
Lawrence - Henry K Oliver*	01 - 08	532	92.1	19.4	24.4	34%	15%	43.0	43.0
Worcester - City View*	PK - 06	625	93.9	19.2	39.2	22%	21%	43.5	61.0
Worcester - Elm Park Community*	PK - 06	519	97.9	23.9	50.1	23%	23%	51.0	51.0

Identifying comparable schools.

Using the methodology described above, ESE determined the 10 most comparable schools for each of the 22 schools targeted by this grant. Although comparable schools are identified solely based on demographic data, in order to be included on the list of comparables, schools needed to have achievement and growth data that could be used to rate them against the 22 selected schools. Naturally, the targeted schools appeared on each other's lists of comparable schools; therefore, the list of 128 identified comparable schools includes the 22 targeted schools. The list also includes the other 13 schools identified by the state as Level 4 turnaround schools in March 2010.

128 Comparable Schools (inclusive of 22 selected schools)

Boston (39)

Agassiz*
Jackson Mann
Charles Sumner
David A Ellis
Dearborn*
Elihu Greenwood*
O W Holmes
James Condon Elem
James W Hennigan
James J Chittick
James Otis
John F Kennedy*
John P Holland*
John W McCormack
John Winthrop
Joseph P Tynan
Harvard-Kent
Mattahunt
Orchard Gardens*
Paul A Dever*
Sarah Greenwood
Warren-Prescott
William E Russell
William Monroe Trotter*
Lilla G. Frederick Middle
Blackstone*
Mario Umana Middle
Harbor School*
Clarence R Edwards
Patrick F Gavin Middle
Washington Irving Middle
Wm B Rogers Middle
James P Timilty Middle
Brighton High
Charlestown High
Jeremiah E Burke High*
East Boston High
The English High*
Madison Park High

Brockton (1)

Dr W Arnone Comm Sch

Chelsea (4)

William A Berkowitz Elem
Edgar A Hooks Elem
Frank M Sokolowski Elem
Eugene Wright School

Chicopee (1)

Selser

Gill-Montague (1)

Great Falls Middle

Haverhill (1)

Golden Hill

Holyoke (4)

Morgan Elementary**
Kelly Elem
Maurice A Donahue Elem
Dean Voc Tech High**

Lawrence (8)

Arlington Elementary**
Alexander B Bruce
S. Lawrence East Middle**
Arlington Middle School
Gerard A. Guilmette
James F Leonard
Henry K Oliver
Emily G Wetherbee

Lowell (3)

Dr Gertrude Bailey
Charlotte Murkland Elem*
Bartlett Community Partner

Somerville (3)

E Somerville Community
Winter Hill Community
Somerville High

Springfield (27)

Boland School
Samuel Bowles
Milton Bradley School
Brightwood*
Elias Brookings*
Daniel B Brunton
Hiram L Dorman
Rebecca M Johnson
Homer Street*
Alfred G Zanetti*
Indian Orchard Elem
Kensington Avenue
Lincoln
Mary M Lynch
Washington
White Street*
Gerena*
Chestnut Street Middle*
John J Duggan Middle
Forest Park Middle
John F Kennedy Middle*
M Marcus Kiley Middle*
Van Sickle Middle School
Springfield Central High
High School of Commerce*
High School/Science-Tech
Putnam Voc Tech High Sch

Fall River (4)

John J Doran**
 Edmond P Talbot Middle
 Henry Lord Middle**
 Matthew J Kuss Middle**

Lynn (8)

William P Connery**
 E J Harrington**
 Hood
 Edward A Sisson
 Tracy
 Thurgood Marshall Mid
 Breed Middle School
 Lynn Voc Tech Institute

New Bedford (3)

Ellen R Hathaway
 Hayden/McFadden
 John Avery Parker**

Quincy (2)

Reay E Sterling Middle
 Point Webster Middle

Randolph (1)

Margaret L Donovan

Revere (1)

Garfield Elementary School

Worcester (17)

Belmont Street Community
 Canterbury
 Chandler Elem Commun**
 Chandler Magnet
 City View
 Clark St Community
 Columbus Park
 Elm Park Community
 Jacob Hiatt Magnet
 Quinsigamond
 Union Hill School**
 Vernon Hill School
 Worcester East Middle
 Sullivan Middle
 Burncoat Senior High
 North High
 South High Community

* indicates one of the 22 Level 4 turnaround schools from Boston and Springfield

**indicates the one of remaining 13 Level 4 turnaround schools outside of Boston and Springfield that would be part of a future PBCS initiative.

Performance rating methodology.

The 22 Level 4 turnaround schools targeted by this initiative, as well as the state’s remaining 13 Level 4 turnaround schools, were identified as such because rigorous data analysis demonstrated that they exhibited the lowest amount of positive *movement* over the past four years. In other words, this method provides an answer to the question: *Of the lowest performing schools in the state, which are the most “stuck”?* ESE used six indicators to determine movement:

The mean of 2008 and 2009 ELA CPI <i>minus</i> the mean of 2006 and 2007 CPI ⁵
The mean of 2008 and 2009 Math CPI <i>minus</i> the mean of 2006 and 2007 CPI
2008 Math Median Student Growth Percentile*
2008 ELA Median Student Growth Percentile*
2009 Math Median Student Growth Percentile
2009 ELA Median Student Growth Percentile

⁵ CPI (Composite Performance Index) is 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment (MCAS-Alt) (the MCAS-Alt Index) and is a measure of the extent to which students are progressing toward proficiency in ELA and mathematics, respectively.

We found that the 22 schools listed exhibited lower performance and lower growth than all the comparable schools in the state except the other 13 schools on the list of Level 4 schools, which will benefit from later expansion of the state’s PBCS efforts.

Another approach to comparing the performance of the schools involved creating three separate groups. First the 22 schools targeted for the *aMAzing educators* initiative were removed from the list of 128 comparable schools, leaving a list of 106 schools that collectively are comparable to the 22 targeted schools in terms of key demographic indicators - student population, percent of low-income students, percent limited English Proficient (LEP) and percent with identified special needs (SPED). From this list of 106 schools we removed the other 13 Level 4 turnaround schools, since by definition, their performance would be equal to or worse than that of the 22 targeted schools, and they are already being targeted for the initial expansion efforts of the *aMAzing educators* initiative. This left a list of 93 schools statewide that are demographically comparable to the 22 targeted schools. Then we aggregated key demographic and performance data for the 22 targeted schools and the 93 remaining comparable schools. We did not aggregate data for the 13 other Level 4 turnaround schools.

The following table, included also in the proposal narrative, summarizes these data. Student achievement indicators that are lower than the average of comparable schools are in ***bolded italics***. From this summary it is evident that the 22 targeted schools score well below the 93 non-Level 4 comparison schools in terms of both absolute performance (percent students Proficient or Advanced in English language arts or mathematics) as well as in terms of annual academic growth (ELA and math growth, relative to students who had similar patterns of ELA and mathematics MCAS scores over time).

	Total	Low Inc %	SPED %	LEP %	ELA P/A %	Math P/A %	ELA Growth*	Math Growth*
Boston (12 Schools)	6,097	86.4	18.9	29.2	<i>19.7</i>	<i>15.3</i>	<i>39.0</i>	<i>34.0</i>
Springfield (10 Schools)	6,667	85.5	19.8	16.4	<i>31.4</i>	<i>15.6</i>	<i>35.0</i>	<i>31.0</i>
TIF Total (22 Schools)	12,764	85.9	19.4	22.5	<i>26.4</i>	<i>15.5</i>	<i>37.0</i>	<i>33.0</i>
Comparison Schools**	56,455	82.1	21.3	20.0	43.2	30.5	48.0	44.0
STATE AVERAGES	957,053	32.9	17.0	15.6	68.5	24.1	50.0	50.0

*Growth data reflects the median rate for all students in that group, not the average.

**93 Non-Level 4 Schools similar in terms of student population, percent of low-income students, percent limited English Proficient (LEP) and percent with identified special needs (SPED).

Appendix B: Student Demographic and Achievement Data

***Selection criteria:** 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.*

Column Headers – B-1

Level = Grade level. ES = Elementary School; ESMS = Elementary/Middle or K-8 School; MS = Middle School; HS = High School

Total = Total enrollment

Churn = A measure of student mobility. Students coming into or leaving school during the year are considered “mobile”; Each student is only counted once, even if they are “mobile” more than once (e.g. come and then leave in one year)

Pov = Percent and number of students in poverty, based those receiving free or reduced lunch

SPED = Students receiving special education services

LEP = Students identified as limited English proficient

ELL = Students enrolled in an English Language Learner program

Column Headers – B-2

Level = Grade level. ES = Elementary School; ESMS = Elementary/Middle or K-8 School; MS = Middle School; HS = High School

Total = Total enrollment

AA = Percent (%) and number (#) of students who identify as African American

Asian = Percent (%) and number (#) of students who identify as Asian

Hisp = Percent (%) and number (#) of students who identify as Hispanic

White = Percent (%) and number (#) of students who identify as White

Column Headers – B-3

Level = Grade level. ES = Elementary School; ESMS = Elementary/Middle or K-8 School; MS = Middle School; HS = High School

ELA # Tested = Number of students tested in 2009 on the English Language Arts MCAS

Math # Tested = Number of students tested in 2009 on the mathematics MCAS

P/A ELA = Percent (%) and number (#) of students who scored Proficient or Advanced on 2009 English Language Arts MCAS

P/A Math = Percent (%) and number (#) of students who scored Proficient or Advanced on 2009 mathematics MCAS

ELA Grow = median student growth percentile for 2009

Math Grow = math median growth percentile for 2009

ELA AYP = Adequate Yearly Progress accountability status in 2009 for English Language Arts. Abbreviations are constructed based on status (II = Identified for Improvement, CA = Corrective Action, RST = Restructuring), then year (1 = first year, 2 = second year), then group (A = in the Aggregate, S = for Subgroups). For example, RST2-A = “Year 2 of Restructuring in the aggregate”.

Math AYP = Adequate Yearly Progress accountability status in 2009 for mathematics.

B-1 Student demographics in Boston and Springfield Level 4 turnaround schools

District	School	Level	Total	Churn %	Churn #	Pov %	Pov #	SPED %	SPED #	LEP %	LEP #	ELL %	ELL #
Boston	Agassiz	ES	492	32.3%	192	92.5%	455	26.3%	120	34.3%	169	25.4%	125
Boston	Blackstone	ES	569	26.8%	174	92.3%	525	23.4%	123	51.9%	295	43.2%	246
Boston	Elihu Greenwood	ES	347	32.2%	124	89.9%	312	19.3%	60	7.4%	26	0.9%	3
Boston	John F Kennedy	ES	352	29.6%	120	94.3%	332	18.8%	62	41.3%	145	31.8%	112
Boston	John P Holland	ES	658	24.9%	189	91.8%	604	22.7%	137	33.7%	222	23.7%	156
Boston	Paul A Dever	ES	480	30.7%	171	92.3%	443	20.5%	91	31.8%	153	18.3%	88
Boston	William Monroe Trotter	ES	355	32.8%	140	91.3%	324	17.0%	55	2.9%	10	0.0%	0
Boston	Orchard Gardens	ESMS	700	33.9%	256	85.7%	600	21.0%	126	34.5%	242	28.4%	199
Boston	Dearborn	MS	287	30.3%	123	94.1%	270	27.5%	74	38.2%	110	35.9%	103
Boston	Harbor School	MS	287	22.5%	64	83.3%	239	29.6%	71	3.8%	11	0.3%	1
Boston	Jeremiah E Burke High	HS	779	65.1%	620	74.2%	578	21.4%	124	24.8%	193	23.9%	186
Boston	The English High	HS	791	49.2%	497	73.7%	583	19.3%	113	26.2%	207	26.0%	206
Springfield	Brightwood	ES	416	24.5%	116	95.7%	398	20.8%	83	32.9%	137	28.6%	119
Springfield	Elias Brookings	ES	363	21.4%	87	90.6%	329	20.7%	68	22.9%	83	17.4%	63
Springfield	Gerena	ES	726	38.5%	359	87.9%	638	20.8%	133	24.5%	178	21.8%	158
Springfield	Homer Street	ES	411	36.3%	174	90.5%	372	18.2%	68	12.5%	51	11.7%	48
Springfield	White Street	ES	382	39.0%	173	92.4%	353	14.8%	52	22.1%	84	22.3%	85
Springfield	Alfred G Zanetti	ESMS	471	12.6%	68	64.8%	305	14.4%	44	6.9%	32	5.3%	25
Springfield	Chestnut Street Middle	MS	1,038	24.5%	314	88.5%	919	26.7%	245	20.2%	210	19.4%	201
Springfield	John F Kennedy Middle	MS	639	28.0%	204	91.5%	585	22.6%	132	8.8%	56	8.6%	55
Springfield	M Marcus Kiley Middle	MS	841	26.0%	251	87.6%	737	28.1%	207	13.1%	110	12.1%	102
Springfield	HS of Commerce	HS	1,380	32.6%	479	77.0%	1063	27.0%	287	11.1%	153	13.9%	192
	12 Boston Schools		6,097	37.2%	2,671	86.4%	5,265	18.9%	1,155	29.2%	1,782	23.4%	1,425
	10 Springfield Schools		6,667	28.8%	2,225	85.5%	5,699	19.8%	1,319	16.4%	1,095	15.7%	1,048
	ALL 22 SCHOOLS		12,764	32.8%	4,896	85.9%	10,964	19.4%	2,475	22.5%	2,878	19.4%	2,473
	93 Non Level 4 Schools		56,455	25.8%		82.1%		21.3%		20.0%		17.7%	
	STATE AVERAGES		957,053	10.3%		32.9%		17.0%		15.6%		5.4%	

B-2 Student racial/ethnic characteristics in Boston and Springfield Level 4 turnaround schools

District	School	Level	Total	AA %	AA #	Asian %	Asian #	Hispanic %	Hispanic #	White %	White #
Boston	Agassiz	ES	492	17.1%	84	0.6%	3	78.3%	385	2.6%	13
Boston	Blackstone	ES	569	13.9%	79	0.5%	3	82.4%	469	2.1%	12
Boston	Elihu Greenwood	ES	347	56.2%	195	0.3%	1	38.3%	133	3.2%	11
Boston	John F Kennedy	ES	352	16.8%	59	0.3%	1	80.1%	282	2.0%	7
Boston	John P Holland	ES	658	44.5%	293	17.9%	118	34.5%	227	1.2%	8
Boston	Paul A Dever	ES	480	32.7%	157	9.0%	43	49.8%	239	5.4%	26
Boston	William Monroe Trotter	ES	355	67.6%	240	0.3%	1	28.7%	102	0.6%	2
Boston	Orchard Gardens	ESMS	700	31.7%	222	0.4%	3	64.4%	451	2.1%	15
Boston	Dearborn	MS	287	66.9%	192	0.0%	0	26.8%	77	2.8%	8
Boston	Harbor School	MS	287	68.6%	197	2.1%	6	18.8%	54	6.6%	19
Boston	Jeremiah E Burke High	HS	779	69.6%	542	2.4%	19	23.1%	180	1.7%	13
Boston	The English High	HS	791	37.2%	294	2.0%	16	55.8%	441	3.8%	30
Springfield	Brightwood	ES	416	11.3%	47	0.0%	0	84.9%	353	3.4%	14
Springfield	Elias Brookings	ES	363	24.5%	89	1.1%	4	57.9%	210	9.6%	35
Springfield	Gerena	ES	726	10.9%	79	0.3%	2	80.0%	581	6.2%	45
Springfield	Homer Street	ES	411	28.2%	116	1.2%	5	62.5%	257	2.9%	12
Springfield	White Street	ES	382	18.3%	70	9.2%	35	60.5%	231	7.6%	29
Springfield	Alfred G Zanetti	ESMS	471	27.0%	127	1.3%	6	44.8%	211	19.1%	90
Springfield	Chestnut Street Middle	MS	1,038	10.8%	112	1.4%	15	77.2%	801	8.4%	87
Springfield	John F Kennedy Middle	MS	639	30.8%	197	0.5%	3	56.8%	363	7.8%	50
Springfield	M Marcus Kiley Middle	MS	841	19.5%	164	1.1%	9	60.3%	507	16.4%	138
Springfield	HS of Commerce	HS	1,380	29.1%	402	1.4%	19	59.9%	827	7.1%	98
12 Boston Schools			6,097	41.9%	2,554	3.5%	213	49.9%	3,040	2.7%	164
10 Springfield Schools			6,667	21.0%	1,403	1.5%	99	65.1%	4,341	9.0%	598
ALL 22 SCHOOLS			12,764	31.0%	3,957	2.4%	312	57.8%	7,381	6.0%	762
93 Non Level 4 Schools			56,455	21.8%		6.2%		50.2%		19.1%	
STATE AVERAGES			957,053	8.2%		5.3%		14.8%		69.1%	

B-3 Student academic performance in Boston and Springfield Level 4 turnaround schools

District	School	Level	ELA # Tested	Math # Tested	%P/A ELA	#P/A ELA	%P/A Math	#P/A Math	ELA Grow	Math Grow	ELA AYP	Math AYP
Boston	Agassiz	ES	225	225	23.6%	53	16.0%	36	45.5	27.0	RST2-A	CA-S
Boston	Blackstone	ES	229	232	11.4%	26	15.9%	37	40.0	31.0	RST2-A	II1-A
Boston	Elihu Greenwood	ES	164	163	23.8%	39	23.3%	38	38.0	37.0	RST1-A	II2-A
Boston	John F Kennedy	ES	163	163	20.2%	33	22.7%	37	38.0	42.0	RST1-A	CA-S
Boston	John P Holland	ES	300	305	10.0%	30	15.4%	47	36.5	29.0	RST2-A	RST2-A
Boston	Paul A Dever	ES	189	189	13.2%	25	10.6%	20	36.0	34.5	RST2-A	II2-A
Boston	William M Trotter	ES	172	172	12.2%	21	12.2%	21	37.0	44.0	RST2-A	RST2-A
Boston	Orchard Gardens	ESMS	412	412	13.1%	54	6.1%	25	40.0	29.0	RST1-A	RST1-A
Boston	Dearborn	MS	301	311	22.3%	67	10.0%	31	44.5	45.0	RST2-A	RST2-A
Boston	Harbor School	MS	244	244	34.4%	84	7.0%	17	37.0	36.5	CA-A	RST1-A
Boston	Jeremiah E Burke	HS	130	126	30.8%	40	41.3%	52	35.0	38.0	II2-S	CA-A
Boston	The English High	HS	130	122	40.0%	52	37.7%	46	32.0	39.5	RST2-S	RST2-A
Springfield	Brightwood	ES	178	179	9.0%	16	11.7%	21	17.0	17.0	RST2-A	RST2-A
Springfield	Elias Brookings	ES	200	202	21.0%	42	10.4%	21	32.0	39.0	RST2-A	RST2-A
Springfield	Gerena	ES	194	198	6.7%	13	1.5%	3	33.0	44.5	RST2-A	RST2-A
Springfield	Homer Street	ES	171	170	17.5%	30	14.7%	25	22.0	26.0	RST2-A	RST2-A
Springfield	White Street	ES	142	139	14.8%	21	14.4%	20	35.0	44.0	RST2-A	RST2-A
Springfield	Alfred G Zanetti	ESMS	192	193	35.4%	68	22.8%	44	43.0	52.0	CA-S	CA-A
Springfield	Chestnut Street	MS	972	968	35.3%	343	18.7%	181	37.0	30.0	RST2-A	RST2-A
Springfield	John F Kennedy	MS	538	538	42.2%	227	15.1%	81	45.0	31.0	RST2-A	RST2-A
Springfield	M Marcus Kiley	MS	730	717	34.9%	255	13.2%	95	35.0	30.0	RST2-A	RST2-A
Springfield	HS of Commerce	HS	223	210	43.5%	97	27.1%	57	33.0	26.0	RST2-A	RST2-A
12 Boston Schools			2,659	2,664	19.7%	524	15.3%	407	39.0	34.0		
10 Springfield Schools			3,540	3,514	31.4%	1,112	15.6%	548	35.0	31.0		
ALL 22 SCHOOLS			6,199	6,178	26.4%	1,636	15.5%	955	37.0	33.0		
93 Non Level 4 Schools					43.2%		30.5%		48.0	44.0		
STATE AVERAGES					68.5%		57.1%		50.0	50.0		

Appendix C: Teacher and Principal Recruitment and Retention Data

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

C-1 – Retention of Principals and Highly Qualified Teachers

District Name	School Name	Principals*			Highly Qualified Teachers				
		% Retained 2007-08 to 2008-09	% Retained 2008-09 to 2009-10	% Retained 2007-08 to 2009-10	2007-2008 #	% Retained 2007-08 to 2008-09	2008-2009 #	% Retained 2008-09 to 2009-10	% Retained 2007-08 to 2009-10
Boston	Agassiz	0.0	100.0	0.0	30	83.3	34	82.4	66.7
Boston	Dearborn	100.0	0.0	0.0	25	88.0	27	81.5	72.0
Boston	Elihu Greenwood	100.0	0.0	0.0	19	52.6	19	36.8	31.6
Boston	John F Kennedy	100.0	100.0	100.0	25	72.0	21	71.4	52.0
Boston	John P Holland	100.0	0.0	0.0	50	90.0	47	83.0	78.0
Boston	Orchard Gardens	0.0	100.0	0.0	40	52.5	42	57.1	35.0
Boston	Paul A Dever	0.0	100.0	0.0	28	57.1	33	66.7	50.0
Boston	William Monroe Trotter	0.0	100.0	0.0	26	65.4	22	72.7	57.7
Boston	Blackstone	100.0	100.0	100.0	39	87.2	37	89.2	79.5
Boston	Harbor School	100.0	100.0	100.0	14	50.0	15	53.3	42.9
Boston	Jeremiah E Burke High	100.0	0.0	0.0	41	80.5	49	73.5	65.9
Boston	The English High	100.0	0.0	0.0	56	78.6	59	71.2	64.3
Boston Level 4 Schools		66.7	58.3	25.0	393	74.3	405	72.1	60.8
Springfield	Brightwood	0.0	100.0	0.0	17	88.2	22	63.6	70.6
Springfield	Elias Brookings	0.0	100.0	0.0	27	66.7	26	50.0	40.7
Springfield	Homer Street	100.0	100.0	100.0	29	65.5	24	62.5	41.4
Springfield	Alfred G Zanetti	100.0	100.0	100.0	19	84.2	28	71.4	73.7
Springfield	White Street	100.0	0.0***	0.0	22	68.2	25	72.0	68.2
Springfield	Gerena	100.0	100.0	100.0	26	69.2	42	76.2	57.7
Springfield	Chestnut Street Middle	0.0	100.0	0.0	47	74.5	52	75.0	63.8
Springfield	John F Kennedy Middle	100.0	100.0	100.0	27	70.4	31	64.5	59.3
Springfield	M Marcus Kiley Middle	100.0	100.0	100.0	32	68.8	33	81.8	65.6
Springfield	High School Of Commerce	0.0	0.0	0.0	52	80.8	70	78.6	67.3
Springfield Level 4 Schools		60.0	72.7	50.0	298	73.5	353	71.7	60.7
State Totals**		80.7	81.5	65.6	57,381	82.7	57,896	85.1	74.3

*Figures are headcounts

**Percentages are for schools that were open throughout the periods noted, including charters (about 1800 schools)

*** School had two co-principals and both left

C-21 – Summary of Highly Qualified Teacher Data for 2007-2010

2009-10 Highly Qualified Teacher Data

School Name	Total Core FTE	Total Core HQ %	Math HQ %	Science HQ %	Special Education HQ %	English Language Acquisition %
Boston Level 4 Schools	369.1	96.9	96.4	98.4	96.2	97.7
Springfield Level 4 Schools	373.9	86.6	86.4	91.9	62.3	62.4
State Totals	54053.3	97.2	96.4	95.4	93.4	92.1

2008-09 Highly Qualified Teacher Data

School Name	Total Core FTE	Total Core HQ %	Math HQ %	Science HQ %	Special Education HQ %	English Language Acquisition %
Boston Level 4 Schools	380.5	95.5	91.7	95.5	93.4	93.4
Springfield Level 4 Schools	364.7	82.4	74.7	81.4	67.4	63.3
State Totals	54823.7	96.6	95.1	94.2	92.2	92.0

2007-08 Highly Qualified Teacher Data

School Name	Total Core FTE	Total Core HQ %	Math HQ %	Science HQ %	Special Education HQ %	English Language Acquisition %
Boston Level 4 Schools	383.0	93.2	83.8	84.2	87.1	92.7
Springfield Level 4 Schools	354.4	76.9	71.4	70.1	47.0	55.0
State Totals	55670.7	95.8	93.7	92.5	87.9	90.7

C-3 – Detail of Highly Qualified Teacher Data for 2009-2010

2009-10 Highly Qualified Teacher Data

District Name	School Name	Total Core FTE	Total Core HQ %	Math FTE	Math HQ %	Science FTE	Science HQ %	Special Education FTE	Special Education HQ %	English Language Acquisition FTE	English Language Acquisition %
Boston	Agassiz	28.5	100.0	0.0	0.0	0.0	0.0	7.0	100.0	6.0	100.0
Boston	Dearborn	22.7	94.9	7.1	90.7	3.7	86.5	9.0	94.4	5.8	88.6
Boston	Elihu Greenwood	18.1	100.0	0.0	0.0	1.0	100.0	2.0	100.0	0.0	0.0
Boston	John F Kennedy	18.0	100.0	0.0	0.0	0.0	0.0	1.0	100.0	6.0	100.0
Boston	John P Holland	42.5	95.3	0.0	0.0	0.0	0.0	7.0	85.7	10.0	100.0
Boston	Orchard Gardens	44.4	94.3	4.5	100.0	4.5	100.0	6.0	91.6	11.0	90.8
Boston	Paul A Dever	29.1	93.1	0.0	0.0	0.0	0.0	6.0	83.3	6.0	100.0
Boston	William Monroe Trotter	22.0	86.4	0.0	0.0	1.0	100.0	3.0	100.0	0.0	0.0
Boston	Blackstone	35.0	100.0	0.0	0.0	0.0	0.0	8.5	100.0	10.5	100.0
Boston	Harbor School	22.0	100.0	6.0	100.0	4.5	100.0	9.0	100.0	0.0	0.0
Boston	Jeremiah E Burke High	34.5	97.8	8.1	90.7	7.8	100.0	8.2	100.0	7.6	100.0
Boston	The English High	52.4	100.0	13.1	100.0	8.8	100.0	12.0	100.0	11.8	100.0
	Boston Level 4 Schools	369.1	96.9	38.8	96.4	31.2	98.4	78.7	96.2	74.7	97.7
Springfield	Brightwood	21.4	90.7	0.0	0.0	1.0	100.0	0.0	0.0	5.0	80.0
Springfield	Elias Brookings	18.4	94.6	0.2	100.0	0.0	0.0	2.0	50.0	2.0	100.0
Springfield	Homer Street	21.2	90.6	0.4	100.0	1.2	100.0	0.0	0.0	6.0	66.7
Springfield	Alfred G Zanetti	22.8	88.0	0.6	60.9	1.0	100.0	0.7	100.0	0.0	0.0
Springfield	White Street	25.9	92.3	0.1	100.0	0.0	0.0	0.0	0.0	5.0	60.0
Springfield	Gerena	53.5	75.7	0.8	52.4	2.6	84.8	5.1	60.9	2.8	35.7
Springfield	Chestnut Street Middle	59.1	84.7	17.2	81.9	7.9	93.4	7.1	70.7	8.0	74.8
Springfield	John F Kennedy Middle	29.5	95.5	7.2	86.3	4.3	100.0	1.0	100.0	1.3	75.0
Springfield	M Marcus Kiley Middle	46.0	83.2	11.8	93.7	8.3	82.0	4.0	50.0	6.0	16.6
Springfield	High School Of Commerce	76.2	87.8	15.6	88.1	11.9	94.4	5.1	53.7	4.1	75.6
	Springfield Level 4 Schools	373.9	86.6	54.0	86.4	38.2	91.9	25.0	62.3	40.1	62.4
	State Totals	54053.3	97.2	6455.0	96.4	5417.5	95.4	4535.3	93.4	1056.8	92.1

Appendix D

Massachusetts Department of Elementary and Secondary Education

Board Motion on New Statewide Evaluation Framework

Board of Elementary and Secondary Education Meeting: May 25, 2010
Agenda Item: Policy Direction on Evaluation of Teachers and Administrators

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education, in accordance with Chapter 69, Section 1B and Chapter 71, Sections 38 of the Massachusetts General Laws, hereby direct the Commissioner to establish a Task Force on Evaluation of Teachers and Administrators. The task force shall review the Board's Regulations on Evaluation of Teachers and Administrators, 603 CMR 35.00, and the Principles of Effective Teaching and Principles of Effective Administrative Leadership incorporated therein, and shall recommend, no later than January 31, 2011, a revised set of regulations and principles ("evaluation framework") consistent with the Board's mission statement: "To strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens."

Further, that the Task Force on Evaluation of Teachers and Administrators shall recommend a state evaluation framework that:

1. provides teachers and principals with honest, fair, and improvement-oriented feedback annually,
2. differentiates by career stage and ensures flexibility for districts to consider additional measures of effectiveness beyond those required in the framework,
3. establishes a two-year cycle of improvement via a formative assessment and summative evaluation based on a Continuous Improvement Plan for every educator.
 - a. *For teachers*, the Continuous Improvement Plan will define goals for improving teaching performance and student performance, the professional development (content-based or other) to achieve these goals, other professional support such as coaching, and interim benchmarks that may include observations of teacher work, student work, and teacher work products.
 - b. *For principals and administrators*, the Continuous Improvement Plan will define goals for improving administrative performance and student performance, the professional development to achieve these goals, other professional support such as coaching, and interim benchmarks that may include observations by supervisors and administrator work products.
4. differentiates performance by *at least* three rating categories based on student growth as a significant factor with other measures of effectiveness for the purpose of establishing the requirements of the Continuous Improvement Plan.

5. incorporates categories of appropriate data and information to be used in evaluations:
 - a. Measures of student growth will include trends in the MCAS growth model where they apply, along with state, district, school, and/or teacher-generated assessments that are comparable across subjects and grades, such as beginning- and end-of-year tests, performance tasks, portfolios of student work, and other student work products.
 - b. Student performance will be determined through locally-developed and/or publisher-created measures that assess student academic improvement and are reliable and comparable across similar subjects and/or grades in the school and/or district.
 - c. Other measures of educator effectiveness might include:
 - i. *For teachers:* Supervisor ratings using research-based observational tools and rubrics; evidence of content knowledge, professional skills, cultural competency, professional growth; teacher self-assessments; peer observations; additional student, classroom, team, and school measures including indicators of school culture, climate, and conditions.
 - ii. *For principals and administrators:* Supervisor ratings; professional skills in such areas as strategic planning, instructional leadership, evaluation and supervision, cultural competence, human resources and development, management, external development, and micro political leadership; professional growth; principal self-assessments; peer observations; additional student, classroom, team, and school measures including indicators of school culture, climate, and conditions.
6. Links comprehensive evaluation to key personnel decisions, as permitted by law and/or as provided by contract, including:
 - a. Professional teaching status (tenure),
 - b. Career advancement through a teacher leadership career ladder,
 - c. Compensation for additional roles and responsibilities and for hard to staff schools, and
 - d. Dismissal and demotion (A teacher or principal identified as ineffective who does not make acceptable progress toward achieving the goals of his/her continuous improvement plan after at least one year of intensive support can be dismissed or demoted.)

Further, that the Task Force on Evaluation of Teachers and Administrators will include:

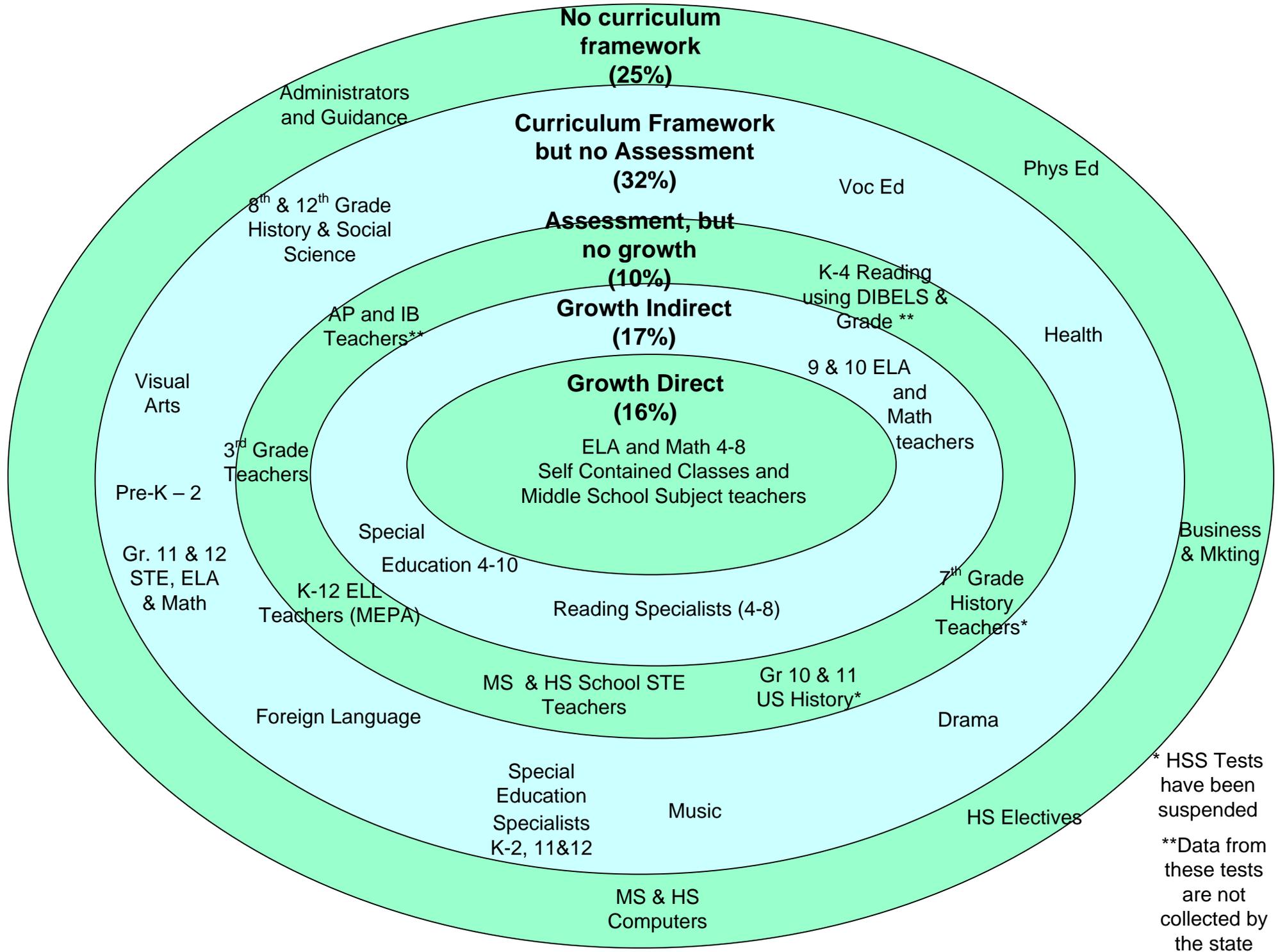
1. representatives from all MassPartners organizations (the state associations of superintendents, school committees, teachers, elementary and secondary school principals, and parents),
2. representatives from statewide counseling and special subject organizations, e.g., guidance, reading, arts, vocational/technical schools,
3. parents who reflect experience with children with disabilities, English language learners, and/or as PTO members, and

4. at least one student representative chosen by the State Student Advisory Council.

Further, that the Commissioner shall present proposed amendments to the Regulations on Evaluation of Teachers and Administrators, 603 CMR 35.00, and the Principles of Effective Teaching and Principles of Effective Administrative Leadership to the Board for review in February 2011, in accordance with the Administrative Procedure Act.

Appendix E

Massachusetts Educators and Their Relationship to Standards and Assessment Data



* HSS Tests have been suspended

**Data from these tests are not collected by the state

Massachusetts Educators and their relationship to standards and assessment data (June 2010)

Appendix F

Partner Information:

Teach Plus

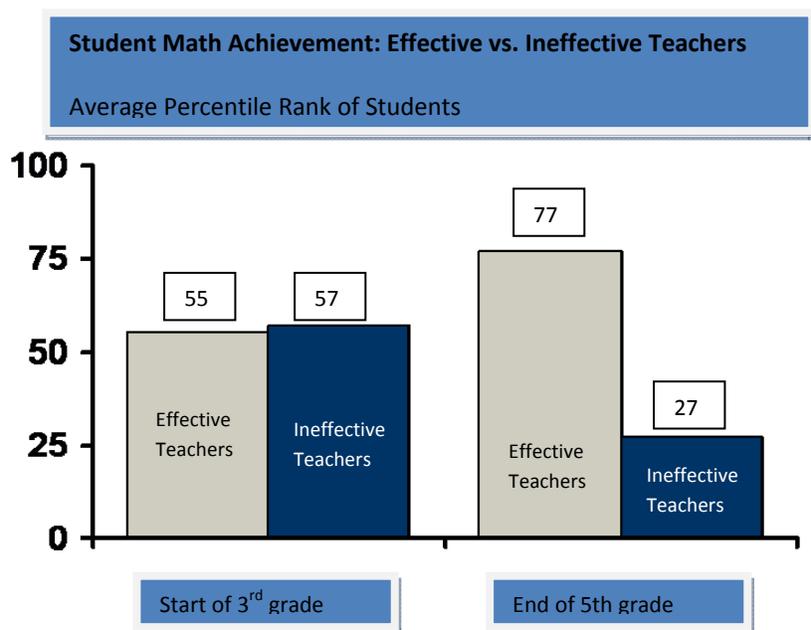


T3 Initiative

The T3 Initiative is a partnership between the Boston Public Schools and Teach Plus to recruit, develop, and support effective, experienced teachers to serve in our lowest performing schools. This program was designed by teachers to address the problem of inequitable access to effective teachers in the highest need schools.

Teacher Developed

From 2007-2009, a group of Boston-area, urban public school teachers came together to study education policy and advocate for the reforms they believed would improve schools and help keep them in teaching. They identified staffing in chronically low-performing schools as a critical, yet solvable problem, as studies find the difference between the most and least effective teachers to be as much as a full year's worth of learning.



The T3 Initiative is among the first efforts nationally to address the inequitable distribution of effective teachers in the design of school turnaround. A key piece of Superintendent Dr. Carol Johnson's Acceleration Agenda, the five year strategic plan for the Boston Public Schools, is the designation of a group of schools as turnaround schools. These schools will be the focus of intensive support to enable them to significantly raise student outcomes. T3 teachers will play a central role in helping to transform these schools.

Key Principles

To be successful, T3 teachers need to be a part of a comprehensive plan to dramatically improve the culture and outcomes of the school. The key principles on which T3 is based include:

- Career growth pathways that provide teacher leadership opportunities while also valuing continued classroom teaching
- Recognition as a successful urban teacher
- Cohort of 25% of staff - T3 teachers will work together as teams of high-performing educators in low-performing schools. They will be hired as a cohort that will receive training together as a team and time for collaboration throughout the year. T3 teachers will serve in a variety of leadership roles that will help facilitate and support the work of all teachers in the school to significantly increase student achievement.
- A strong, experienced principal who supports and empowers teachers and who values teacher leadership
- Differentiated compensation based on leadership roles - Selected T3 teachers will be compensated to work an extended school year through a salary differential that acknowledges their status

Selection

In 2010-11, cohorts of T3 teachers will be part of the turnaround of three schools in Boston designated as Level 4 schools by the State of Massachusetts: Orchard Gardens K-8, the Blackstone Elementary School, and the Trotter Elementary School. These teachers were chosen through a rigorous selection process that assessed their effectiveness in the classroom and their readiness to be a turnaround leader. Over 150 teachers applied, including current BPS teachers, charter school teachers, and teachers from other urban districts and states. The selection process included multiple ways to assess the competencies identified as necessary for success in a turnaround environment, including:

- Written application
- Interview day including a team activity
- Evidence of effectiveness with students (classroom observation and data review)

Support

T3 teachers will receive ongoing training and professional development that begins with an intensive, team-based summer institute and continues with a staff member at each school who is responsible for supporting the T3 teachers in the following areas:

- Improving their ability to analyze data and student work with colleagues to plan instruction
- Developing their ability to be an effective facilitator and leader of teams
- Learning to be a change agent in an existing community

About Teach Plus

The mission of Teach Plus is to improve outcomes for urban children by ensuring that a greater proportion of students have access to effective, experienced teachers. It is founded on the premise that teachers want to learn and grow in the profession, and want to ensure that their development results in increased learning among their students. In order for schools to continuously improve student achievement, teaching must become a career that motivates and rewards continuous improvement among practitioners.

Key Teach Plus Staff

Celine Coggins (CEO). Coggins is a former teacher from Worcester, MA, who launched the Policy Fellows program while she was the Research Director at the Rennie Center for Education Research and Policy in Cambridge, MA. She has been a labor-management consultant in Providence, RI as well as Worcester and Springfield, MA and was formerly special assistant to the Massachusetts Commissioner of Education on teacher quality. She is the author of more than two dozen reports and journal articles and the editor of two books. She earned her Ph.D. in Education Policy Analysis from Stanford University.

Monique Burns Thompson (President). Burns Thompson has experience as a social entrepreneur, management and human capital expert and district administrator. Monique was the co-founder, President and Chief Curriculum Officer of New Leaders for New Schools. She developed her understanding of human capital in the private sector, as a Consultant for the McKenzie Group, as an assistant principal in DCPS, and as Special Assistant to the Superintendent of the Philadelphia Public School District. Monique has a Bachelor's from Dartmouth College, an MBA from Harvard Business School, and a Master's in Education Policy from Harvard Graduate School of Education.

Meghan O'Keefe (Director, T3 Initiative). Before joining Teach Plus to lead the T3 Initiative, Meghan was the Project Director for School Turnaround Strategies at Mass Insight, where she provided overall project management and partner development for programs in Mass Insight's school turnaround focus area. Prior to Mass Insight, she held positions as the Director of Strategic Planning and the Director of Operations in the New York City Department of Education's Student Enrollment office, and taught second grade for several years. She earned an MBA from the Yale School of Management, a BA from Boston College, and a M.Ed. from Lesley College as part of the Lesley-Shady Hill School Teacher Training Program.

Heather Peske (National Program Director). Peske has spent her career committed to transforming education for low-income and minority students. Previously, she served as the Director of Teacher Quality at the Education Trust, a national non-profit organization dedicated to raising standards and closing achievement gaps in education. Heather has a master's and doctorate degree from the Harvard Graduate School of Education where she was a founding member of the Project on the Next Generation of Teachers, and co-authored the award-winning book, "Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools", in addition to numerous other reports and articles. She previously worked as a School Director at Teach for America's Summer Institute and an elementary teacher and in Baton Rouge, Louisiana.

Appendix G

Partner Information:

Boston Teacher Residency (BTR)

Boston Teacher Residency (BTR) recruits, prepares, and sustains excellent teachers in and for the Boston Public Schools (BPS).



“We’ve got to do a better job recruiting and preparing new teachers... that means creating alternate pathways to teaching for talented young people by expanding programs like the one used in Boston, where aspiring teachers work side-by-side with effective mentors in a year-long residency.”

- President Barack Obama
November 4, 2009

An innovative approach to urban teacher preparation

- A rigorous selection process to admit a talented, diverse cohort of candidates with top-notch academic credentials and strong ties to Boston
- Master’s coursework closely aligned with BPS curriculum to link theory and practice
- ‘Teaching hospitals’ - carefully selected BPS host schools in which cohorts of Teacher Residents learn to teach with effective mentors
- A three-year induction program of coaching and professional development for graduates, who are clustered in BPS schools
- Support for second-stage graduates to take on leadership roles in their schools, the district, and the larger education community



Since its inception in 2003, BTR has followed three main goals

- to ready aspiring teachers for BPS’s hard-to-fill content areas - math, science, special education, and English as a Second Language (ESL).
 - to increase the number of BPS teachers who are African-American or Latino/a.
 - to ensure that graduates teach in BPS for at least three years.
- ... with the ultimate aim of increasing student achievement levels throughout the district.

236 BTR graduates are now working in the Boston Public Schools

- 48% identify themselves as teachers of color
- 65% have more than one certification
- 27% teach secondary math or science
- 85% have been rated by their principals as similarly or more effective than their peers with the same years of experience
- 85% of graduates from 2004-2006 have remained as BPS teachers beyond their three-year commitment
- 64% of all graduates teaching in BPS live in Boston
- 60% of all graduates are clustered in schools with four or more BTR graduates



BTR is currently preparing 75 Teacher Residents and supporting its 236 graduates to serve more than 16,000 students in schools throughout Boston.

96% of principals would recommend hiring a BTR graduate to a colleague

60% of all new BPS math and science teachers in 2008 were BTR graduates

100% of BTR’s 2010 cohort will be dual-licensed in Special Education or ESL

56% of all BTR graduates in the BPS teach ESL or special education

Support

Operating budget: \$4M in FY 2009-2010
Students served: More than 16,000 across the district, more than half of whom are in special education or ESL settings and 85% of whom are eligible for free or reduced-priced lunch.

- Funding for BTR supports the following initiatives and areas of focus:
- Student achievement: BTR has as its goal that students in our classrooms will move forward at least one year’s academic growth in one year.
- Teacher effectiveness: BTR has embarked on a rigorous study of the effectiveness of its graduates.
- ESL: BTR this year implemented an ESL dual-licensure track; in SY2010-2011, we will be offering ESL as its own content area, with intensified preparation and supports.
- Special education: BTR provides coursework, mentoring, and induction supports for dual licensure in special education, so that our graduates are prepared to effectively teach all students.
- Math/science: BTR partners with local organizations and corporations to provide collaborations in the areas of science and math recruitment, curriculum design, and professional development.
- Recruitment: BTR continues to refine its recruitment and admissions process so as to attract and develop those candidates with the dispositions to be an effective teacher in the BPS for the long term.
- Mentoring: BTR mentors receive a stipend and ongoing training to support their critical yearlong teaching and learning work with Residents in their classrooms.
- Induction: BTR induction coaches work with graduates in their first years of teaching, working across schools to build collaboration to effect whole-school transformation.

Our Partners





BOSTON TEACHER RESIDENCY: HOW IT WORKS

Recruitment

The Boston Teacher Residency (BTR) recruits and enrolls highly qualified teacher candidates who are committed to teaching in the Boston Public Schools (BPS). While the makeup of BTR's cohort varies yearly based on BPS's specific hiring priorities, the BTR recruitment team consistently seeks teachers of math and science as well as candidates of color. The BTR recruitment team pursues candidates in these high-need areas from three main groups: recent college graduates, mid-career professionals, and individuals working in the local community.

GUIDING PRINCIPLES

Meeting and attracting promising applicants requires a multi-channel recruitment approach. BTR advertises widely, including on the MBTA, on social networking sites such as Facebook, and in neighborhood newspapers. BTR also targets recruitment efforts to local colleges and universities, historically black colleges, and local faith-based and community organizations. The BTR recruitment team relies on mentor teachers, instructors, and current and past teacher residents to serve as champions for BTR within their own networks and to assist at college and recruitment fairs. Former BPS students are also hired to serve as campus recruiters.

Recruitment messaging that targets individuals with local ties is key. Individuals with ties to Boston, regardless of their current place of residence, are often motivated to give back to their community and are interested in BTR's mission. To motivate these potential applicants, the BTR recruitment team emphasizes BTR's commitment to addressing local educational inequities and notes that BTR is the only program that exclusively prepares candidates to be successful BPS teachers.

Strong teacher candidates have solid academic backgrounds and the dispositions of successful teachers. BTR deliberately recruits applicants whose experience and dispositions position them to be effective teachers. The recruitment and admission team look for candidates with top academic credentials who display, among other traits, a resolve to keep trying new strategies, an ability to listen to and respond to feedback, and an insatiable curiosity. BTR is in the process of conducting research on the key characteristics of highly effective teachers and plans to use this data to further optimize the selection process.

KEY STRUCTURES

- ✦ **Financial support:** BTR is able to recruit a diverse group of highly qualified candidates by making the program affordable. Teacher residents receive an \$11,400 stipend, health care benefits, childcare reimbursement, and an AmeriCorps Education Award that covers the tuition for their master's degree. Residents who complete three years of teaching at BPS have their BTR tuition loan of \$10,000 forgiven as well.
- ✦ **Rigorous selection:** Candidates first complete an online application process requiring three letters of reference, a transcript, and responses to essay questions that explore beliefs about urban schools. Promising applicants are invited to participate in a daylong selection event, where they teach a mini-lesson to students, complete a writing assessment, take part in a group problem-solving activity, and interview with a team of current teachers and BTR and BPS human resources staff. Candidates are rated against the list of core dispositions by multiple evaluators. Selection is highly competitive; in 2008, more than 500 applicants applied for 75 spots.
- ✦ **Data collection and evaluation process:** BTR tracks applicants through the recruitment, application, admittance, and enrollment processes. By analyzing the data collected, the BTR recruitment team evaluates the effectiveness of recruitment channels for specific demographic groups and generally. As it builds a more robust system for measuring teacher effectiveness, BTR will continue to study the correlation between specific admission factors and performance as a BPS teacher.



BOSTON TEACHER RESIDENCY: HOW IT WORKS

Curriculum

The Boston Teacher Residency (BTR) prepares teacher candidates to become highly effective Boston Public School (BPS) teachers through a curriculum that marries a full-year, in-school residency with master’s level coursework tailored to BPS’ instructional agenda. During the school year, teacher residents work side-by-side with mentor teachers four days per week while engaging in coursework that grounds the daily practice of teaching in theory and research. The BTR curriculum is designed to cultivate high-performing teachers who are prepared for the realities of urban teaching.

GUIDING PRINCIPLES

Student learning is what matters most. At its core, the BTR curriculum is about building a culture of achievement for all students and developing the skills and mindset of new teachers to do so. During their practicum and seminar classes, teacher residents learn how to collect evidence of student learning through observations, assessments, and examinations of student work, and how to use this data to optimize instruction for their students. The beginning of every seminar is devoted to a discussion of student learning data gathered by residents in the prior week, with particular attention to gaining knowledge of students’ strengths and building on their assets to attain equitable and excellent outcomes for all students.

Effective teachers make deliberate, data-driven decisions. BTR’s inquiry-driven curriculum provides teacher residents with ongoing opportunities to study best practices, try them out in the classroom, reflect on the results, adjust, and try again. Residents are asked to continually consider the research, rationale, and data behind their decisions about curriculum and instruction. They use the *BTR Cycle of Inquiry* framework to collect evidence of student learning, analyze patterns of student achievement, develop hypotheses to investigate, and refine instruction based on what they learn.

Public collaboration around teaching practice improves teaching quality. While the learning trajectory of every teacher may vary, BTR understands that teachers learn best in a community of colleagues. Throughout the residency year, teacher residents reflect on and refine their practice through collaboration with peers, mentor teachers, and other practitioners. Teacher residents participate in *Grand Rounds*, during which they observe master teachers and then debrief together; they also regularly review and analyze videos of their own and other teachers’ instruction in order to improve their craft.

KEY STRUCTURES

- ✦ *Seamless integration of theory and practice:* The BTR curriculum carefully aligns graduate-level coursework with lessons from the classroom. Teacher residents read and discuss leading research and best practices and then work with their mentor teachers to employ these same strategies within their residency classrooms. At the same time, residents bring their classroom experiences back to their courses and, with peers and instructors, reflect upon what worked to improve student learning, what didn’t, and why.
- ✦ *Spiraling curriculum:* The BTR curriculum is cyclic, deepening teacher residents’ understanding by revisiting topics of study as residents assume greater responsibility in their residency classrooms. At the beginning of the school year, teacher residents assess the impact of their teaching on individual students; as the year continues, they learn how to reassess and refine instruction to meet the needs of all students in their classes.
- ✦ *Emphasis on the BPS context:* BTR facilitates the success of its graduates by providing teacher residents with solid grounding in the BPS-specific curriculum they will be expected to teach and BPS’ professional teaching standards, *The Dimensions of Effective Teaching*, on which they will be evaluated. Residents also explore the history of schooling and school reform in Boston and the issues of power and inequity accompany that history, in order to better understand the current climate and educational goals of the district. They are encouraged to raise questions, engage with community members and colleagues, and find their own voices in conversations about school culture and student engagement and achievement.



BOSTON TEACHER RESIDENCY: HOW IT WORKS

Mentoring and Host Schools

The Boston Teacher Residency (BTR) places teacher residents with highly effective mentor teachers for a year-long practicum experience that integrates lessons from coursework with the daily practice of teaching in the Boston Public Schools (BPS). Unlike the traditional one-on-one student teacher model, BTR empowers cohorts of mentor teachers to take collective responsibility for developing the capacity of all teacher residents at their school and for advancing the school's reform initiatives.

GUIDING PRINCIPLES

Teachers – especially beginning teachers – benefit from working in schools that support collaboration. In BTR's host schools, teacher residents have the immediate support of a cluster of peers and experienced mentor teachers as they assume increasing responsibility for student learning. Similar to teaching hospitals, host schools provide residents with opportunities to engage in formal and informal conversations focused on teaching practice and student outcomes.

Effective mentors of new teachers are also learners. BTR hires mentor teachers who are skilled in instructing students and adults, interested in advancing their own professional learning, and reflective about their practice. BTR supports mentor teachers' transition into the role of teacher-educators and helps them develop mentoring relationships in which beliefs and values about learning and teaching are openly discussed and reflected upon.

Vertical career options, such as mentoring, build the instructional capacity of schools. By serving as BTR mentor teachers, site directors, and course instructors, second-stage and veteran teachers have the opportunity to assume leadership responsibilities while remaining in the classroom. Through BTR trainings and their work with teacher residents, these experienced teachers broaden their professional knowledge, advance their practice, and further their ability to impact teaching and learning in their school community.

KEY STRUCTURES

- ✦ *Professional support for mentor teachers:* BTR runs a summer institute and an ongoing monthly leadership course for mentor teachers that, like all BTR courses, focus first and foremost on student engagement and achievement. Using BPS's *Dimensions of Effective Teaching* and BTR's *Dimensions of Effective Mentoring* as frameworks, mentors review case studies, videos, student work, assessment data, and lesson plans as they learn strategies for coaching novice teachers and delivering data-based feedback on instruction. To support the alignment between BTR courses and classroom practice, mentors also explore core themes of the residency curriculum (e.g., equity, inquiry, and collaboration) within the context of the mentoring relationship.
- ✦ *Defined planning and collaboration time:* In addition to their ongoing conversations, BTR asks mentor-resident pairs to meet weekly for two hours of *Sacred Meeting Time* that is focused explicitly on BTR objectives. One of these hours is designated for co-planning and reviewing lesson plans. The other hour is devoted to a rotating schedule of observations with feedback, discussions of curricular objectives and upcoming units, and conversations about the resident's and mentor's work and the status of the mentor-resident relationship.
- ✦ *Site director role:* The site director at each host school serves as "lead instructor," supervising mentor teachers, who in turn supervise teacher residents. Site directors are responsible for creating a climate of support, collaboration, and accountability focused on student achievement. Among the site director responsibilities is implementation of *Grand Rounds*, in which teacher residents, mentor teachers, and other school staff observe teaching practice, collect and analyze student and teacher data, and discuss teaching moves that would further student engagement and achievement. Site directors also facilitate mentor-resident meetings to ensure the exchange of constructive, evidence-based feedback. Effective site directors are instructional leaders who navigate well between school-wide improvement efforts and the work of teaching and mentoring, helping mentors and residents coherently integrate their coursework and teaching experiences.



BOSTON TEACHER RESIDENCY: HOW IT WORKS

Induction

The Boston Teacher Residency (BTR) provides three years of high-quality induction support to graduates teaching in the Boston Public Schools (BPS). BTR's induction program offers graduates the opportunity to receive school-based coaching, participate in customized courses and seminars, and collaborate with fellow graduates in professional learning communities. Building on the themes introduced in BTR's pre-service curriculum, the induction program focuses on student learning and evidence-based decision-making, facilitating the process by which novice teachers become outstanding teachers.

GUIDING PRINCIPLES

Quality, multi-year induction support increases teacher effectiveness and retention. BTR's research-based induction model employs highly experienced teachers with mentoring experience as coaches to BTR graduates in their first three years of teaching. With the dual aim of increasing both teacher quality and job satisfaction, induction coaches help graduates to hone their practice, thereby increasing their sense of efficacy. Coaches guide graduates on methods of using classroom data to increase student achievement, and they provide targeted assistance, including feedback on classroom observations and curriculum planning support, as needed.

School-wide support expedites gains in individual teacher effectiveness and whole-school improvement efforts. Recognizing that new teachers benefit from working in professional communities with colleagues, BTR is partnering with schools that commit to hiring clusters of BTR graduates and want to develop their own comprehensive school-based professional development efforts. At these partner schools, the induction staff helps BTR graduates and their colleagues collaborate to improve outcomes for all students through focused observations and discussions, co-planning of curriculum, and development of differentiated instruction strategies to reach struggling students.

Teachers benefit from professional development that targets their needs and interests. BTR tailors professional learning opportunities based on regular surveys and conversations with its graduates. For topics with widespread interest, such as special education, the BTR induction team develops practice-based courses and seminars offered for in-service credit. To meet more individualized needs, BTR creates collaborative teacher-to-teacher teams in which graduates share best practices around common concerns.

KEY STRUCTURES

- ✦ *Alignment with residency curriculum:* The BTR induction program reinforces the fundamental lessons of the residency year. For example, through coaching sessions and classes, induction coaches help BTR graduates maintain their focus on student achievement and support the use of the BTR *Cycle of Inquiry*, a framework for making data-driven instructional decisions.
- ✦ *Professional development for coaches:* Twice a month, BTR induction coaches participate in a seminar designed to enhance their effectiveness in supporting new teachers. During the seminar, they practice providing feedback on classroom observations and conducting conversations about student work, with a focus on addressing classroom equity and content accessibility issues. Coaches also participate in a semester-long data seminar where they study how to support new teachers in using student-learning data to inform instruction.
- ✦ *Coaching accountability system:* Induction coaches submit weekly plans that outline the outreach and support they will extend to BTR graduates, and they maintain detailed records of every school visit. BTR's induction director reviews these reports to stay abreast of the issues facing the coaches and BTR graduates and to ensure that coaching resources are optimally deployed. Coaches participate in a performance review process that includes a self-assessment and feedback from BTR's induction director and graduates.

Appendix H

Massachusetts Department of Elementary and Secondary Education (DESE)

aMAzing teachers Initiative Recruitment Campaign and Teacher Selection Toolkit

1. Overview of Recruitment Campaign
2. Teacher Selection Toolkit: Selecting Outstanding Teachers for Level 4 Schools

Overview of Massachusetts' Amazing Teachers Recruitment Campaign – Spring 2010

I. Summary:

Governor Deval Patrick and Massachusetts Department of Elementary and Secondary Education officials launched a statewide public awareness campaign to broaden the pipeline of outstanding teachers applying for positions in the lowest-performing schools.

Target Market: Experienced, effective teachers around MA (and beyond)

Purpose: Help districts create a positive “buzz” around the opportunity for outstanding teachers to help lead the “turnaround” of our lowest performing schools. Create a *call to action* to excellent educators to consider putting their talents and expertise to work on behalf of the students in greatest need of improvement (17,000 students in Level 4 schools: 1 in 4 ELL, 1 in 5 SpEd, nearly 9 out of 10 free/reduced lunch)

Message: Emphasize positive message (teachers are the solution, not the problem) and the benefits of teaching in a turnaround school, such as extra resources and services for the school, leadership opportunities for teachers, additional compensation for additional time/responsibilities, great new principals, etc.

Focus: 35 Level 4 “turnaround” schools in 9 urban districts: Boston, Fall River, Holyoke, Lawrence, Lowell, Lynn, New Bedford, Springfield, Worcester

II. Website:

New website (amazingteachers.org) provides more information about turnaround schools in Massachusetts and features videos of teachers describing why they choose to teach in turnaround schools.

AMAZING Teachers
Teach. Lead. Inspire.

Amazing Teachers | Make a Difference | Why Apply | Background | Teaching Opportunities

You can make a difference.

- Are you an outstanding teacher seeking new opportunities for leadership and growth?
- Are you interested in being part of a team of dedicated educators leading the transformation of an underperforming urban public school?
- Do you believe that every student has the capacity to learn and the right to a first-rate public education?

If so, the children in Massachusetts' Turnaround Schools need you.

Did you know?

In nine Massachusetts communities, 35 schools are on the verge of a new beginning. State and federal policy changes have created new opportunities and provided new resources for these under-achieving "Level 4" schools to embark on an unprecedented turnaround aimed at ensuring that all students perform at the highest levels.

Get Involved

There are several ways to learn more and support the transformation of Turnaround Schools:

- Apply for teaching jobs
- Sign up for email notifications
- Recommend an amazing teacher
- Follow us:

facebook | twitter

Watch a video of high school History teacher Efrain Toledano describing why he teaches in a Turnaround School.

The website provides information about the nine districts and 35 schools in those districts. Interested teachers can sign up for more information and visitors can recommend great teachers they know.

After learning more about the opportunities to teach in turnaround schools, candidates are connected directly to the districts to apply.

III. Early Results:

- Over **13,000** unique visitors to the website in **first 4 days** and more than **600 teachers** have signed-up for more information or been recommended
- **Extensive media coverage:**
 Print/Web – Boston Globe (front page), Boston Herald, MassLive.com (Springfield), Bay State Banner, Siglo21 (Spanish); Television – WCVB/Channel 5, New England Cable News, Springfield ABC40/Fox6; Radio – WBZ, WBUR; Online media – Twitter, Facebook and blogs
- Districts reporting an **increased number of applicants** since the launch of the campaign

In the news

The European Union agreed to lend nearly \$640 billion to the troubled nations, and the International Monetary Fund was prepared to provide up to \$750 billion separately, WSJ.



Ball-Masing singer Lena Horne died in New York at 92. She helped bring to the public and achieved recognition for her talents. AP.

Louisiana officials revealed a plan to build up about 70 miles of barrier islands to protect the state's coastlands from the ravages of hurricanes. AP.

Obama's Conservatives and Liberal Democrats reached an agreement on sharing power, and economists said the public confidence could not hold the financial markets. AP.

Unsettled partners are flailing a legal battle through a partnership involving local hospitals, and some of the most legendary films. AP.

Unsettled with from Ireland.

Kagan is nominee, Democrats say

Obama to announce high court choice today

By Peter Baker
WASHINGTON

President Obama will announce Solicitor General Elena Kagan as the nation's 112th justice, throwing his own chief advisor before the Supreme Court to job is in making on cases critical to his view of the country's future, Democrats chose to the White House said yesterday.

After a monthlong search, Obama in Kagan and his advisors yesterday of his choice to succeed the retiring Justice John Paul Stevens. He plans to announce the nomination at 10 a.m. today in the East Room of the White House with Kagan by his side, said

the Democrats, who insisted on anonymity to discuss the decision before it was formally made public.

In settling on Kagan, the president chose a well-regarded 50-year-old lawyer who served as a staff member to all three branches of government and was the first woman to be dean of Harvard Law School. If confirmed, she would be the youngest member and the third woman on the highest court, as well as the first justice in nearly four decades without any prior judicial experience.

That lack of prior on the bench may both help and hurt her confirmation prospects, as



Elena Kagan was the first woman to be Harvard Law School dean.

Mass. hunting for star teachers

Recruits would go to toughest schools

By James Vonn
BOSTON

State education officials plan to announce today an aggressive campaign to recruit thousands of successful teachers to work in underperforming schools in Boston and eight other troubled school districts, in hopes those teachers can spark a turnaround.

The recruitment effort is believed to be the first-ever partnership between the state Department of Elementary and Secondary Education and local school districts to find teachers for specific schools. Past state recruitment drives, such as spending signing bonuses to a select few new teachers, have been typically open to all the state's schools.

"We want to get the best and most talented teachers in front of children who need them the most," said Deborah Chesser, state commissioner of elementary and secondary

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FRESH CAUSE FOR CONFRONTING VIOLENCE



IV. Ongoing Efforts:

The current campaign will continue over through the spring and summer with:

- Online advertising
- Email outreach to educator associations, Teach for America alums, education schools
- Twitter and Facebook
- Bus shelter posters
- Recruitment materials for districts to customize (HTML email, banner ad, flyers, etc.)

The Department of Elementary and Secondary Education will continue to support districts to strengthen their capacity to respond to applicants, effectively screen and select teachers and put together meaningful incentives packages (monetary and non-monetary) to attract great teachers to their lowest performing schools.



Selecting Outstanding Teachers for Level 4 Schools

Spring 2010

Massachusetts Department of
Elementary and Secondary Education



Agenda

- **“Turnaround” Teacher Selection Competencies**
- **Staffing Strategy**
- **Marketing and Recruitment**
- **Cultivating Top Candidates**
- **Orientation and Team Building**

Why Teacher Selection Matters

Teacher quality is the *single most important variable* impacting student learning. Research has shown:

- Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row may be enough to close the black-white test score gap (Gordon, Kane and Staiger, 2006)
- Having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background (Rivkin, Hanushek and Kain, 2002)
- Students assigned to a good teacher over three years in a row will score 50 percentile points higher on tests than students assigned to weak teachers over the same period (Sanders)
- Only one in seven – or 15% – of teachers meets the standard of effectiveness necessary to produce the types of learning gains our students need to make.

Unfortunately, research has also shown that schools serving urban and low-income communities, are far less likely to be staffed with effective teachers.

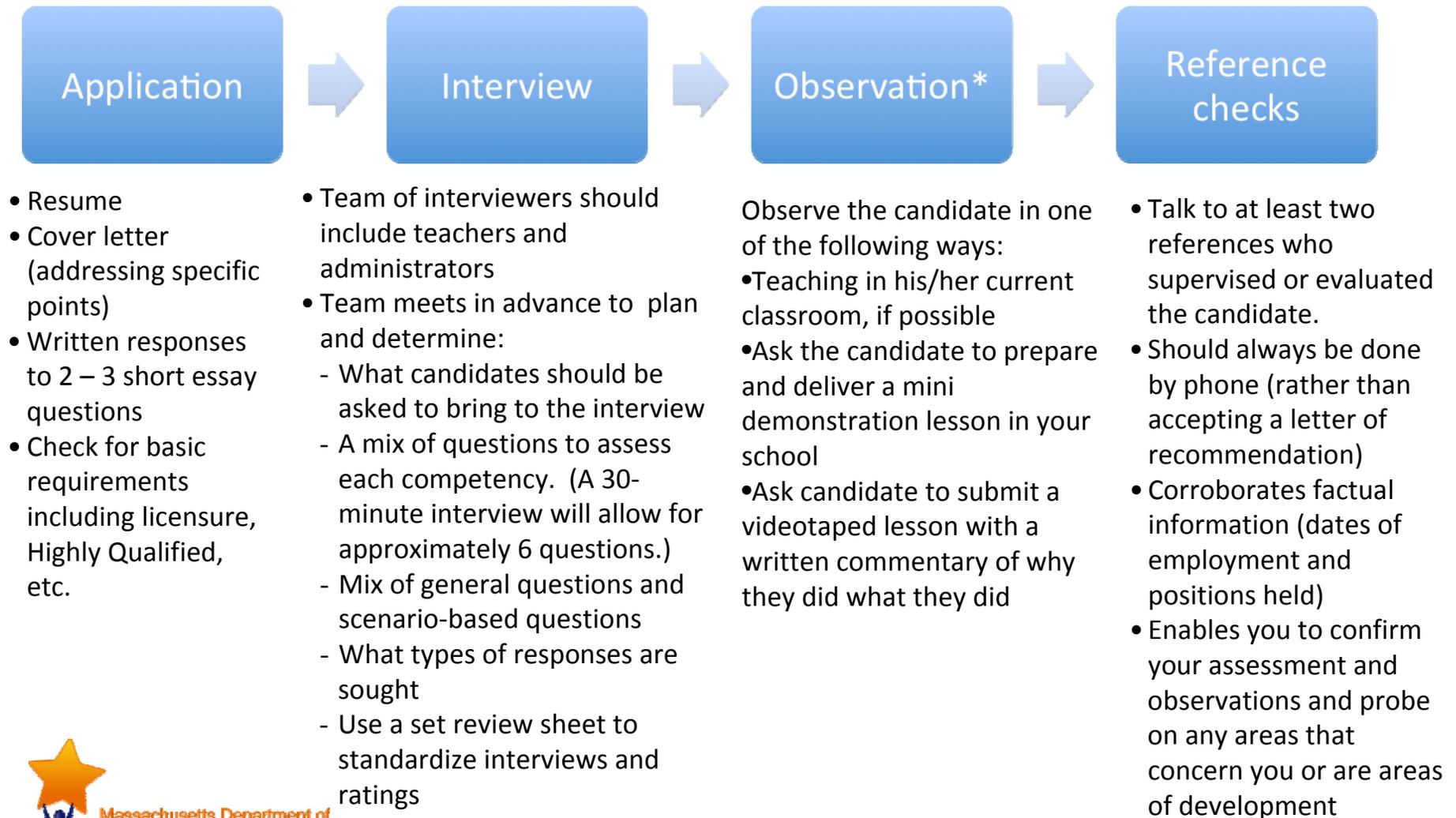
***Teacher selection* is one critical lever for change given that most Level 4 schools are likely to have at least some teacher vacancies.**

Section 1: Screening and Selection

In this section, we will cover:

- Suggested screening process and methodologies
- Turnaround Teacher Competencies
- Assessing candidates for each competency
- Tips and best practices

Screening Process / Methodologies



What is a Competency?

- Competencies are: measurable or observable knowledge, skills, abilities, and personal characteristics critical to successful job performance.
- A “competency” is different from an “action” – Competencies may include patterns of action, but also include patterns of thinking and feeling.
- Choosing teachers with the right competencies to transform Level 4 schools is critical and urgent.
- Each competency has a definition and examples, indicators (i.e. “look fors”), ways to assess the candidate for that competency, and a rating scale (e.g. Exemplary, Fully Acceptable, Not Fully Acceptable)

Why Develop “Turnaround” Competencies?

- To make sure we don’t miss this opportunity to significantly improve teaching quality in these schools
- Aggregates best practices and research about effective teaching and turnaround schools from leading teacher recruitment organizations (TFA, TNTP, BTR), top charter school operators, national teacher associations, and teacher quality research experts (Public Impact, HGSE’s Project on the Next Generation of Teachers, Kim Marshall, RBT)
- The experience for a teacher will be different in a Level 4 school
 - Teachers will need to: work under pressure of external eye, achieve significant student growth, use data driven instruction, manage potentially resistant parents & colleagues, adjust to new leadership, systems and processes, provide more for students than classroom instruction (tutoring, enrichment, etc), self-manage in a changing environment, communicate a positive vision for the future of the school
- **The use of “effectiveness in improving student achievement outcomes” in teacher recruitment, identification, placement and retention is a requirement of the Federal School Improvement Grants.**

Teacher Competencies for Level 4 Schools

Competency	Description
1. Relentlessly committed to high achievement for all students	<ul style="list-style-type: none"> • Demonstrates resilience, persistence and tenacity in pursuit of goals, particularly of ensuring that all students graduate career and college ready • Passionate and optimistic about their students, their content/subject, and the teaching profession • Takes personal responsibility for helping their students achieve academic and life goals
2. Demonstrated effectiveness in enabling students to achieve high levels of academic growth	<ul style="list-style-type: none"> • Sets ambitious, measurable goals for students and achieves them • Analytical and data-driven in pursuit of student results and improved teaching practice • Anticipates future learning needs and builds on past student performance data to structure individual and class learning objectives and activities. • Uses interim and summative assessments to diagnose student needs and strengths and adjusts their instruction and curriculum to address those needs
3. Builds and values strong relationships in diverse, multi-cultural settings with students, families, and the community	<ul style="list-style-type: none"> • Invests students and their families in working hard to achieve high academic goals • Creates a sense of community in the classroom that celebrates success, empowers students with choice and responsibility and makes content relevant and accessible to all • Understands and respects diverse family and community culture, values and beliefs and builds relationships across lines of difference like race, ethnicity, socioeconomic status, background, or language
4. Works collaboratively with school leadership and other colleagues and helps foster a culture of teamwork in the school	<ul style="list-style-type: none"> • Builds relationships and works collaboratively with other teachers and staff to plan, learn and solve problems • Assumes leadership opportunities that impact the achievement of their own students as well as students across the school and is a proactive member of school, grade and departmental teams • Demonstrates professionalism when interacting with colleagues and helps to foster a positive school culture and climate built on trust, respect and shared leadership
5. Has deep content and pedagogical knowledge and skills, and constantly seeks to improve their practice to maximize student learning	<ul style="list-style-type: none"> • Has extensive knowledge of their content area (including how it applies in real-world settings and connects to other content areas) and relevant standards (for current and future grades) • Effective and rigorous instructional planning and organization results in a clear strategy for the year and lessons with measurable goals aligned to standards and learning outcomes • Uses differentiated instructional strategies so all students comprehend key information • Promotes/models positive student behavior and deal appropriately with negative behavior • Regularly reflects on their performance and seeks feedback and new learning to improve

1. Relentlessly committed to high achievement for all students

What to Look for in a Candidate (Listen for these during interview and reference calls):

- Demonstrates strong record of accomplishment in diverse settings with students from low-income communities.
- Expresses confidence that all students should be held to high standards
- Describes a sense of responsibility and ownership for how their students perform
- Conveys willingness to try multiple strategies or something new when confronted with changes or new challenges

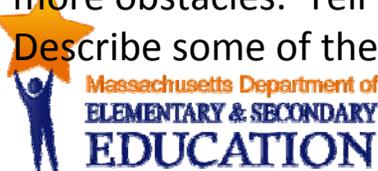
Options for Assessing the Candidate:

- Application: Ask candidates to submit a thoughtful cover letter that specifically addresses why they want to work in this particular school and why they want to be part of a “turnaround team”.
- Interview Activity:
 - Ask candidate to bring a recent sample of student work that does not meet his/her expectations. At interview, ask the candidate how he/she responded to the student.
 - Ask candidate to bring a “typical” piece of student work that represents his/her expectations. At interview, ask the candidate how he/she got the students to meet the standard.
 - Present candidate with a case study of individual students with characteristics that represent the demographics (significant # of ELLs, large Special Education populations, students 2 or 3 years behind grade level, high mobility, etc.) of your school. Ask the teacher how they think about differentiating and explicitly supporting the specific needs of these individual students.

1. Relentlessly committed to high achievement for all students

Sample Questions:

1. What factors do you think most contribute to low student achievement in low income communities?*
2. What do you think it will take, specifically, to turn this school around? (If they are not very familiar with the school, ask what they think it will take, specifically, to turn around a school where the students have been under-performing for many years.)*
3. Tell me about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed.*
4. Jamil is a student that you have been teaching for one month and you notice that he is no better off than when you first started teaching. What would you do? After winter break, you notice he is still not at grade level. What would you do?
5. You have a student who is usually pretty focused in the classroom, with no major behavioral issues. You've noticed today and yesterday that something is different – he is acting out, both with you and his peers. What are some things you would do to figure out what to do, and address the behavior of this student?*
6. We know from the research that by the end of 12th grade, low income and minority students are reading at the same rates as their white and more affluent peers are reading in 8th grade." What do you think contributes to/causes this wide achievement gap? *
7. Think about a time when you accomplished something satisfying at work or in school despite one or more obstacles. Tell me the story.*
8. Describe some of the tiers of interventions you have tried for a student that was not succeeding.



2. Demonstrated effectiveness in enabling students to achieve high levels of academic growth

What to Look for in a Candidate (Listen for these during interview and reference calls):

- Can provide evidence that the students they have taught have achieved high rates of growth as measured by interim (or summative) assessment data (i.e. MAP, A-Net, etc.)
- Describes using data (e.g. frequent formative assessments or cycles of inquiry) to monitor students' comprehension and re-teach when necessary
- Cites ambitious, concrete and measurable academic goals for their current students, both as a class as well as individualized goals for each student

Options for Assessing the Candidate:

- Application: Ask candidates to attach assessment data that shows student growth over a period of time for at least one class he/she teaches, and include an accompanying narrative that analyzes the results and describes how he/she uses this data in the classroom.
- Interview Activity:
 - Ask candidate to bring some form of assessment data or student work from their current class (no names) that shows evidence of student growth. At interview, ask candidate to talk through growth, trends, and how they changed or adjusted their instruction. Ask candidate to talk about a couple of students and their plans to have each student learn and succeed in the class.
 - Present candidate with sample student work from two points in the year; ask candidate to analyze and describe next steps.
 - Present candidate with sample class-level formative assessment data; ask candidate what they see and how they would use this data to drive instruction and specific teaching points to the students towards proficiency.

2. Demonstrated effectiveness in enabling students to achieve high levels of academic growth

Sample Questions:

1. Describe a time when you led your students to achieve a significant goal within your classroom? What challenges did you encounter and how did you overcome them?
2. How will you measure your own impact as a teacher? What kind of impact do you want to have in a year?*
3. How do you know if your students learned a lesson? What happens if they didn't?
4. Imagine you are teaching a large class where after two months in your class only 20% of the students are performing at or above grade level, but the remaining 80% of the students are still performing 2 or more years below grade level? What would you do?
5. What kind of formative assessments do you use in the classroom? What do you learn about your students from it?
6. How do/will you know you are effective as a teacher?*
7. How do/will you determine if you are successful with your students?*
8. Describe a lesson you taught within the last two weeks that addressed school goals—what was your goal, how did you aim to meet it, did you meet it?, what did you do next?
9. Think about a time when you felt very successful or proud of something you accomplished at work or in school and tell me the story.*
10. How do you assess the readiness of students to begin a curriculum unit?



3. Builds and values strong relationships in diverse, multi-cultural settings with students, families, and the community

What to Look for in a Candidate (Listen for these during interview and reference calls):

- Creates a welcoming environment for students and families in their classroom
- Proactively engages parents around the curriculum (workshops, communication, family nights, etc.) to arm parents with the information and skills they need to reinforce school at home
- Provides examples of their ability to forge personal individual relationships with students
- Consciously searches for and focuses on the positive aspects of a person or situation to build on those strengths

Options for Assessing the Candidate:

- Application: Ask candidates to submit a thoughtful cover letter that addresses the candidate's interest and experience in working with your school's unique student population.
- Interview Activity: Ask candidate to bring a recent sample of student work from one of their classes. Ask the candidate to describe how the assignment or lesson gave students ownership of their own work. Ask the candidate to describe the child as a learner and as a person.

3. Builds and values strong relationships in diverse, multi-cultural settings with students, families, colleagues and the community

Sample Questions:

1. In our school, there is a large population of students eligible for free or reduced lunch, students who are classified as English Language Learners and students with special needs. What do you think are the benefits or advantages of working with this population of students? Are there disadvantages or obstacles? *
2. What do you think will be your strengths in connecting with the students and families we serve? What challenges do you anticipate? How will overcome these challenges?*
3. You have a student who is usually pretty focused in the classroom, with no major behavioral issues. You've noticed today and yesterday that something is different – he is acting out, both with you and his peers. What are some things you would do to figure out what to do, and address the behavior of this student? *
4. Tell me about a time that you interacted with a student outside of classroom hours?
5. Give an example of a situation in which you have succeeded in engaging reluctant family members in matters of student learning; what actions did the family members take?
6. Describe your strategies for getting to know each of your individual students as learners and as people.*
7. Give an example of your on-going, interactive, two-way communication with students' families about student learning.
8. A parent comes to you with a concern about his/her child or a parent approaches you to set up a meeting because he/she does not think you are meeting the child's needs...what do you do?
9. How do you plan to partner with families and communities?

4. Works collaboratively with school leadership and other colleagues and helps foster a culture of teamwork in the school

What to Look for in a Candidate (Listen for these during interview and reference calls):

- Provides examples of working in teams with other teachers and administrators, particularly across racial and generational lines
- Describes how s/he works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs; sharing expertise and new ideas with colleagues; and building and drawing on colleagues' support
- Describes proactive leadership among the school staff and shaping school culture beyond their own classroom.
- Explains how s/he works collaboratively with others to be an agent of change by identifying school challenges and devising and implementing solutions.

Options for Assessing the Candidate:

- Interview Question: Ask candidate to discuss a project that involved team collaboration and their role in the project, what obstacles they confronted and how s/he helped move the project to success.
- Interview Activity: Ask candidates to read a relevant document (i.e. an article about parent engagement or the achievement gap) before the interview and have a group of candidates discuss it for 20 minutes while you observe. Kick off the discussion with two or three opening questions. Observe how effectively candidate handles alternative viewpoints, respects and listens to others and is able to influence and lead the conversation in a productive way.

4. Works collaboratively with school leadership and other colleagues and helps foster a culture of teamwork in the school

Sample Questions:

1. Tell me about a time when you participated in a diverse group or team to accomplish work that was satisfying to you.*
2. What kind of support do you expect from your principal and your colleagues?*
3. Think about a time when you *influenced* another person or people in a way that was satisfying to you and tell me the story.*
4. It is very important to build good relationships with your colleagues but sometimes it doesn't always work. Tell me about a time when you really struggled to build a successful relationship with someone you found difficult. What was the conflict? What did you try to do to resolve it? What did you learn about yourself?*
5. Discuss something you were able to accomplish in your classroom as a result of the support of a colleague.
6. If teaching teams at this new school could have 90 minutes per week for collaboration, what would be the best use of that time? Operationalize that—how would it work? Who would lead it?
7. Reflect on a time when you had to acclimate to a new environment or experience. What challenges did you face? How did you overcome these challenges and what did you learn from the experience.
8. How often do you expect to be observed/receive feedback on your teaching?
9. What kind of management style do you work best under?
10. Think about a time when you were given advice by a superior or colleague in the past. How did you feel about someone criticizing the work that you had put a lot of energy into? What was your response? How did you handle the advice you were given?

5. Has deep content and pedagogical knowledge and skills, and constantly seeks to improve their practice to maximize student learning

What to Look for in a Candidate (Listen for these during interview and reference calls):

- Uses frequent assessments, both formal and informal, to personalize instruction for each student
- Reflects critically on their progress with students, identifying root causes of problems and implementing solutions
- Seeks out professional development, engages in independent study and/or joins professional work groups to stay current on best teaching practices and research
- Provides viable and realistic strategies to deal with classroom management challenges
- Consults with families, other teachers, professionals and others who have an influence on the student to resolve individual behavior issues and empower students with choice and responsibility
 - Has strategies and tactics for engaging each student in learning
 - Has demonstrated past teaching effectiveness in proposed class assignments

Options for Assessing the Candidate:

- Application: Ask candidates to submit a thoughtful cover letter that addresses their qualifications for teaching the particular subject and grade level.
- Interview Activity: Ask candidate to bring a copy of their IPDP or a list of their PDP certificates if they have them. Look for the last time they participated in professional development in their content area. Ask them about the PD they took recently and why they did it.

5. Has deep content and pedagogical knowledge and skills yet constantly seeks to improve their practice to maximize student learning

Sample Questions:

1. If I walked into your classroom and you were in the midst of a successful lesson, what would I see?*
2. Scenario: You have a student who is continually disrupting class. Sometimes it's just her, other times, she involves other students in the disruption. What do you do? If that doesn't work? What do you think is causing it? How might you draw on external resources?*
3. Tell me how you structure your classroom to establish it as a safe and nurturing environment?
4. What would you do if in a class of 20, 10 of your students always follow the rules and the other 10 do not? *
5. Describe the first and last 10 minutes of your class from a student's perspective. Be specific as possible.
6. Tell me about a lesson that did not go well. Why did it fail? What would you do differently if you had to teach it again?
7. Describe a lesson taught within the last two weeks that addressed the school's goal. What was your goal? How did you aim to meet it? Did you meet it? What did you do next?
8. Describe a classroom management issue that was challenging to you and tell me what you did to address it. Reflect on that: how did it go? What might you have done differently?*
9. Are you a member of any professional organizations? How do you and your students benefit from your participation?
10. How might you handle a student who is consistently struggling with and expressing hatred for the subject you are teaching?*
11. At our school, we have a special populations of students [*special education, English language learners, etc.*] that requires special services. What in your previous experience has prepared you for working with this population?
12. How do you integrate technology into your classroom?

* Could be used for novice teachers as well

What Does a Good Answer Look Like?

Sample Question:

Your first month in the classroom has proven to be extremely challenging. Although you began the year by discussing the rules, your initial efforts at establishing a classroom behavior management system have failed. Many students arrive to class several minutes after the bell; the mouse for the new computer in your classroom has been plastered with gum and paper scraps and no longer functions; and verbal arguments break out daily in your classroom. Your AP has needed to stop by several times to help you regain control of your class. How would you work to improve your classroom management?

An Excellent Answer:

- Maintains high expectations for students when confronted with setbacks; continues to focus on the students' academic success
- Assumes accountability for classroom environment and culture
- Persists in offering viable or realistic strategies to deal with classroom management challenges
- Remains productive and focused when faced with challenges
- Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges
- Strategies create positive relationships with administrators, faculty and students



Observing Candidates in Action

Observing a candidate in practice is one of the most powerful ways to assess their skills as a teacher, however, this can be challenging to implement. Some options:

Option 1: Visit the candidate's school

- Observe the teacher teaching in their own school (this will require permission of their current principal)

Option 2: Candidate does demo lesson in your school

- Ask candidate to prepare and deliver a mini demonstration lesson in your school while you observe. Give the candidate a clear goal or objective (in advance) that can be accomplished in a short period of time. Debrief with the candidate afterwards to get their reflection.

Option 3: Candidate submits a video of their teaching

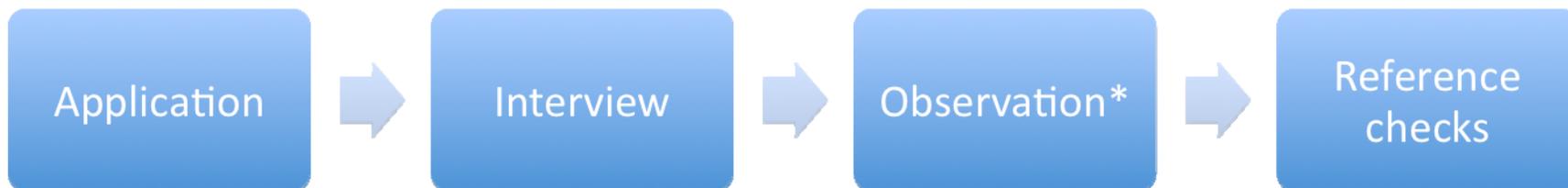
- Ask candidate to submit a video clip of their teaching accompanied by a written commentary reflecting on the clip and why they did what they did

Option 4: Observe candidates in a group case study

- Set up a case study / team interaction among a group of applicants:
 - Give them several classrooms' worth of student data and ask them to work together as a grade level team to identify the key strategies they would use in response to the data. Observe how candidate works with the other candidates and how well they respect the opinions of others. Observe candidate's comfort level in working with data and the strength of the instructional strategies they suggest.



Additional Screening Tips



Assess resume and cover letter for:

- Work history (gaps, jobs held less than two years, left school mid-year)
- Teaching experience (# of years, type of position, type of school)
- Writing ability, presentation and attention to detail (grammar and spelling)

- Ask probing follow-ups such as: What do you mean when you say...? What would you do if that didn't work? Tell me more about...?
- Allow time for candidate to tour school, chance to meet students, teacher leaders, etc.

- Consider creating a district team of observers to conduct observations of turnaround teacher candidates
- Use group case study or "fish bowl" if unable to conduct any of the 3 suggested observation formats

- Ask for least at least one reference who is a student or a family member of a student (could be a written letter of recommendation).
- Contact at least one person not listed on the candidate's reference list

Adjusting Questions for Novice Teachers

- Focus on their student-teaching experience or classrooms they have observed.
- Use situational / scenario questions (instead of asking for an example of “a time when”, give them a scenario and ask them how they would handle the situation)
- Ask candidate to reflect on what contributes toward teaching success and how he or she plans to implement these success strategies
- Ask candidate about their approach to preparing a good lesson
- Ask about the candidate’s rationale for wanting to become a teacher and their *beliefs* about all students’ ability to learn
- Ask about prior experience working with children or adolescents and how that experience translates to the classroom or qualifies candidate to become a good teacher
- Ask how the candidate plans to further develop his/her instructional and content knowledge
- Ask scenario-based questions on classroom management and approach for interactions with students, parents and colleagues

Section 2: Staffing Strategy

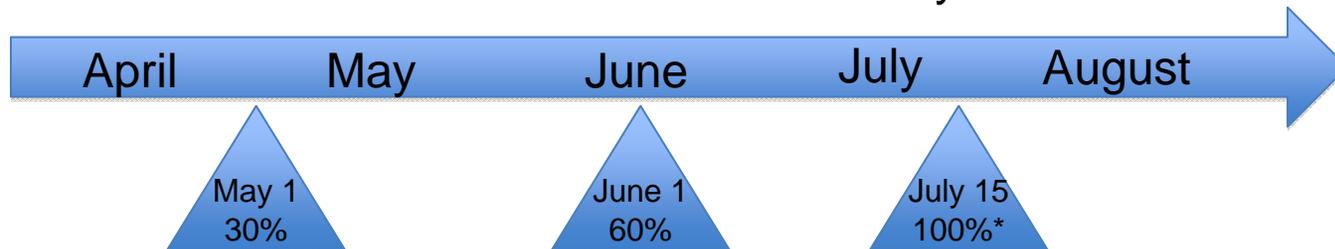
In this section, we will cover:

- The importance of early hiring
- Understanding your current staff
- Understanding your hiring needs
- Keeping your best teachers

The Importance of Being Early

- The New Teacher Project did an extensive national study of urban school district hiring processes (Missed Opportunities) which found:
 - Urban districts get sufficient numbers of applicants, but lose them because they hire too late.
 - Most applicants who withdrew their application cited late hiring decisions as the primary factor.
 - Charter schools, private schools and suburban schools tend to hire earlier.
 - Nearly 50% of withdrawers said they would have accepted a job from the urban district.
 - 80% said they still wanted to be considered for a position in the urban district!
 - As a result, urban districts lose the stronger candidates and are left hiring the weaker candidates.
 - Schools need to hire by May 1 to be competitive for the best candidates.

Recommended % of vacancies 'filled-by' date:



* There will always be some hiring in August but this should be the exception rather than the norm.



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Understanding the Current Staff

Gather and analyze data about the school's current staff, including:

- HR Staff Report that includes:
 - List of all teachers by subject, licensure, employment status, years of experience, attendance, demographics
 - Vacancies created by retirements, resignations, transfers, non-renewals, teachers on waiver, leaves of absence
 - Past evaluation data for every teacher
 - Student performance data by teacher, if available
 - Principal's observations of teachers
- Personal one-on-one conversations with every teacher that help you learn about their intentions and help them to understand yours
 - Do they want to stay, are they committed to the transformation, do they want to help lead, what questions/concerns do they have?

Understanding the School's Hiring Needs

- Segment staff to identify who are the **best** teachers who you definitely want to keep, the **solid** teachers with some need for improvement and the **ineffective** teachers who are in need of significant improvement or change
- Project the number of vacancies by grade level and subject
- Determine your ideal mix of experienced and novice teachers
- Keep the focus on what is best for children in the school

Strategies for Retaining Top Teachers

Establish two-way communication with teachers

- Make sure your best teachers explicitly know that you value them and want to keep them
- Provide forums for teachers, individually and collectively, to have a voice in moving the school forward (e.g. school climate surveys).
- Ask teachers what is important to their students and to them in the turnaround plan

Ask top teachers to take on leadership roles that recognize their effectiveness as a teachers and allow them to explore new challenges and growth opportunities while remaining in the classroom

- Participation on the school's Redesign Team
- Teacher leadership roles that offer differentiated duties and compensation for teachers who serve as mentor or master teachers
- Reconfiguring the leadership structure of the school to create new roles for teachers to have impact at the school-wide level

Strategies for Retaining Top Teachers

(Continued)

Signal your intent to address working conditions and climate issues

- Address major issues immediately, e.g. implement consistent school-wide approaches to climate, safety, and discipline
- Establish professional learning communities create time and help provide content for teachers to collaborate, plan and reflect
- Create a school atmosphere that features trust, professionalism, and shared leadership. Foster a positive, collaborative, and team-oriented school culture.
- Protecting the school from forced placements of ineffective teachers will be an incentive for your best teachers to stay.

Section 3: Marketing and Recruitment

In this section, we will cover:

- Creating incentives to teach in Level 4 schools
- Recruiting for your district
- Recruiting for your school
- Talking about the Level 4 status

Possible Incentives to Attract and Retain Outstanding Teachers

Opportunity for Impact

- Take their teaching “to the next level” by working with the kids who need them most
- Help lead a historic transformation
- Social justice issue for children

Extra Supports

- Additional money, resources and services for the school
- High quality, job-embedded PD
- Social-emotional and wrap-around services for students
- Access to student data
- Additional school leadership (ie content area coaches) to support teachers

Why would I want to teach in a Level 4 school?

Great Colleagues

- New principal who supports and empowers great teachers
- Team-based, collaborative leadership
- New staff who’ve been rigorously selected
- Allow/encourage teams of teachers to apply together
- No forced placements of ineffective teachers

Extra Time

- Extra time for teacher collaboration and planning
- Increased instructional time for students

Extra Money

- Pay for extended time or additional responsibilities
- Opportunities to advance on a career ladder (e.g. Master Teacher stipends)
- Other (graduate credits, education or housing subsidies)



Recruitment – District Level

- The most immediate and important thing the district can do is to appoint great **principals** who have reputations among teachers for 1. being strong but supportive and fair, 2. empowering teacher leaders, and 3. valuing and developing great teachers.
 - One survey¹ asked teachers to rate the likelihood of their applying for or accepting a job in an urban district that varied on five characteristics: starting salary, supportive principal, curricular flexibility, presence of an induction program, and ethnic composition of the students. The teachers were most attracted by a supportive principal. The principal's reputation for supporting teachers had a larger influence on job choice than an increase in starting salary of ██████!
- Hold a **special hiring fair** for Level 4 schools – publish widely, focus on inviting shortage area teachers, partner with area universities to promote the fair, engage Level 4 principals in the planning
- Utilize **early “Letters of Intent”** to make contingent offers immediately to exemplary candidates in high need subjects prior to having a specific assignment for them.
- Promote your Level 4 schools at any **Job Fairs** that you attend
- Tap into excellent teachers being **laid off** in your district or surrounding districts
- Leverage upcoming **statewide recruitment campaign** and tap into **MECC**



Recruitment – District Level

- ESE has launched Amazing Teachers - a statewide recruitment campaign for ‘turnaround’ teachers
- Goal is to target experienced, effective teachers and appeal to them to consider being part of a turnaround effort
- Campaign is designed to generate positive buzz and help teachers see the benefits and opportunities for teacher leadership in Level 4 schools
- The “call to action” drives candidates to a new website about turnaround schools and links them to the nine districts (each district has its own page)
- Additional tools are available to districts to use in local recruitment:
 - Print: Newspaper ad; flyer
 - Electronic: HTML emails to forward to candidates; banner ad for your website
 - Lists of teachers: Website captures basic info about teachers interested in your district



Recruitment – School Level

1. Develop Recruitment Plan

- Set goals
- Identify sources of teachers
- Set timeline/deadlines
- Designate resources (people and money) and time needed to meet goals

2. Create Recruitment Materials

- Create a 1-page school profile describing school, goals and extra supports and opportunities for teachers
- Create a simple recruitment webpage on your school website that “sells” your school to candidates and describes why your school is a great place to work. Include info on how to apply as well as student and staff profiles. Keep updated with any current vacancies.

Recruitment – School Level (continued)

3. Establish Recruitment Team

- Create a team of “Recruitment Ambassadors” from among your current great teachers to reach out to and shepherd candidates through the hiring process

4. Actively Recruit

- Host an Open House to introduce candidates to school and students
- Attend hiring fairs – set up a personalized, inspiring table with information about your school
- Engage community groups in your recruitment efforts (e.g. craft emails that they can forward around about specific openings)

Discussing Level 4 Status with Candidates

- Emphasize that the increased accountability comes with increased supports and resources
- Be prepared for the “hard questions” and prepare honest and inspiring answers
- Create an FAQ for your interviewer teams
- Share your plans for addressing some of the toughest issues that they may have heard about (e.g. discipline issues, low attendance, teacher morale, etc.)

Section 4: Cultivating Top Candidates

In this section, we will cover:

- Selling your school
- Cultivating your top candidates

“Selling” Your School

- Describe your vision for the redesign of the school and emphasize your desire to involve teachers in the redesign planning
- Present an inspiring, yet honest, view of your school’s challenges and opportunities
- Inform them about the benefits of the Level 4 status and extra resources and supports
- Talk about the strengths that make your school unique, including:
 - Students: special populations, talk about or introduce them to a few special students
 - Teachers: culture among staff, recognized educators
 - Support for Teachers: Mentoring, new teacher support, leadership opportunities, professional development
 - YOU (the principal): your vision, your approach to management, your discipline philosophy
 - Special programs or partnerships: art, science, test prep support, summer or after school programs
 - Community: diversity, parent involvement, housing
 - Facilities: specialized spaces for theatre or technology, modern or historic

“Closing the Deal” with Your Top Candidates

Increase the likelihood that exemplary / high priority candidates (who likely have competing offers and options) accept your offer:

- Send them something with the school logo on it (pencil, cup, etc.) as a welcome gift
- Start regular communications via weekly email updates over the summer
- Match the new hire with a “buddy” teacher who can reach out to them via phone or email, welcome them to the school, offer to answer any questions, etc.
- Host a reception (purely fun) over the summer for all staff, new and returning to meet and socialize
- Maintain contact with exemplary candidates who you were unable to hire (for future hiring needs)

Section 5: Orientation & Team-Building

In this section, we will cover:

- Orienting and building your school team

Orientation and “Re-Building” the Team

- Hit the ground *learning*
- Establish a culture of high expectations, respect, trust and shared leadership
- Acknowledge that change is hard
- Provide a school-based orientation (for anyone new) in addition to any district-wide orientation
- Make sure any novice teachers are connected to supports (mentor, PD, etc.)
- Identify other supports that teachers need in order to be successful

Referenced Material

The screening questions that are provided were drawn from many sources and are acknowledged here:

- Achievement First Charter School
- American Federation of Teachers
- Boston Teacher Residency
- Boston Public Schools
- Citizen Schools
- Jill Berg, consultant to the Boston Plan for Excellence
- Jon Saphier, Research for Better Teaching
- Kim Marshall
- Massachusetts Dept. of Elementary and Secondary Education
- Massachusetts Teachers Association
- MATCH Teachers' Corp
- Public Impact
- Teach for America
- Teach Plus
- The New Teacher Project



Appendix I

Boston Public Schools

Instructional Leader Job Description

Instructional Leader, Full-time Position
Job Description
Boston Public Schools

Instructional leader responsibilities shall include, but are not limited to the following:

- Teach a full schedule
- Assist teachers in planning for, reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement
- Leading data inquiry teams and supporting other teachers in the analysis and use of data
- Facilitating professional development around specific school needs, particularly around ELL and SPED
- Work with struggling students during vacation camps and academies
- Responsible for monitoring support services provided by external service providers
- Tracking the implementation of a “Turnaround Plan(s)” and documenting progress
- Facilitating various school teams such as: ILT’s, SST’s, Grade Level Team meetings, Common Planning Time
- Regularly confer with staff and facilitate opportunities for the observation of exemplary practice and model lessons
- Model innovative teaching methodologies
- Assist staff in identifying instructional resources, additional support and appropriate professional development in the school community as well as the district
- Maintain and submit documentation of professional development activities through MyLearningPlan.com
- Promote the development of a professional learning community among teachers in the school
- Participate in extensive professional development, job embedded and outside of workday, focused on skills and strategies that support teacher development and student achievement. Skills such as : leading effective teams, data strategy implementation, “turnaround” proficiencies
- Review, design and develop school-based curriculum as assigned
- All other duties as assigned by Principal/Headmaster

Required Qualifications:

- Valid Massachusetts license
- K-12 teaching experience
- Demonstrated commitment to diversity, ensuring all students access to the highest quality instruction, and closing the achievement gap
- Mastery of pedagogical and subject matter skills
- Manage time and resources effectively
- Demonstrate culturally responsive teaching and competencies
- Strong interpersonal skills
- Proven expertise in designing and implementing standards-based instruction
- Demonstrated commitment to professional growth and learning
- Experience in relating to adult learners
- Familiarity leading professional development or creating other learning opportunities for teachers
- Willingness to help teachers in various stages of their development identify their progress against standards for teaching proficiency, by engaging in non-evaluative conversations about their practice, using evidence of classroom practice and student learning.

Preferred Qualifications:

Given the BPS Accelerated Agenda, experience in one of more of the following areas is desirable: Special Education, English Language Learning, and Secondary Math and Science

Appendix J

Partner Information:

Community Training and Assistance Center (CTAC)

About CTAC

In the Amazing Teachers initiative, the Community Training and Assistance Center (CTAC) will serve as a partner with Boston, Springfield and the Massachusetts Department of Elementary and Secondary Education. CTAC will conduct the project evaluation and the professional development audits.

CTAC provides technical assistance, research and evaluation services, and public policy support which have built the capacity of districts and states to develop and implement reforms throughout the United States.

As an example, CTAC has assisted 40 state level teams and numerous individual states on the dual issues of state-to-district and state-to-school interventions. This includes leading the technical assistance within state-to-district interventions in New Jersey, Ohio and California, with student achievement increases in all participating districts. Moreover, CTAC conducted the first longitudinal evaluation of the impact of a state takeover on student achievement and systems change.

CTAC is a national leader in the area of performance-based compensation. CTAC has assisted numerous districts, states, unions and foundations, including serving as the technical assistance provider to Denver's landmark Pay for Performance initiative and conducting the comprehensive study of the initiative. CTAC has also authored seminal reports such as *Pathway to Results* and *Catalyst for Change*, the comprehensive, longitudinal studies on the impact of performance-based compensation on student achievement, teacher effectiveness and systems change. CTAC also regularly provides briefings to members of the U.S. Congress, U.S. Department of Education, state legislatures and departments of education.

Appendix K

Partner Information:

Boston Plan for Excellence in the Public Schools (BPE)

School Improvement through Inquiry

> Getting Boston Students On Track for Success



Closing Gaps in the First-Chance System

For many Boston students, an excellent K-12 education is the best or only route to a secure future. In its work with individual schools and the school district as a whole, the Boston Plan for Excellence (BPE) focuses on making students' first attempt at school successful.

Drawing on years of experience supporting whole-school improvement in the Boston Public Schools and informed by the success of our colleagues across the country, BPE provides school teams with data, tools, and support that help them identify and address the needs of students who are at risk of falling behind. Together with our district partners, we have developed a structured inquiry approach that does what isolated initiatives have not: It helps teachers and school leaders respond to student performance data in a systematic way, investing energy where it has the greatest impact.

Boston's Inquiry Approach

Inquiry is a structured process for addressing gaps in student learning. Inquiry participants use student data to get specific about performance challenges, design improvements, and identify their own professional learning needs. Through a facilitated process, teachers and school leaders integrate their efforts to achieve a single purpose: getting more students on track for promotion, graduation, and college success.

With support, school teams:

- » Analyze a variety of student data to uncover patterns in classroom and school practices that allow performance gaps to persist.
- » Identify a group of target students, set specific goals for improvement, implement small changes in practice, and refine the approach until goals are met.
- » Build on successful work with target students so that evidence, rather than instinct, informs decisions about curriculum, use of resources, school policies, and other practices that affect all students.
- » Develop teachers' and administrators' capacity to improve outcomes for struggling students and lead schoolwide change.

The Challenge

- » Over 1,000 students drop out of district high schools each year, and only 13% of ninth grade students go on to complete a college degree.
- » Significant achievement gaps persist between schools and among groups of students.
- » In many of Boston's non-selective schools, a disproportionate number of students *begin* far behind their district peers.

The Results

- » In Boston schools that have implemented an inquiry approach, target students who began off track have made impressive gains on math and English language arts (ELA) learning targets.
- » After just one year of doing inquiry, many schools have seen big improvements in student attendance and course passing — two key predictors of high school graduation.
- » Several schools that implemented inquiry over two or three years achieved major gains in the percentage of students meeting MCAS requirements in ELA.



Inquiry Services from the Boston Plan for Excellence

> Getting Boston Students On Track for Success



Team Capacity Building

Trained facilitators support content-area teams and the school’s instructional leadership team — the body of teachers and administrators that oversees schoolwide instructional improvement — as they learn to implement the inquiry process as a part of their core work. Teams meet during their regularly scheduled times, using tools that help them make sense of data, sharing what is working in their classrooms, and seeking additional professional development when they need it. Teacher leaders receive one-on-one support to build their facilitation and leadership skills.



Leadership Coaching

School leaders receive individualized coaching that helps them establish an effective instructional leadership team and make leadership decisions that build and sustain the inquiry process. They also receive just-in-time feedback and advice to build their overall leadership capacity and that of their teacher leaders.



Data Tools

The Boston Plan for Excellence partners with the school district to provide schools with easy-to-use data tools that help them to track student progress toward graduation and make strategic interventions. Early warning data (informed by national and local research) help school teams identify and track students who, without support, would be likely to drop out. Data tools are updated every academic quarter, enabling teachers and principals to make timely decisions about which students need which kinds of support and to communicate progress with the school community.

- The Composite Learning Index pulls important student-level data into one place, with an “on-track/off-track” flag for every student.
- A school-level data dashboard helps a school’s instructional leadership team monitor progress on key indicators.
- Customized reports for individual students provide each student with a clear picture of his progress toward meeting promotion, graduation, and college admissions requirements.
- Public displays of data help staff, students, and visitors see, at a glance, how the school is doing in meeting the goal of getting more students on track.



Cross-School Network

In monthly network meetings, principals and teacher leaders from participating schools share their successes and struggles. Meetings include time to problem-solve with colleagues, plan next steps, and practice new approaches that can help teams meet the needs of more students.

For more information about BPE’s school-based inquiry model and services, contact:

Stephanie Sibley
Chief Program Officer
ssibley@bpe.org
or visit our website: www.bpe.org



As a local education fund and nonprofit, the Boston Plan for Excellence seeks and supports innovative solutions to the toughest problems faced by Boston’s students, their teachers, and the school district as a whole. For 25 years, BPE has contributed to major improvements in Boston’s schools, improvements that have affected the lives of countless children and families. The work continues. We will not be satisfied until every student in Boston receives the education she deserves.

Every school. Every classroom. Every student.

Appendix L

Massachusetts Department of Elementary and Secondary Education (DESE)

Characteristics of Standards-Based Teacher and Learning: Continuum of Practice



CHARACTERISTICS OF STANDARDS-BASED TEACHING AND LEARNING: CONTINUUM OF PRACTICE

A school may find it useful to ground the Focus of Inquiry for a *Learning Walkthrough* in an existing framework that provides a common language or reference point for looking at teaching and learning. The *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice (the Continuum)* is such a resource. The *Continuum* provides an overview of seventeen characteristics of standards-based practice, along with related indicators to suggest the level at which the practice is implemented, from Not Evident, to Developing, to Providing, to Sustaining.

This overview is divided into sections focused on:

- Organization of the classroom;
- Instructional design and delivery; and
- Student ownership of learning.

Using the document as a reference may help a school highlight how different levels of standards-based practice are characterized, making it easier to articulate the shifts that must take place in order to achieve a Sustaining level of practice. In each case, placements of practice are based on the particular span of time during which the *Learning Walkthrough* team is in the classroom and may not necessarily describe the full range of daily practice in that class. These categories are understood as:

No Evidence: The given standards-based characteristic is not evident or is so infrequent that its impact is negligible during the *Learning Walkthrough*.

Developing: The standards-based characteristic is emerging in the class. It may include new strategies and techniques that are being tried but are not yet fully developed or implemented with fidelity. The practice may engage only some students, may intermittently help students to access the content, may be more procedural or mechanical, or may not be based on appropriate learning standards.

Providing: The standards-based characteristic is established in the class. The strategies and techniques are implemented with fidelity. The practice engages all students and is used purposefully to allow all students to access the content, understand the concepts, and reach appropriate learning standards.

Sustaining: The standards-based characteristic encompasses practice at the Providing level that has become embedded into classroom culture. Student voice and student ownership of learning are evident.

On rare occasions, observations may yield a **Not Applicable** due to extenuating circumstances, which may include students engaging in an assessment during the scheduled observation time or an evacuation of the room due to a fire alarm. Team members otherwise note details of teaching and learning observed.

For more information on *Learning Walkthroughs* and other district support resources, or to share feedback on this tool, visit <http://www.doe.mass.edu/sda/ucd/> or email districtassist@doe.mass.edu.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
Organization of the Classroom				
1. Classroom <i>climate</i> is characterized by respectful behaviors, routines, tone, and discourse.				
		<ul style="list-style-type: none"> Rules, procedures, and routines are evident, but respectful discourse (teacher-to-student[s], student[s]-to-teacher, or student-to-student) is not observed. 	<ul style="list-style-type: none"> Students ask questions and contribute throughout the lesson. ELLs and students requiring SPED services participate equitably in classroom routines. Positive, respectful relationships (teacher-to-student[s], student[s]-to-teacher, and student-to-student) are evident. Students use respectful and appropriate language in the classroom. Students demonstrate respect for property and materials. 	<ul style="list-style-type: none"> Expectations about supportive learning relationships are explicit, are more student-directed than teacher-modeled, are collaboratively developed, and are supported by all members of the classroom community.
2. A learning <i>objective</i> (not simply an agenda or an activity description) for the day's lesson is evident. Applicable language objectives are evident and aligned to the ELPBO (<i>English Language Proficiency Benchmarks and Outcomes</i>) for English Language Learners.				
		<ul style="list-style-type: none"> Learning objective(s) and/or standards are posted in language as number references or in full text from the <i>MA Frameworks</i>. Objectives are posted but are either not in view of all students, not in student-friendly language, not related to key concepts or "big ideas," or not aligned to the standard(s). Verbal reference to the objective(s) or standard(s) is not made by the teacher or the students. 	<ul style="list-style-type: none"> The teacher ensures that all components of the lesson (for example, learning activities, assessment, homework) contribute to the lesson objectives and to student mastery of the standard(s). The teacher states the objective(s) of the lesson, connects objective(s) to one or more "big ideas" from previous learning, provides students with a rationale for learning, and revisits lesson goals at the end of the lesson. The students easily locate learning objectives (for example, on an agenda, poster, handout), understand the objective(s), and work toward meeting the objective(s). The teacher posts the standards-based lesson objective(s) in age-appropriate, student-friendly language. Appropriate language objectives for LEP students are evident and aligned to the ELPBO, along with identified content objectives from the <i>MA Frameworks</i>. 	<ul style="list-style-type: none"> Students connect to standards-based models of proficiency or exemplary products and can identify learning goals that have been met. Students grasp the relevance of what they are learning, can make real-world connections, and apply their learning.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
3. Available class time is maximized for learning.				
		<ul style="list-style-type: none"> • The teacher facilitates transitions with the loss of some learning time. • Students spend time listening to instructions and procedures. • Not all students are engaged for the entire class period. 	<ul style="list-style-type: none"> • The teacher establishes a purposeful and well-paced lesson structure (for example, an activator to open the lesson; a summary for closure; a “ticket out the door” for assessment). • Students follow classroom routines well enough that minimal time is spent on listening to instructions and organizational details such as attendance-taking or class materials-allocation details. • Students begin work when the class is scheduled to begin. • Students transition smoothly between learning activities. 	<ul style="list-style-type: none"> • Students are self-directed and transition smoothly from one learning experience to another, maximizing learning time.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
Instructional Design and Delivery				
4. Instruction links academic concepts to students' prior knowledge and experience.				
		<ul style="list-style-type: none"> The teacher provides a link for the purpose of activating prior knowledge, but not all students make or understand the connection. 	<ul style="list-style-type: none"> Instructional strategies activate prior knowledge. The teacher connects current student learning with objectives and concepts from previous and subsequent lessons, requiring students to draw on their existing knowledge. Students respond to opportunities provided by the teacher to make connections between the lesson and personal experience. 	<ul style="list-style-type: none"> Students draw on their existing knowledge and their experience of the world around them to inform their learning.
5. Supplemental materials are aligned with students' developmental level and level of English proficiency				
		<ul style="list-style-type: none"> Materials may be available, but they are neither explicitly included in the design of the lesson nor targeted to support specific students' learning. 	<ul style="list-style-type: none"> The teacher supports students with such things as manipulatives, pictures, visuals, adapted text, graphic organizers, and multimedia to address students' learning needs. 	<ul style="list-style-type: none"> Students access or generate support materials that address their individual learning needs.
6. Presentation of content is within the students' English proficiency and developmental level.				
		<ul style="list-style-type: none"> The content of the lesson is not differentiated based on each student's level of proficiency. 	<ul style="list-style-type: none"> The teacher knows and responds to students' ability, readiness, and learning style and appropriately prepares learning opportunities. The teacher provides all students entry into the lesson, regardless of current knowledge. Students engage in activities that are appropriate in terms of complexity and pacing for their current level of knowledge and skill, but which challenge them to move forward. Written texts and assessments are at appropriate challenge levels. 	<ul style="list-style-type: none"> Students chart their performance and set goals for what they need to learn to move to the next level(s) of proficiency. Students choose appropriately challenging activities and assignments.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
7. Depth of content knowledge is evident throughout the presentation of the lesson.				
		<ul style="list-style-type: none"> Content is presented as unrelated facts, procedures, and skills. 	<ul style="list-style-type: none"> All content explained and demonstrated throughout the lesson is accurate. Concepts and ideas are explained in multiple ways to facilitate student understanding. Connections are made across ideas and strands. Content is presented as a system of ideas, concepts, and understandings. The teacher identifies and corrects misconceptions through exploration and discussion when necessary. 	<ul style="list-style-type: none"> Students identify and correct their own misconceptions through exploration and discussion.
8. Instruction includes a range of techniques such as direct instruction, facilitating, and modeling.				
		<ul style="list-style-type: none"> There is an attempt to vary instruction, but the selection of the various techniques is not purposeful. Instruction does not access students' prior knowledge or make connections to related content. Instructional strategies do not facilitate the development of background knowledge, reasoning, or content vocabulary. Varied techniques result in over-scaffolding of instruction. Student ownership of learning is not evident, and this may be due to predominant teacher talk. Student behavior interferes with implementation of varied instructional techniques. Students work in groups, but the purpose and intended outcomes are unclear. Multiple adults are in the classroom, but roles in supporting implementation of the lesson are unclear. 	<ul style="list-style-type: none"> Varied instructional strategies target learning objectives. Varied instructional approaches anchor the lesson in prior knowledge and build content vocabulary. Students learn thinking and reasoning skills and strategies through think-alouds and other meta-cognitive approaches that the teacher models. Sheltering content makes the lesson more comprehensible to students who are not yet proficient in English. For example, strategies help students build background knowledge, develop key vocabulary, and apply comprehension strategies. Appropriately scaffolded instruction makes use of manipulatives, technology, or other means to support student understanding. Students engage in group work or activities that align to grade-level standards and learning objectives. Students gain access to the lesson through direct support from the teacher or other adults in the classroom. 	<ul style="list-style-type: none"> Students independently utilize methods/strategies, models, and materials. Lesson design allows students to collaborate to enhance thinking and reasoning skills. This is done through think-alouds and other meta-cognitive strategies. Lesson design supports student exploration through the use of such things as technology and classroom libraries.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
9. Questions require students to engage in a process of application, analysis, synthesis, and evaluation.				
		<ul style="list-style-type: none"> • There is a predominance of lower-level questions such as clarifying, recall, knowledge, and simple comprehension questions. • Students provide one-word or short responses. • Most students fail to respond to higher-level questions. • Student responses reveal misconceptions. These misconceptions are not corrected or addressed. • There is insufficient wait time. • Oral questions, and written questions included in tasks and assignments, do not align to the grade-level standards and/or the learning objectives of the lesson. • Students do not have the opportunity to pursue ideas that are essential to the lesson. 	<ul style="list-style-type: none"> • Probing questions challenge students to explore concepts/big ideas. • In response to questions, students express opinions and defend their reasoning with evidence while using appropriate content language. • Wait time allows students to collect their thinking and respond to questions. • Student responses direct discussions and set the context for teachable moments. • Student responses to questions prompt re-teaching to address misconceptions when necessary. • Classroom discourse engages all students. • Oral and written questions align to grade-level standards and objectives. • Students pursue ideas that are essential to the lesson. 	<ul style="list-style-type: none"> • Students ask clarifying, probing, and open-ended questions of their teacher and of one another to examine their thinking and develop a deeper understanding of content. • Students formulate answers that are conceptual and well thought out. • Students question, contribute, and collaborate throughout the lesson. • Oral and written questions push student thinking beyond grade-level standards and generate connections to related content from across disciplines.
10. The teacher paces the lesson to ensure that all students are actively engaged.				
		<ul style="list-style-type: none"> • Not all students are participating or actively engaged. • Wait-time is not effectively provided to allow all students meaningful participation. 	<ul style="list-style-type: none"> • The teacher uses time effectively to allow all students meaningful participation. • Wait-time is utilized to allow for responses from all students, including ELLs and those requiring SPED services. 	<ul style="list-style-type: none"> • Students utilize available time to contribute and discuss ideas respectfully with their peers.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
11. Students articulate their thinking and reasoning.				
		<ul style="list-style-type: none"> • A few students dominate the discussion and are the only ones who share their thinking and reasoning. • There is an opportunity for discussion, but the process is neither modeled nor facilitated for students. • Use of specific content vocabulary during classroom discourse is minimal or inaccurate. • Students do not record (in a developmentally appropriate way) their thinking during group work. 	<ul style="list-style-type: none"> • The majority of students make their thinking and reasoning public. • Students make sense of the activity and justify their conclusions. • Students use various means, verbally or in writing, to develop, record, and represent their ideas and thinking. • Strategic use of techniques, such as think-pair-share and turn-and-talk, supports student engagement and advances student thinking and reasoning related to key concepts and big ideas. • Students, including ELLs and those requiring SPED services, use appropriate vocabulary to express their ideas and understandings. • Pre-writing, concept mapping, or brainstorming activities support thinking and reasoning. • Students make connections to prior learning and activities. • Students openly process one another's thinking by actively listening, rephrasing, or agreeing/disagreeing and providing reasons why. 	<ul style="list-style-type: none"> • All students reflect on their own and on their peers' reasoning. • Students compare and contrast their thinking and opinions to those of others. • Students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and through work they produce.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
12. Students are inquiring, exploring, or problem solving together, in pairs, or in small groups.				
		<ul style="list-style-type: none"> • The lesson is characterized by extended teacher-talk. • Not all students are consistently engaged in inquiry, exploration, or problem solving. • Students work in small groups or pairs, but expectations and guidelines are not clear. 	<ul style="list-style-type: none"> • Students discuss and debate their positions/rationales. • Students ask questions and make comments that indicate their understanding of and reflection on concepts. • Students support their reasoning with data and evidence. • Students articulate their understanding using appropriate content language. • Students are engaged in sustained verbal interaction, often in small groups, in order to complete carefully designed academic tasks that include speaking, listening, reading, and writing. • The teacher holds all students accountable for their contributions to group work. • The teacher provides clear guidelines and expectations for group work. 	<ul style="list-style-type: none"> • Students monitor their own understanding and ask for assistance when they need it. • Students are learning in the context of real-world problems and applications. • Students make interdisciplinary connections when applicable.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
13. Opportunities for students to apply new knowledge and content are embedded in the lesson.				
		<ul style="list-style-type: none"> • Students learn and practice skills and procedures. • Application of learning is not evident in lesson design or classroom artifacts. • Students complete worksheets that do not require application of conceptual understanding. • Application is evident but is not at an appropriate level of rigor. • Over-scaffolding minimizes students' opportunity to apply new knowledge. • Tasks in learning centers do not connect to the themes or to the progression of learning in the unit. 	<ul style="list-style-type: none"> • Students apply new conceptual knowledge, not just skills/procedural knowledge. • Applications of learning are integrated into lesson design. • Students present their work to the class. • Students express a clear understanding of what they are doing and why. • Application of new knowledge in problem-solving situations is evident in student performances and work products. • Students take learning and generalize it to solve unfamiliar problems or to approach unfamiliar tasks. • Students take risks as they grapple with new concepts. • Tasks are at a level of rigor that is appropriate for the grade level. • Students' performances and work products demonstrate progress toward mastery of learning. • There is a gradual release of responsibility from teacher to student for the lesson and its outcomes. • Students use data they generate to draw conclusions, synthesize, and evaluate. 	<ul style="list-style-type: none"> • Students apply their learning, engage in problem solving, and make real-world connections. • Students express clear expectations for what they are doing, why, and how the task relates to the themes or progression of learning in the unit. • Work products serve as evidence that students have drawn on related content from across the disciplines in order to complete the task. • Students generate original examples of applications. • Students' performances and work products demonstrate mastery of learning.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
14. On-the-spot formative assessments check for understanding to inform instruction.				
		<ul style="list-style-type: none"> Teacher-student interactions focus on task completion, not on developing or checking for understanding. Hints or prompts from the teacher relate to procedures rather than extending student thinking. Not all students have equal opportunities to express what they know and are able to do. The lesson progresses without a consistent or frequent means of gauging student understanding. 	<ul style="list-style-type: none"> Quick, on-the-spot assessments (for example, thumbs-up/thumbs-down, ticket to leave, or teacher interactions) gauge student understanding. Routines and systems are in place to inform the teacher of what each student knows/is able to do. Students receive immediate and explicit feedback to guide their learning. Students receive feedback (from the teacher or other students) during individual, small group, and whole group work to guide their understanding of important concepts, ideas, and vocabulary. The teacher confers with individuals or small groups to develop and support understanding and to record notes from the session. 	<ul style="list-style-type: none"> Students take initiative to develop and further their own learning. When appropriate, students provide feedback to peers regarding their level of mastery in relation to the standards. The impact of student conferences is evident through a progression of student work/artifacts.
15. Formative written feedback to students is frequent, timely, and informs revision.				
		<ul style="list-style-type: none"> Student work products receive minimal written feedback related to the standard(s) and detailing students' progress toward meeting the standard(s). There is little evidence to show that feedback has been timely or frequent. Feedback is corrective and does not invite/guide revision. Feedback affirms student effort but does not provide specifics on how to address areas that need improvement or how to make strong areas even stronger. 	<ul style="list-style-type: none"> Students receive specific and timely written feedback regarding their progress toward meeting the standard(s). Feedback encourages students to reflect on their learning. Students revise work on the basis of feedback. Students design rubrics using clear, standards-based criteria with assistance from the teacher. Standards-based rubrics frame feedback to students. 	<ul style="list-style-type: none"> Students use portfolios to self-monitor progress toward meeting the standard(s). Students provide appropriate feedback to peers reflecting their progress toward meeting the standard(s). Students independently generate standards-based rubrics. Students self-assess on the basis of standards-based rubrics.

Characteristics of Standards-Based Teaching and Learning: Continuum of Practice

N/A	No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
Student Ownership of Learning				
16. Students can explain how routines, procedures, and processes are helping their thinking and learning.				
		<ul style="list-style-type: none"> The teacher lays out routines, but students do not make explicit connections among the routines, procedures, and processes and their learning. Descriptions, rubrics, or exemplary work to define what constitutes a high-quality product are not evident. 	<ul style="list-style-type: none"> Students can explain the routines, procedures, and processes they use, and can explain how these enhance their learning. Students have and use descriptions, rubrics, and/or exemplary work to define what constitutes a high-quality product. 	<ul style="list-style-type: none"> Students request and detail those routines, procedures, and processes that are most advantageous to them as learners.
17. Students can express in their own words what they are learning and why, when asked.				
		<ul style="list-style-type: none"> Students are able to describe the activity in which they are engaged, but they are unable to explain what they are learning from the activity, why it is important, or how they will know if they are mastering the focal standard(s). 	<ul style="list-style-type: none"> Students can describe the standards they have mastered and what requires additional work. Students are aware of the learning objectives that are being assessed in the lesson and unit. 	<ul style="list-style-type: none"> Students know and can explain how their work/performance reflects their level of mastery in relation to the standard(s).

Appendix M

**Massachusetts Department of Elementary and Secondary Education
(DESE)**

Common Planning Time Self-Assessment Toolkit (Excerpt)

Common Planning Time Self-Assessment Toolkit

Guide for Analyzing Common Planning Time Survey Data

Version 1.2 (April 2010)

EXCERPT

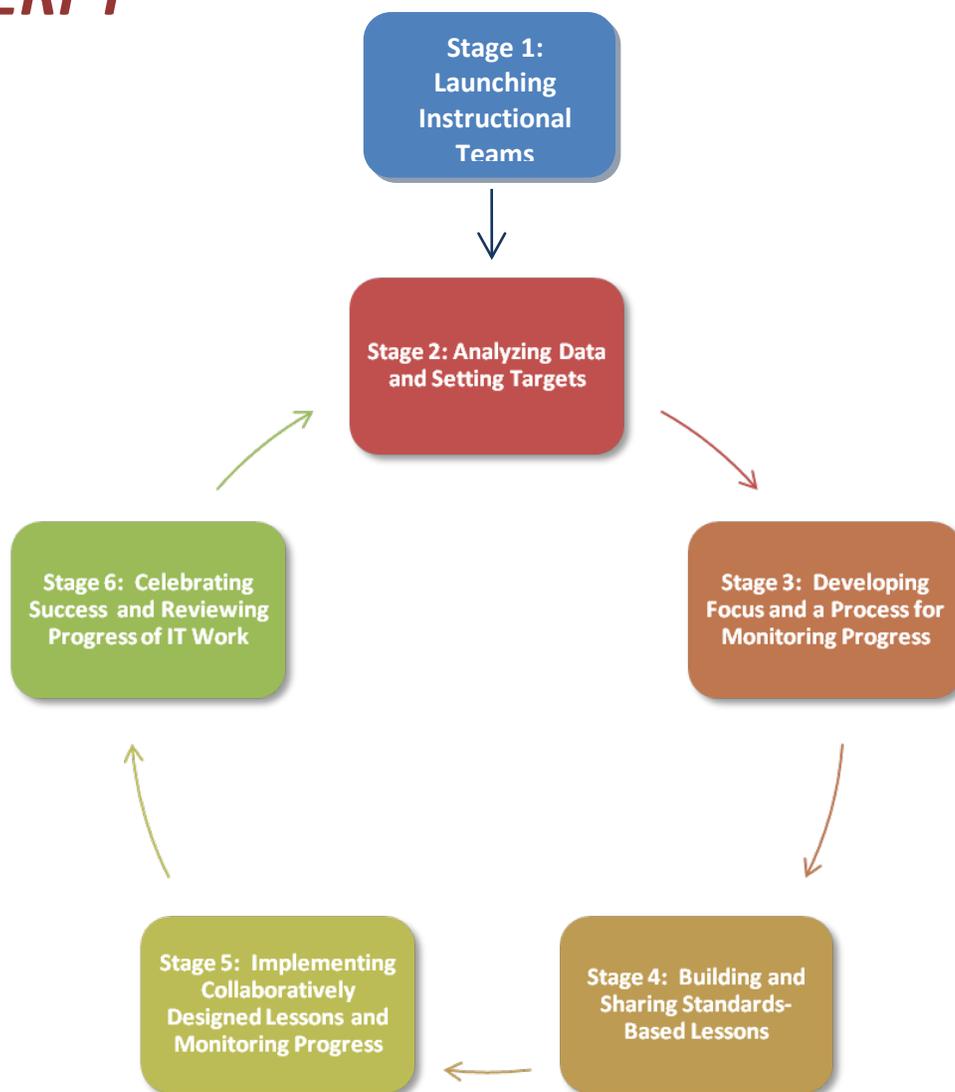


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Many thanks to all the individuals who contributed to the creation of this Toolkit, including personnel from Cambridge Education; Lawrence and Lowell Public School Districts; and the MA ESE Office of Urban and Commissioner’s Districts.

For more information on the *Common Planning Time Self-Assessment Toolkit* and other district support resources, visit <http://www.doe.mass.edu/sda/ucd/> or email districtassist@doe.mass.edu.

Common Planning Time Self-Assessment

Appendix A: Principal/School Administrator Survey

1. School name:		2. How would you categorize your school? (Early Childhood, Elementary, Middle, K-8, 6-12, High School, other: _____)		Today's date:	
3. Think of how teachers are grouped into instructional teams in your building. How many of the following types of teams does your school have? (will have pick-list from 0-15 for each type of team)					
_____ Grade-level		_____ Courses taught		_____ Subject area/ Department	_____ Vertical
_____ Interdisciplinary team		_____ By type of student		_____ Other (please specify):	
4. Thinking of all these teams, how many would you say are having a positive impact on student learning?					
<input type="radio"/> 0-25%		<input type="radio"/> 25-50%		<input type="radio"/> 50-75%	
				<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
5. Have teachers in your school participated in training regarding how they use team time and/or how to function as a team?					
<input type="radio"/> Yes		<input type="radio"/> No		Not sure	
6. Have teachers in your school participated in training regarding how to <i>facilitate</i> team meetings?					
<input type="radio"/> Yes		<input type="radio"/> No		Not sure	
7. How many of the school's teams consistently do each of the following?					
a) Create and revisit shared norms, goals, and language for the work		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
b) Analyze data and set targets		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
c) Develop focus and monitor progress		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
d) Build and share standards-based instruction		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
e) Implement collaboratively designed lessons and monitor progress		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
f) Reflect on teamwork and celebrate success		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
8. Please respond to the following statements about the teacher instructional teams in your building:					
a) Instructional team participants in our school have a shared understanding of how common planning time ought to be used.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
b) There is adequate time in our school schedule for instructional teams to meet.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
c) Instructional teams have been formed and meet regularly during the scheduled times.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
d) Teacher team meetings are focused on instructional planning .		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
e) Teacher team meetings have improved our responsiveness to student needs and strengths.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
f) Teacher team meetings have resulted in better classroom instruction.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	

Common Planning Time Self-Assessment

Appendix B: Teacher/Team Member Survey

1. School name:		2. How would you categorize your school? (Early Childhood, Elementary, Middle, K-8, 6-12, High School, other: _____)		Today's date:	
3. Think of how teachers are grouped into instructional teams in your building. Which teams are you a member of? (will have pick-list from 0-15 for each type of team)					
_____ Grade-level		_____ Courses taught		_____ Subject area/ Department	_____ Vertical
_____ Interdisciplinary team		_____ By type of student		_____ Other (please specify):	
4. As you reflect on the teams you belong to, how many would you say are having a positive impact on student learning? (If you only belong to one team, rate its impact on student learning on a scale of 1-4)					
<input type="radio"/> 0-25%		<input type="radio"/> 25-50%		<input type="radio"/> 50-75%	
				<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
5. Have you participated in training regarding how to use team time and/or how to function as a team?					
<input type="radio"/> Yes		<input type="radio"/> No			
6. Have you participated in training regarding how to <i>facilitate</i> team meetings?					
<input type="radio"/> Yes		<input type="radio"/> No			
7. How many of the teams you belong to consistently do each of the following?					
g) Create and revisit shared norms, goals, and language for the work		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
h) Analyze data and set targets		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
i) Develop focus and monitor progress		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
j) Build and share standards-based instruction		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
k) Implement collaboratively designed lessons and monitor progress		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
l) Reflect on teamwork and celebrate success		<input type="radio"/> 0-25%		<input type="radio"/> 25-50%	
		<input type="radio"/> 50-75%		<input type="radio"/> 75-100%	
				<input type="radio"/> Not sure	
8. Please react to the following statements about the teacher instructional teams in which you participate:					
a) Instructional team participants have a shared understanding of how common planning time ought to be used.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
b) There is adequate time in the schedule for our instructional teams to meet.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
c) Instructional teams meet regularly during the scheduled times.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
d) Our team meetings are focused on instructional planning .		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
e) Our team meetings have improved our responsiveness to student needs and strengths.		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	
f) Our team meetings have resulted in better classroom instruction .		<input type="radio"/> Strongly agree		<input type="radio"/> Agree	
		<input type="radio"/> Disagree		<input type="radio"/> Strongly disagree	
				<input type="radio"/> Not sure	

Appendix C: Establishing and Maintaining Professional Learning Communities

At A Glance: Purpose And Tasks



Stage 1—Launch the Work of the Instructional Teams

Purpose: To reduce teacher isolation by increasing professional collaboration around the instructional core

- Establish vision and purpose
- Set norms and handle logistics (e.g., setting aside time)



Stage 2—Analyze Data and Set Targets

Purpose: To develop culture of data-based instructional decision-making/continuous evaluation of progress

- Review strengths and gaps in student performance data
- Set grade-level or course targets
- Set classroom targets
- Set individual student targets



Stage 3—Develop Focus and a Process for Monitoring Progress

Purpose: To identify skill, conceptual understanding, and problem solving gaps/needs and set appropriate targets

- Determine and prioritize areas of greatest academic need
- Develop process to address and monitor student progress



Stage 4—Build and Share Standards-Based Lessons

Purpose: To ensure that teachers have instructional resources necessary to address prioritized areas of need

- Identify student work that demonstrates a range of proficiency (i.e., exemplars)
- Align curriculum to areas of greatest academic need
- Collaboratively work with colleagues to build lessons
- Incorporate frequent formative assessment in lessons
- Develop and administer common, interim, and/or benchmark assessments



Stage 5—Implement Collaboratively Designed Lessons and Monitor Progress

Purpose: To ensure that the taught curriculum is well planned, data-based, and targeted to students' needs

- Use collaboratively built lessons and formative assessments
- Use protocols to collaboratively analyze and score student work
- Discuss how to engage students in monitoring their own progress
- Assess and document lesson effectiveness
- Ensure that interventions/safety nets are effectively utilized

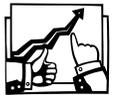


Stage 6—Celebrate Success and Review Progress of IT Work

Purpose: To note small wins and use them as platform from which to achieve greater gains

- Chart or record progress of team's progress meeting Stage 2 targets
- Archive effective lessons and assessments
- Update parents on student progress
- Reflect on the impact of instructional team work

Establishing and Maintaining Professional Learning Communities At a Glance: Roles and Responsibilities

	Instructional Team	Principal's Team	Superintendent's Team
	Stage 1: Launching the Work		
	<input type="checkbox"/> Urgency & Vision <input type="checkbox"/> Common Goals & Norms	<input type="checkbox"/> Align Urgency & Vision <input type="checkbox"/> Master Schedule	<input type="checkbox"/> Systems to Support ITs <input type="checkbox"/> District-Level PLC
	Stage 2: Analyzing Data and Setting Targets		
	<input type="checkbox"/> Review District & School Targets <input type="checkbox"/> Grade/Class/Student Targets	<input type="checkbox"/> Data PD/Review IT Targets <input type="checkbox"/> Coordinate Integration of Specialists	<input type="checkbox"/> Review School-Level Targets <input type="checkbox"/> Coordinate Testing & Access to Data
	Stage 3: Developing the Focus and Mapping Progress		
	<input type="checkbox"/> Identify/Prioritize Needs <input type="checkbox"/> Use System for Mapping Progress	<input type="checkbox"/> Approve Areas of Greatest Need <input type="checkbox"/> Support Services	<input type="checkbox"/> Activate Support of District Staff <input type="checkbox"/> Support Mapping Process
	Stage 4: Building and Sharing Standards-Based Lessons		
	<input type="checkbox"/> Curriculum/Pacing Review <input type="checkbox"/> Build Assessments/Units/Lessons	<input type="checkbox"/> Target PD to Needs <input type="checkbox"/> Lesson/Unit/Assessment Design Protocols	<input type="checkbox"/> Resources to Address Needs <input type="checkbox"/> Review Lessons/Units/Assessments
	Stage 5: Implementing Collaboratively Designed Lessons		
	<input type="checkbox"/> Implement Units & Lessons <input type="checkbox"/> Collaboratively Score Work	<input type="checkbox"/> Deploy Coaches/Conduct Learning Walkthroughs <input type="checkbox"/> Protocol for Scoring Work/Progress Review	<input type="checkbox"/> Benchmarks & Rubrics <input type="checkbox"/> Quarterly Review of Student Progress
	Stage 6: Celebrating Success and Reviewing Progress		
	<input type="checkbox"/> Archive Effective Lessons <input type="checkbox"/> Year-End Review of IT Progress	<input type="checkbox"/> Public Celebration of Lessons/Work <input type="checkbox"/> Approve Changes to ITs	<input type="checkbox"/> Process/Technology for Archiving <input type="checkbox"/> Celebrate Achievements

NOTE: Detailed descriptions of these roles and responsibilities can be found in the *Professional Learning Communities Guidance* document, which is available by visiting <http://www.doe.mass.edu/sda/ucd/> or emailing districtassist@doe.mass.edu.

Appendix N

Massachusetts Department of Elementary and Secondary Education (DESE)

Measurable Annual Goals Guidance for Level 4 Turnaround Schools

Three-Year Exit Criteria for Schools Placed in Level 4: Guidance and Methodology

Measurable Annual Goals

In accordance with the regulations governing district and school accountability and assistance (603 CMR 2.00), the Massachusetts Department of Elementary and Secondary Education (ESE) has established the following academic exit criteria¹ for Level 4 schools:

- 1) Increase the Composite Performance Index (CPI) in English language arts (ELA) and mathematics in the aggregate and for all high-needs students² over a three-year period.
 - a) Level 4 elementary and middle schools shall increase the CPI comparable to the improvement that the top 30 percent of improving schools made statewide between 2006 and 2009.
 - b) Level 4 high schools shall increase the CPI comparable to the improvement that the top 40 percent of improving schools made statewide between 2006 and 2009.
- 2) Decrease the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all high-needs students over a three-year period.
 - a) Level 4 elementary and middle schools shall decrease the percentage of students scoring Warning/Failing on standard MCAS tests comparable to the improvement that the top 30 percent of improving schools made statewide between 2006 and 2009.
 - b) Level 4 high schools shall decrease the percentage of students scoring Warning/Failing on standard MCAS tests comparable to the improvement that the top 40 percent of improving schools made statewide between 2006 and 2009.
- 3) Achieve and maintain a median student growth percentile (SGP) of 40 or higher in ELA and mathematics in the aggregate and for all high-needs students within three years; and
- 4) Level 4 high schools shall meet the Commonwealth's 2012 graduation rate target (75% 4-year rate, or improvement in the 4-year rate of at least 2 percentage points, or a 80% 5-year rate) for all student groups required under the No Child Left Behind Act (NCLB).

¹The regulations also propose "a measure of postsecondary success, once ESE identifies one that is sufficiently reliable, valid, and timely" as an exit criterion. ESE has not yet determined such a measure.

²A high-needs student is defined as a student belonging to one or more of the following groups: special education, eligibility for free or reduced-price lunch, limited English proficient (LEP), and students who, according to district SIMS reports from the past two years (going back to October 2006), have progressed to a point where they can perform ordinary classroom work in English ("formerly LEP").

Frequently Asked Questions

1. What is a “Level 4” school? How were they identified?

A Level 4 school is an “underperforming” school and is both low performing on MCAS over a four year period (in both ELA and mathematics) and not showing signs of substantial improvement over that time. “Level 4” refers to the placement of those schools in the Commonwealth’s Framework for District Accountability and Assistance.

A school is eligible for placement in Level 4 if it scored in the lowest 20 percent of schools statewide, taking into account multiple measures of school performance, including: MCAS performance, CPI, the percentage of students scoring Warning/Failing on MCAS, growth, graduation and dropout rates, and other indicators. Additionally, schools designated by the Board as chronically underperforming prior to 2010 are also eligible for placement in Level 4. A total of 35 schools were placed in Level 4 in 2010 based on these criteria.

More information about Level 4 Schools can be found at:

<http://www.doe.mass.edu/sda/framework/level4/>

2. Why were CPI, MCAS, growth, and graduation rates selected as academic exit criteria for Level 4 schools?

State and federal regulations require multiple measures for gauging the performance and improvement of the Commonwealth’s lowest performing schools, including progress in areas of academic underperformance, and progress among historically disadvantaged subgroups of students.

CPI, MCAS, and growth measure school performance on different dimensions: the CPI rewards improvement from one MCAS performance level to the next, with a particular emphasis on all students reaching grade-level proficiency; declines in MCAS failure rates indicate the extent to which a school is supporting its neediest students; growth, a norm-referenced measure, shows how much groups of students in the school grew from one year to the next as compared to students and schools with similar MCAS performance histories; and the high school graduation rate is an important indicator of the degree to which the school is preparing its students for college and beyond. Taken as a whole, progress on these measures is compelling evidence that students have had equitable access to high quality learning opportunities and are being sufficiently prepared for school and post-secondary success.

For details on how the CPI is calculated, refer to the *School Leader's Guide to the 2009 Adequate Yearly Progress Reports* at www.doe.mass.edu/sda/ayp/2009/default.html.

3. Are these schools expected to show progress on additional indicators in order to exit Level 4 status?

Yes. Level 4 schools are expected to show progress in implementing the conditions for school effectiveness as described in state regulations, and the local school district must also demonstrate that it has the capacity to continue making progress in sustaining school performance.

4. What student groups in Level 4 schools are required to meet the goals?

Each Level 4 school is required to meet three-year goals with respect to CPI, MCAS, and growth for the school’s overall population (“the aggregate”) and for the school’s high-needs

students, defined as any student receiving special education services, any student eligible for free or reduced-price lunch, or any student with limited English proficiency (LEP). Goals are calculated in the aggregate if there are at least 20 students, and goals are calculated for high-needs students if the group consists of 40 students or more.

Each Level 4 high school is also required to meet a three-year goal with respect to graduation rates. Goals are calculated for groups of 6 or more students belonging to the following groups: students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for free/reduced price school lunch), and African American/Black, Hispanic, Asian, White, and Native American students.

For details on how graduation rates are calculated, refer to the *School Leader's Guide to the 2009 Adequate Yearly Progress Reports* at www.doe.mass.edu/sda/ayp/2009/default.html.

For information on the graduation rate standard adopted by the Massachusetts Board of Elementary and Secondary Education, refer to the December 15, 2009 Board Minutes at www.doe.mass.edu/boe/minutes/09/1215reg.doc.

5. Why aren't the goals for CPI, MCAS, and growth set for specific racial and ethnic groups?

ESE's analyses determined that a high-needs student is more likely to score below proficient on MCAS tests than a non-White student. When a school is making progress with respect to its high-needs students, it benefits all students who are most likely to be below proficient, regardless of their racial or ethnic background.

The academic progress of a school's high-needs students is a key indicator of the extent to which the school has addressed achievement gaps among different groups of historically disadvantaged students and between high-needs students and all students statewide.

For high school graduation rates, goals are set for all groups required under NCLB, including racial and ethnic groups.

6. How were the goals set for Level 4 schools?

ESE used a statistical analysis technique called linear regression to predict how much a Level 4 school with a given starting point should improve over three years based on the actual improvement of schools statewide in the prior three years. Unlike those schools, however, the performance of Level 4 schools remained flat or declined. Level 4 schools are therefore required to reach goals that have been attained by other schools.

Because the model uses an equation that accounts for the improvement made by hundreds of aggregate and high-needs groups, ESE can set goals for student groups at every performance level with a degree of precision that is not possible using other approaches, even though they may be simpler to understand.

7. In setting goals for Level 4 schools, how many schools statewide were they compared against?

The goals for Level 4 elementary and middle schools are based on the improvement that the aggregate and/or high-needs groups in hundreds of schools statewide made between 2006 and 2009 at the 70th percentile, and the goals for Level 4 high schools are based on comparison schools at the 60th percentile. In other words, if a school's aggregate or high-needs group were among the top 30 or 40 percent, respectively, of all improving groups

statewide between 2006 and 2009, those schools were included in the comparison.

8. Why does each Level 4 school have separate goals for ELA and mathematics? Why not set an absolute goal, such as requiring all Level 4 schools to have a certain percentage of all students scoring Proficient by 2012?

Level 4 schools are required to reach goals that have been attained by other schools, because they were based on the improvement that schools serving groups of students with comparable starting points as the Level 4 schools made in ELA and mathematics, respectively, over three years. Moreover, only the most improved schools were included in the comparison group; as such, the goals Level 4 schools are expected to reach are not just attainable, but ambitious as well.

9. Why were just improving schools included in the comparison group for Level 4 schools? Why not base the improvement that Level 4 schools need to make on all schools in the state?

Level 4 schools are being compared to schools that improved in the past because the expectation is that given increased resources, flexibility, and accountability, Level 4 schools will make gains as much as schools that improved in the absence of those supports.

10. In developing the list of comparison schools, why weren't the Level 4 elementary schools compared to just elementary schools in the comparison group, Level 4 middle schools to other middle schools, and Level 4 high schools to other high schools?

ESE decided against indexing the performance of Level 4 elementary, middle, and high schools to “non-Level 4” elementary, middle, and high schools for three reasons: First, although ESE will often classify schools as elementary, middle, or high for various reporting purposes, there is in fact an enormous diversity of grade configurations, making it difficult to determine what the “cut-off” should be in terms of grades served. Second, because there are fewer high schools in the Commonwealth than other types of schools, the chance for measurement error in setting targets for the Level 4 high schools is increased if they are only being compared to other high schools. Also, because the Commonwealth’s high schools tend to be higher performing than other types of schools between 2006 and 2009, there would be very few similarly low performing high schools to serve as a comparison group for the Level 4 high schools. Third, including as many aggregate and high-needs groups as possible in the regression model increases the validity of the model because the model is based upon the improvement made by hundreds of groups ELA and mathematics.

11. Are these goals ambitious?

Yes. ESE defines ambitious to mean that Level 4 schools are expected to improve, at a minimum, as much as the top 30 or 40 percent of improving schools, depending on whether they are elementary/middle or high schools.

Level 4 schools are not expected to improve as much as the “average” school; in fact, the standards are higher—Level 4 schools are compared against only those schools statewide that showed improvement over the last three years, not all Massachusetts schools.

Level 4 schools were designated because their performance either declined and/or remained unacceptably low over the past four years—at a time when many other schools did improve. A Level 4 school that meets its three-year goals will still have work to do. However, in meeting these goals, it helps signify that the district and the school have made

demonstrable steps providing a high quality education for all students, particularly its neediest students.

12. Are these goals are attainable?

Yes. These goals have been achieved by other schools, many of which serve similar student populations. Specifically, 31 elementary/middle schools and 6 high schools met all of the Level 4 exit criteria between 2006 and 2009; of those, 26 of the elementary schools and 2 of the high schools are located in the Commonwealth's urban districts.

13. Why are the CPI and MCAS goals for Level 4 elementary/middle schools compared against the top 30 percent of improving schools and the goals for Level 4 high schools compared against the top 40 percent of improving schools?

All of the high schools that meet the goals at the 70th percentile or higher were vocational-technical schools. ESE selected the 60th percentile as the criterion for the Level 4 high schools because these goals were met by "traditional" high schools as well. Moreover, unlike the Level 4 elementary and middle schools, Level 4 high schools must also make AYP for the graduation rate standard for all reportable groups under NCLB by the third year.

14. What is the timeline by which Level 4 school will be expected to improve?

Level 4 schools are expected to improve over a three year period. As such, each Level 4 school is assigned a three-year target and interim annual targets. These interim targets will help ESE, educators, and the public to determine whether the school is on track toward meeting their three-year goals and to make adjustments, as needed, if performance in an intermediate year falls below expectations³.

15. Students in Level 4 schools will have already taken the spring 2010 MCAS by the time these goals take effect. Moreover, some of these schools have yet to implement interventions. How will the 2010 performance of these schools affect the goal?

In some cases, local school districts have already taken steps to improve teaching and learning in Level 4 schools. If such a school showed improvement in 2010, then the district may count that improvement toward achieving the school's three-year goal by the year 2012. If a Level 4 school performed lower in 2010 than in 2009, then the goal may be extended to the year 2013 to allow its reforms to take effect.

16. Why is growth included as an exit criterion for Level 4 schools?

Unlike annual MCAS scores and the CPI figures used in AYP determinations, which compare the performance and improvement of students belonging to separate cohorts, growth measures the extent to which students in a school, grade, or group perform from one year to the next with respect to students with the same or similar "score histories" (scores in previous years). Also unlike MCAS scores and CPI, the Commonwealth's growth model measures student growth everywhere on the MCAS performance scale, from top to bottom. All schools have the opportunity to show growth, regardless of their students' academic background or current level of performance.

³ Please note that while the final three-year targets are calculated precisely using the methodology set forth below, interim annual targets are determined by dividing the targets into three annual increments and are rounded to the nearest tenth.

Although Massachusetts has only two years of growth data, the model used by the Commonwealth is six years old and was devised by teachers' unions and other stakeholder groups to put all teachers, schools, and districts on the same footing regardless of the students they serve. Regardless of what student walks in the door in September, a school has an equal chance to help a student reach the 1st or the 99th percentile—this would not be the case with CPI, MCAS, or any other current measure of academic performance.

17. How is the growth model, which is norm-referenced, compatible for use with MCAS, a criterion-referenced test?

Because growth scores compare the MCAS scores from one year to another at the student level, it is completely compatible with MCAS, a criterion referenced test, because growth accounts for the fact that MCAS has different criteria at different grades. Assuming the MCAS score for a given student is valid, then the change in MCAS scores at the student level is also valid.

18. With respect to the growth criterion, Level 4 schools are expected to achieve and maintain “only” moderate growth (a median SGP of 40 or higher) each year. Why is that?

Level 4 schools are expected to demonstrate improved performance on a range of metrics, including growth. A school that is meeting its performance expectations with respect to the CPI and MCAS measures that is also demonstrating moderate growth is one that is performing—and improving—at least as well as the typical Massachusetts school, if not more.

19. Will goals be reassigned to a Level 4 school if the school splits, merges with another school, or otherwise undergoes changes to student enrollment or grade configuration?

Yes. If a Level 4 school is reconfigured, to the extent feasible ESE will use existing data to establish baseline performance against which the goals can be measured. For example, if a school serving students in grades 3-8 in 2010 serves students only in grades 3-5 in 2011, ESE will recreate the school's 2010 baseline performance data to reflect the new grade configuration and thus measure improvement by comparing 2011 grade 3-5 data against 2010 grade 3-5 performance data.

20. Where can I find more information on the Framework for District Accountability and Assistance?

Please visit ESE's website at <http://www.doe.mass.edu/sda/framework/default.html>.

Detailed Methodology for Establishing CPI and MCAS Goals

Step 1: Create a “high-needs” student group for each Massachusetts school

1. In the 2006 and 2009 student-level Megafiles, ESE identified students belonging to one or more of the following groups: special education, eligibility for free or reduced-price lunch, and limited English proficient (LEP).⁴
2. ESE created a “high-needs” group for each school with 40 or more students belonging to the above categories who were enrolled in the school for the full academic year in 2006 or 2009 and who were assessed on standard MCAS tests.

Step 2: Calculate the percentage of students scoring Warning/Failing and a CPI for each school’s aggregate and high-needs group

3. At the school level, ESE calculated the percentage of students scoring Warning/Failing in 2006 and 2009 on standard MCAS tests for each school’s aggregate and high-needs group. ESE performed this calculation separately for ELA and mathematics, and excluded the scores of students taking the MCAS Alternate Assessment. ESE performed this analysis for all schools in the Commonwealth, including Level 4 schools.
4. ESE calculated the CPI for each school’s aggregate and high-needs group. ESE performed this calculation separately for ELA and mathematics, included the CPI points generated by students taking the MCAS Alternate Assessment. ESE performed this analysis for all schools in the Commonwealth, including Level 4 schools.

Step 3: Generate a list of comparison schools

5. ESE generated a list of schools meeting the following criteria: The school had to be open from 2006 to 2009; carry the same school code from 2006 to 2009; receive an AYP determination for at least one subject from 2006 to 2009; and not be an Early Childhood Center (ECC) in 2009.
6. ESE merged in the aggregated data from Step 2 above. Each school had two lines of data: aggregate and high-needs.
7. ESE removed four schools that were reconfigured in 2006 or 2009 [Cobbet Elementary (01630035), Station Avenue Elementary (06450025), Benjamin Banneker Charter School (04200205), and Media and Technology Charter School (04690505)].
8. ESE filtered out schools that did not assess at least 20 students in the aggregate and filtered out any high-needs group with less than 40 students assessed.
9. ESE calculated the change in the percentage of students scoring Warning/Failing on MCAS for the aggregate and high-needs groups and the change in CPI from 2006 to 2009.

Step 4: Calculate Measurable Annual Goals for CPI

10. Using the list of comparison schools generated in Step 3, ESE identified aggregate and

⁴ In addition to LEP students, the LEP group includes students who, according to district SIMS reports from the past two years (going back to October 2006), have progressed to a point where they can perform ordinary classroom work in English (“formerly LEP”).

high-needs groups in those schools that showed improvement in the CPI between 2006 and 2009.

11. Among all of the groups that improved between 2006 and 2009, ESE identified only those groups whose improvement placed them at the 60th percentile or higher (for high schools) and at the 70th percentile or higher (for elementary/middle schools).
12. ESE used a linear regression model where the independent variable was each group's 2006 CPI and the dependent variable was the 2006 to 2009 CPI change figure.

Regression analysis generates a line that establishes a relationship between a dependent variable and an independent variable. A straight line is drawn through the set of points in such a way that makes the sum of squared residuals of the model (the vertical distances between the points of the data set and the fitted line) as small as possible. The resulting equation for the slope of the line allows one to calculate the observed amount of improvement for any given unit of performance.

In this case, ESE wanted to understand the relationship between a school's performance in 2006 and the change in performance between 2006 and 2009. Because ESE selected for the sample only those student groups that improved between 2006 and 2009, for every unit of performance *P*, there is a corresponding and positive unit of improvement *I*. It can also be deduced that, most of the time, schools with lower performance in 2006 tended to improve more between 2006 and 2009 than schools with comparatively higher performance in 2006.

ESE used the regression equations generated from the 60th and 70th percentile analyses to calculate the three-year CPI achievement goal for Level 4 high schools and elementary/middle schools, respectively. This calculation was performed separately for ELA and mathematics.

Step 5: Calculate Measurable Annual Goals for MCAS

13. Using the list of comparison schools generated in Step 3, ESE identified aggregate and high-needs groups in those schools that decreased the percentage of students scoring Warning/Failing between 2006 and 2009.
14. Among all of the groups that decreased the percentage of scoring Warning/Failing between 2006 and 2009, ESE identified only those groups whose percentage point decrease placed them at the 60th percentile or higher (for high schools) and at the 70th percentile or higher (for elementary/middle schools).
15. ESE used a linear regression model where the independent variable was each group's 2006 percentage of students scoring Warning/Failing and the dependent variable was the 2006 to 2009 change in percentage of students scoring Warning/Failing.

ESE used the regression equations generated from the 60th and 70th percentile analyses to calculate the three-year MCAS goal for Level 4 high schools and elementary/middle schools, respectively. This calculation was performed separately for ELA and mathematics.

Level 4 School - Measurable Annual Goals - Student Rates

Instructions: In this category, the measures that are pre-populated (and pre-numbered) are strongly recommended basic measures for which ESE (or the Department of Public Health in the case of the dismissal rate) already collects data from districts. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out targets for each measure for each year.

District/School:		Select a Level 4 District/School (Code)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Target	Year 0 Baseline	Year 1 Target	Year 2 Target	Year 3 Target
						Select Baseline	2010-11	2011-12	2012-13
(1) student attendance, dismissal rates, and exclusion rates	A1	AYP student attendance rate	ESE-defined: Attendance rates are calculated by dividing the total number of days all students in a particular group attended school by the total number of days all students were enrolled. The attendance rate required to make AYP in 2009 is 92%, or improvement of at least 1% from 2008.	SIMS	AYP standard: 92% or improvement of at least 1% from the prior year.				
	A2	Truancy rate	ESE-defined: Calculated based on the number of students truant for more than 9 days, divided by the End of the Year (EOY) enrollment (including transfers, dropouts, etc.) for the school year being reported. A student is truant when he or she has an unexcused absence.	SIMS	TBD by LEA				
	A3	Dismissal rate	ESE-recommendation based on Dept. of Public Health-collected data: (total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters)	Department of Public Health	TBD by LEA				
	A4	Out of school suspension rate	ESE-defined: The percentage of enrolled students who received one or more out-of-school suspensions.	SIMS	TBD by LEA				
	TBD by LEA	District-defined measure	TBD by LEA	TBD by LEA	TBD by LEA				
(2) student safety and discipline	A5	Number of drug, weapon or violence incidents	ESE-defined: The number incidents involving drugs, violence or criminal incident on school property as collected via the School Safety and Discipline Report (SSDR)	SSDR	TBD by LEA				
	TBD by LEA	District-defined measure	TBD by LEA	TBD by LEA	TBD by LEA				
(3) student promotion and dropout rates ...	A6	Student retention rate (decrease)	ESE-defined: The percentage of enrolled students who were repeating the grade in which they were enrolled the previous year (SIMS data as of Oct. 1)	SIMS	TBD by LEA				
	A7	Dropout rate	ESE-defined: Indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. (SIMS data as of End of Year, Oct. 1)	SIMS	TBD by LEA				
	TBD by LEA	District-defined measure	TBD by LEA	TBD by LEA	TBD by LEA				

Level 4 School - Measurable Annual Goals - Student Achievement

Instructions: In this category, measures B1 through B4 are **required** as Level 4 exit criteria and minimum targets will be provided by ESE in separate guidance. Please insert rows for additional district-defined measures of achievement or delete rows as necessary. Please be sure to fill out targets for each measure for each year.

	District/School:	Select a Level 4 District/School (Code)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Target	Year 0 Baseline	Year 1 Target	Year 2 Target	Year 3 Target
						Select Baseline	2010-11	2011-12	2012-13
Student Achievement	(3) [continued] graduation rates	B1a [^]	4-year graduation rate OR	ESE-defined: See Level 4 Exit Criteria Guidance	SIMS	See Level 4 Exit Criteria Guidance			
		B1b [^]	5-year graduation rate	ESE-defined: See Level 4 Exit Criteria Guidance	SIMS	See Level 4 Exit Criteria Guidance			
	(4) student achievement on the Massachusetts Comprehensive Assessment System;	B2a [^]	Composite Performance Index (CPI): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B2b [^]	Composite Performance Index (CPI): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B2c [^]	Composite Performance Index (CPI): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B2d [^]	Composite Performance Index (CPI): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
	(5) progress in areas of academic underperformance;	B3a [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B3b [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B3c [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
	(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education;	B3d [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B4a [^]	Median Student Growth Percentile (SGP): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B4b [^]	Median Student Growth Percentile (SGP): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B4c [^]	Median Student Growth Percentile (SGP): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
	(7) reduction of achievement gaps among different groups of students	B4d [^]	Median Student Growth Percentile (SGP): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance			
		B5	Annual Measurable Achievement Objective (AMAO) targets for MEPA	TBD by ESE in Summer 2010	MEPA	TBD by ESE in Summer 2010			
TBD by LEA			TBD by LEA	TBD by LEA	TBD by LEA				
TBD by LEA			TBD by LEA	TBD by LEA	TBD by LEA				

[^] These metrics are defined as criteria for removal of a school from Level 4 in 603 CMR 2.00.

* High needs students are one or more of the following: limited English proficient; special education; or eligible for free/reduced price lunch.

Level 4 School - Measurable Annual Goals - College Readiness and School Culture

Instructions: In this category, the measures that are pre-populated are strongly recommended measures for which ESE will be required to collect data in the next school year to comply with federal requirements. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out targets for each measure for each year. Additional sample measures for this category are available using the link to the right.

[Link to Additional Sample Measures](#)

District/School:		Select a Level 4 District/School (Code)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Target	Year 0 Baseline	Year 1 Target	Year 2 Target	Year 3 Target
						Select Baseline	2010-11	2011-12	2012-13
(8) student acquisition and mastery of twenty-first century skills	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
(9) development of college readiness, including at the elementary and middle school levels	TBD by LEA	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	TBD by ESE in Fall 2010	SIMS starting 2010-11	TBD by LEA				
	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
(10) parent and family engagement	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
(11) building a culture of academic success among students	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
(12) building a culture of student support and success among school faculty and staff	TBD by LEA	Distribution of teachers by performance level on an LEA's teacher evaluation system	TBD by ESE in Summer 2010	EPIMS starting 2010-11	TBD by LEA				
	TBD by LEA	Teacher Attendance Rate	TBD by LEA	TBD by LEA	TBD by LEA				
	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
(13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				
	TBD by LEA		TBD by LEA	TBD by LEA	TBD by LEA				

College Readiness and School Culture

Additional Sample Measurable Annual Goals - College Readiness and School Culture

Note: In addition to the measures that are pre-populated within the template sheet for College Readiness and School Culture, other ample measures for this category are presented below. Please note that these measures are only illustrative of the type of outcome measures that could be utilized, and referenced tools, assessments, or organizations are only provided as representative samples.

Requirements of MGL Chapter 69, Section 1J(c)	Measure	Notes
(8) student acquisition and mastery of twenty-first century skills	% of students completing 8th grade portfolio requirement	For information, see:
	% of seniors students who complete MassCore requirements	http://www.doe.mass.edu/boe/docs/1108/tem1.doc
	% students scoring C or higher in at least four MassCore subject areas (ELA, mathematics, science, social studies, word languages, art)	
(9) development of college readiness, including at the elementary and middle school levels	% of students reaching grade level benchmarks for demonstrating algebraic thinking, as measured by a district-wide common assessment	TBD by ESE in Fall 2010
	% students who report reading at home texts not required for school	
	% of sophomores who participate in PSAT examinations	
	% of seniors students who complete MassCore requirements	
	% of student families represented at college information sessions	
	% sophomores who have gone on at least one college tour or completed a sample college application	
	% students reporting that they are thinking about going to college and understand what it takes to get there	
(10) parent and family engagement	% of parents participating in at least one teacher-parent conference per year	
	Overall score on parent-family perceptions survey in the area of direct communication with the school	
	Overall score on parent-family perceptions survey in the area of community collaboration and decision-making	
	Overall score on parent-family perceptions survey in the area of involvement in child-based activities	
	% parents reporting meaningful opportunities to engage with and/or contribute to the school	
	% parents reporting an understanding of the school's turnaround efforts and the targets the school is striving for – also reporting an understanding of their role in contributing to reaching these goals	
(11) building a culture of academic success among students	Mean score on student engagement index.	http://www.gallupstudentpoll.com/121577/Purpose.aspx
	% of students rated as "Thriving" on well-being index.	http://www.gallupstudentpoll.com/122195/National-Scorecard-Spring-2009.aspx
	Mean score on student hope index.	
	% faculty, students, and families agreeing that the school supports the academic success of students.	
	% students reporting being offered (and taking advantage of) additional supports to supplement and/or extend learning	
	% students reporting that peers encourage each others' success	
	% students reporting that effort and good work are recognized by the school	
	% students reporting that they succeed because they want to (e.g. not for an extrinsic reward)	
% students reporting a belief that people get smart by working hard (Efficacy Institute)		
(12) building a culture of student support and success among school faculty and staff	Mean score on school culture index (completed by parents students, and faculty).	
	% of teachers observed implementing the key annual instructional practices supported through professional development, as evidenced by data collected through Learning Walkthroughs (or other tool) and feedback forms completed by instructional coaches each spring.	http://www.doe.mass.edu/sda/ucd/walk/
	% of grade-level teams practicing targeted professional learning strategies as determined by identified tools within the Common Planning Time self-assessment toolkit	http://www.doe.mass.edu/sda/ucd/CPTtookit.doc
	Rating on a school culture/climate observation conducted by an independent evaluator	
	Score on the School Mental Health Capacity Instrument	
	% faculty, students, and families reporting that the school is emotionally and physically safe and conducive for learning	
	% faculty, students, and families and reporting they feel challenged and held to high standards of performance	
	% teachers who report feeling a sense of urgency to improve student outcomes	
	% students reporting they feel known and understood by at least one adult in the building	
	% teachers reporting using results from formative/interim assessments to improve and/or differentiate their instruction to meet student needs	
	% teachers reporting a responsibility toward all students in the school (not just theirs)	
	% students and families reporting that they feel the staff and faculty want students to succeed	
	% of non-instructional staff who report feeling they are involved in and contribute to a culture of success in the school	
(13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable	% of all students in grades K-3 reaching grade level benchmarks on DIBELS	TBD by LEA
	% all K-2 students reaching the end of year target for their grade level on the Developmental Reading Assessment by the spring test administration.	
	% of all students in grades 2-3 reaching a National Percentile Rank (NPR) of 50 or higher on the total comprehension portion of the GRADE	
	% of all students in grades 2-3 who were eligible to take the Reading Comprehension portion of the GRADE Assessment achieving a median score of Stanine 6 or above.	
	% of K-3 teachers who incorporate <name of developmentally appropriate child assessment> results to differentiate literacy instruction as determined by an adequate rating on a targeted learning walk protocol conducted quarterly	

Appendix O

Springfield Public Schools

Instructional Leadership Specialist Re-Application Scoring Rubric Reviewer's Guide

**Instructional Leadership
Specialist
Re- Application**

Scoring Rubric Reviewer's Guide

Springfield Public Schools
Spring 2008

Instructional Leadership Specialist Re-application Scoring Rubric Reviewer's Guide

Introduction

This Reviewer's Guide should be used in conjunction with the Scoring Rubric for the Instructional Leadership Specialist (ILS) Re-Application. To assist reviewers in evaluating the ILS re-application, please use the "Notes/Exemplars for Reviewers" column to inform you're your decision making and final review.

Scoring

The application is separated into two sections, (I) Student Impact and (II) Adult Impact. For each section the reviewer will tally the total number of points earned by the applicant. The maximum points an applicant can receive for Student Impact is 8. The maximum points an applicant can receive for Adult Impact is 6. Please use the point values indicated; only whole numbers will be processed. Each application will be scored by a team of reviewers. The reviewers' scores will be averaged into one final composite score.

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Scoring Rubric Reviewer's Guide

Part III: STUDENT IMPACT

Artifacts:	Student Impact Reporting Form Inventory of Student Achievement Assessments
Directions:	<i>To be completed by reviewers.</i> Review the Student Impact Reporting Form (Appendix C) to complete the following rubric.
Maximum Points:	8 points (50% of overall score)

III. Student Impact Area	Does not Meet Standard (0 points)	Meets Standard (1 point)	Exceeds Standard (2 points)	Maximum Points Allowable	Notes/Exemplars for Reviewers
III. A. Personal Information	n/a	n/a	n/a	0	Not included for reasons of anonymity.
III. B. Student Cohort	n/a	n/a	n/a	0	Note to Reviewers: Most applicants were required to use a cohort of 12 students or more. Please note that some positions prevent the applicant from identifying a cohort of 12. These positions are an exception.
III. C. Student Assessment	The student assessments used to show impact are not listed on the <i>Inventory of Student Achievement Assessments</i> or are not appropriate for the content or grade level. The applicant does not provide a rationale for the assessments selected.	The student assessments selected are listed on the <i>Inventory of Student Achievement Assessments</i> and are appropriate for the content area and/or grade level. The applicant provides (sufficient a rationale linking the selected assessment to the instructional goal.	The student assessments selected are listed on the <i>Inventory of Student Achievement Assessments</i> are appropriate for the content area and grade level, and the applicant provides a clear rationale linking the selected assessment to the instructional goal and to the needs of the cohort group.	2	To receive the maximum points allowable: The applicant identifies appropriate assessments and provides evidence of a clear rationale linking the selected assessments to the instructional goal and the needs of the cohort group, Note to reviewers: The corresponding re-application item is located in Appendix C- <i>Student Impact Reporting Form</i> , question 5,

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III. Student Impact Area	Does not Meet Standard (0 points)	Meets Standard (1 point)	Exceeds Standard (2 points)	Maximum Points Allowable	Notes/Exemplars for Reviewers
III. D. Student Impact					Note to Reviewers: To inform your assessment of the following section, please read through applicant responses for all open ended questions (a-d) in Appendix C, Section D.I Description of Student Impact.
III. D.I.a, b, & c. Instructional Strategies	Applicant describes cohort and instructional strategies, but does not connect strategies to student needs (as determined by assessments of student achievement).	Applicant describes cohort connects the instructional strategies employed to the needs of the student cohort as determined by assessments of student achievement and provides examples.	Applicant describes cohort and connects instructional strategies to individual student needs and provides examples. Applicant, also shows evidence of differentiating strategies for the cohort and individuals within the cohort based on student assessments (baseline, benchmark and final data collection).	2	To receive the maximum points allowable: The applicant provides a rich description of the cohort and, based on assessments, offers evidence of differentiating instructional strategies to meet the individual needs of the cohort. Note to Reviewers: The corresponding re-application items are located in Appendix C. Section D.I Description of Student Impact, questions I.a, I.b, I.c,
III. D.I.d. Describe Change (Impact)	No change or negative change occurred between the baseline and final data collection.	Change is positive if the cohort has made progress towards the instructional goal based on achievement data Cohort number may be impacted by attendance and/or other circumstance (e.g., suspension, death in family as determined by the principal).	Change is positive if the cohort has made progress towards the instructional goal based on achievement data and the practice is articulated with evidence. The applicant is able to articulate the challenges presented by the students cohort as well as clearly describe the change and the impact on student achievement.	2	To receive the maximum point allowable: The applicant clearly presents the student achievement data and clearly articulates the student progress toward the instructional goal. The applicant offers evidence of the challenges presented by the student cohort.

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III. Student Impact Area	Does not Meet Standard (0 points)	Meets Standard (1 point)	Exceeds Standard (2 points)	Maximum Points Allowable	Notes/Exemplars for Reviewers
III. D.II Summary of Student Assessment Data	Applicant does not define student achievement in terms of the data collected.	Applicant clearly defines student achievement in terms of the assessment data collected.	Applicant defines and analyzes student achievement in terms of the assessment data collected. (and articulates how the data will guide instruction.)	2	<p>To receive the maximum point allowable: The applicant clearly defines and analyzes the achievement data and articulates how the data will guide future instruction...</p> <p>Note to Reviewers: The corresponding re-application item is located in Appendix C, Section II. Summary of Student Assessment Data</p>

Total points:	
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Part IV: ADULT IMPACT

Artifacts:	Adult Impact Open-Ended Questions Survey Summaries
Directions:	<i>To be completed by reviewers.</i> Review the Adult Impact (Appendix E) open-ended responses and use survey summaries to complete the following rubric.
Maximum Points:	6 points (50% of overall score)

IV. Adult Impact Area	Does not Meet Standard (0 points)	Meets Standard (1 point)	Exceeds Standard (2 points)	Total Points	Reviewers' Comments
IV. Adult Impact					
IV.1. Description of Adult Cohort	Applicant does not provide information on the adult cohort with whom they work.	Applicant provides only a list of the adult cohort they work with without any associated description.	Applicant provides a description with some evidence of understanding of their adult cohort.	2	<p>To receive the maximum points allowable: The applicant provides a rich description of the cohort they are working and includes details- about the teachers', years of experience and styles. ,</p> <p>Note to Reviewers: The corresponding re-application item is located Appendix E, Description of Adult Impact.</p>
IV.2. Description of Interactions with Staff as an ILS	Applicant identifies limited or no evidence of the individual and/or cohort needs, strategies are loosely connected to the identified needs, and the descriptions of outcomes are limited and disconnected.	Applicant identifies the needs of the individual and/or cohort and develops strategies to address the needs, and describes outcomes.	Applicant identifies the individual and/or cohort needs, develops strategies to address the needs, and uses outcomes to inform current and future practice.	2	<p>To receive maximum points: the applicant strongly connects the needs of the group to strategies and outcomes.</p>

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IV. Adult Impact Area	Does not Meet Standard <i>(0 points)</i>	Meets Standard <i>(1 point)</i>	Exceeds Standard <i>(2 points)</i>	Total Points	Reviewers' Comments
Adult Impact Survey Response Summary*					
Peers	Applicant receives an average score of .4 or less.	Applicant receives an average score of .5 to 2.7.	Applicant receives an average score of .8 to 1.0.	2	Note to Reviewers: Please use the Survey Summary Form to assign the appropriate points from the applicant's peer survey results.

Total points:	
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*Survey responses will be assigned weights relative to the likert scale. The sum will be averaged to produce a score range from 0-3. Questions marked "N/A" will not be included in the averaging of the final score.

Appendix P

DESE *aMAzing educators* Initiative

Management Plan

Appendix P: Management Plan for the *aMAzing educators* Initiative

Objective	Milestones <i>(responsible party in parentheses)</i>				
	Planning Year (10/10 – 6/11)	Year 2	Year 3	Year 4	Year 5
Recruit and select excellent teachers for turnaround schools	<ul style="list-style-type: none"> • Disseminate selection competencies for turnaround teachers <i>(DESE)</i> • Assess impact of 2010 <i>aMAzing teachers</i> recruitment campaign and enhance functionality of www.aMAzingteachers.org website <i>(DESE)</i> • Audit district HR systems and processes, including recruitment efforts, screening processes, hiring timelines. <i>(DESE)</i> • Recruit and select T3 teachers for additional turnaround schools <i>(BPS)</i> • Design “Turnaround Leader” residency and preparation programs <i>(DESE)</i> 	<ul style="list-style-type: none"> • Expand recruitment campaign and assess impact <i>(DESE)</i> • Assess effectiveness of district-level recruitment efforts in Level 4 schools <i>(BPS, SPS)</i> • Recruit and select T3 teachers for additional turnaround schools <i>(BPS)</i> • Launch “Turnaround Leader” residency and preparation programs <i>(DESE)</i> • Provide competitive expansion grants to scale effective teacher and principal preparation programs <i>(DESE)</i> • Adopt regulations for educator preparation program approval and reporting, including new effectiveness measures and indicators <i>(DESE)</i> 	<ul style="list-style-type: none"> • Continue recruitment campaign and refine/expand based on assessment <i>(DESE)</i> • Assess effectiveness of district-level recruitment efforts in Level 4 schools <i>(BPS, SPS)</i> • Recruit and select T3 teachers for additional turnaround schools <i>(BPS)</i> • Refine and expand “Turnaround Leader” residency and preparation programs <i>(DESE)</i> • Disseminate regulations for educator preparation program approval and reporting, including new effectiveness measures and indicators <i>(DESE)</i> 	<ul style="list-style-type: none"> • Continue recruitment campaign and refine/expand based on assessment <i>(DESE)</i> • Assess effectiveness of district-level recruitment efforts in Level 4 schools <i>(BPS, SPS)</i> • Recruit and select T3 teachers for additional turnaround schools <i>(BPS)</i> • Refine and expand “Turnaround Leader” residency and preparation programs <i>(DESE)</i> • Assess effectiveness of regulations for educator preparation program approval and reporting, including new effectiveness measures and indicators <i>(DESE)</i> 	<ul style="list-style-type: none"> • Continue recruitment campaign and refine/expand based on assessment <i>(DESE)</i> • Assess effectiveness of district-level recruitment efforts in Level 4 schools <i>(BPS, SPS)</i> • Recruit and select T3 teachers for additional turnaround schools <i>(BPS)</i> • Refine and expand “Turnaround Leader” residency and preparation programs <i>(DESE)</i> • Assess effectiveness of regulations for educator preparation program approval and reporting, including new effectiveness measures and indicators <i>(DESE)</i>

Objective	Milestones (<i>responsible party in parentheses</i>)				
	Planning Year (10/10 – 6/11)	Year 2	Year 3	Year 4	Year 5
<p>Improve supports for educators in turnaround schools</p>	<ul style="list-style-type: none"> • Audit data management systems for student assessments for ability to provide educators with real-time access to student assessment (<i>BPS, SPS</i>) • Assess professional development activities and results, both job-embedded and outside the school, for each school (<i>BPS, SPS</i>) • Survey teachers and principals in each school about PD needs (<i>BPS, SPS</i>) • PD plan (based on above assessment and survey) included in each school’s Redesign Plan and submitted to DESE. (<i>BPS, SPS</i>) • Develop individual PD plans for all teachers (<i>BPS, SPS</i>) • Develop materials to clearly explain PD opportunities for teachers and principals (<i>BPS, SPS</i>) • Develop plan to track educator engagement in PD (<i>BPS, SPS</i>) • With LEAs and 	<ul style="list-style-type: none"> • Survey teachers and principals in each school about PD effectiveness and needs (<i>BPS, SPS</i>) • Analyze alignment between PD / supports and new evaluation system (<i>BPS, SPS</i>) • Analyze effectiveness of supports and scale partners/programs that demonstrate impact (<i>Steering Committee, BPS, SPS</i>) • Establish knowledge sharing networks across schools (<i>BPS, SPS</i>) • Develop professional development assessment tools for districts (<i>DESE</i>) • Develop and make available PD aligned with high need areas, and LEA priorities (<i>DESE</i>) • Evaluate and refine Level 4 Principals Network to support turnaround leaders (<i>DESE</i>) 	<ul style="list-style-type: none"> • Survey teachers and principals in each school about PD and knowledge sharing effectiveness and needs (<i>BPS, SPS</i>) • Analyze effectiveness of supports and continually improve (<i>Steering Committee, BPS, SPS</i>) • Develop and make available PD aligned with high need areas, and LEA priorities (<i>DESE</i>) • Evaluate and refine Level 4 Principals Network to support turnaround leaders (<i>DESE</i>) 	<ul style="list-style-type: none"> • Survey teachers and principals in each school about PD and knowledge sharing effectiveness and needs (<i>BPS, SPS</i>) • Analyze effectiveness of supports and continually improve (<i>Steering Committee, BPS, SPS</i>) • Develop and make available PD aligned with high need areas, and LEA priorities (<i>DESE</i>) • Evaluate and refine Level 4 Principals Network to support turnaround leaders (<i>DESE</i>) • 	<ul style="list-style-type: none"> • Survey teachers and principals in each school about PD and knowledge sharing effectiveness and needs (<i>BPS, SPS</i>) • Analyze effectiveness of supports and continually improve (<i>Steering Committee, BPS, SPS</i>) • Develop and make available PD aligned with high need areas, and LEA priorities (<i>DESE</i>) • Evaluate and refine Level 4 Principals Network to support turnaround leaders (<i>DESE</i>)

Objective	Milestones <i>(responsible party in parentheses)</i>				
	Planning Year (10/10 – 6/11)	Year 2	Year 3	Year 4	Year 5
Improve supports for educators in turnaround schools (Continued)	providers, revise standards for professional development to include performance and quality measures <i>(DESE)</i> • Develop and make available PD aligned with high need areas, and LEA priorities <i>(DESE)</i> • Launch Level 4 Principals Network to support turnaround leaders <i>(DESE)</i>				
Evaluate educators in turnaround schools based on student growth	• Evaluation Task Force meets twice monthly <i>(DESE)</i> • April 2011 – New statewide evaluation framework finalized and put into regulation <i>(DESE)</i> • Negotiate district-level implementation with union <i>(BPS, SPS, Unions)</i> • Track student results by individual teachers and principals by linking student and educator data <i>(DESE)</i> • Establish district exemplars for measuring growth in non-MCAS tested subjects <i>(DESE)</i> • Develop training modules for principals and	• Train cadre of coaches to provide technical assistance on HR model, toolkit, and LEA self assessments <i>(DESE)</i> • Continue to provide training to administrators and raters <i>(BPS, SPS)</i> • Implement student performance measures for non-MCAS subjects <i>(DESE, BPS, SPS)</i> • Deploy test builder engine and item banks <i>(DESE)</i> • Evaluate year 1 results of new system to ensure validity and refine as necessary <i>(DESE, BPS, SPS,</i>	• Continue evaluation training for new principals and teachers <i>(BPS, SPS)</i> • Continue to refine and expand assessments in non-MCAS tested areas <i>(DESE, BPS, SPS)</i> • Continually assess results and refine as necessary <i>(DESE, BPS, SPS, Steering Committee)</i> • Evaluate year 2 results of new system to ensure validity and refine as necessary <i>(DESE, BPS, SPS, Steering Committee)</i> • Evaluation Working groups continue to advise on	• Continue evaluation training for new principals and teachers <i>(BPS, SPS)</i> • Continue to refine and expand assessments in non-MCAS tested areas <i>(DESE, BPS, SPS)</i> • Continually assess results and refine as necessary <i>(DESE, BPS, SPS, Steering Committee)</i> • Evaluate year 3 results of new system to ensure validity and refine as necessary <i>(DESE, BPS, SPS, Steering Committee)</i> • Evaluation Working groups continue to advise on	• Continue evaluation training for new principals and teachers <i>(BPS, SPS)</i> • Continue to refine and expand assessments in non-MCAS tested areas <i>(DESE, BPS, SPS)</i> • Continually assess results and refine as necessary <i>(DESE, BPS, SPS, Steering Committee)</i> • Evaluate year 4 results of new system to ensure validity and refine as necessary <i>(DESE, BPS, SPS, Steering Committee)</i> • Evaluation Working groups continue to advise on

Objective	Milestones (responsible party in parentheses)				
	Planning Year (10/10 – 6/11)	Year 2	Year 3	Year 4	Year 5
Evaluate educators in turnaround schools based on student growth (Continued)	teachers on implementing effective evaluation plans (DESE, BPS, SPS) <ul style="list-style-type: none"> • Train cadre of evaluation coaches (DESE) • LEAs form Evaluation Working groups to advise on implementation (BPS, SPS) • Implement evaluation data management systems to enable schools to link student growth and assessment data with supervisor ratings, evidence of content knowledge and other measures of performance (BPS, SPS) 	<i>Steering Committee</i> <ul style="list-style-type: none"> • Evaluation Working groups continue to advise on implementation (BPS, SPS) • Evaluate implementation of evaluation data management systems and enhance if necessary (BPS, SPS) • Analyze teacher evaluations across schools to address equity in the distribution of teaching talent (BPS, SPS) 	implementation (BPS, SPS) <ul style="list-style-type: none"> • Evaluate implementation of evaluation data management systems and enhance if necessary (BPS, SPS) • Analyze teacher evaluations across schools to address equity in the distribution of teaching talent (BPS, SPS) 	implementation (BPS, SPS) <ul style="list-style-type: none"> • Evaluate implementation of evaluation data management systems and enhance if necessary (BPS, SPS) • Analyze teacher evaluations across schools to address equity in the distribution of teaching talent (BPS, SPS) 	implementation (BPS, SPS) <ul style="list-style-type: none"> • Evaluate implementation of evaluation data management systems and enhance if necessary (BPS, SPS) • Analyze teacher evaluations across schools to address equity in the distribution of teaching talent (BPS, SPS)
Reward and retain effective educators in turnaround schools	<ul style="list-style-type: none"> • Begin piloting group and individual rewards systems using non-TIF funds and proxies for “effectiveness” until new evaluation system is implemented (BPS, SPS, Steering Committee) • Build on initial work and educator feedback to refine details for group performance awards (BPS, SPS, Steering Committee, Unions) • Finalize expectations, responsibilities and selection criteria for 	<ul style="list-style-type: none"> • Align rewards systems with new evaluation system (BPS, SPS, Steering Committee, Unions) • Disseminate information on and initiate group performance awards system (BPS, SPS, Steering Committee) • Analyze existing stipend budgets to recapture/reallocate resources towards rewards in Level 4 schools (BPS, SPS, 	<ul style="list-style-type: none"> • Assess impact and structure of group performance rewards based on program evaluation results (Steering Committee, BPS, SPS) • Evaluate teacher retention and satisfaction with teacher leadership opportunities (BPS, SPS, Steering Committee) • Form state “institute” to scale rewards concepts and learning 	<ul style="list-style-type: none"> • Assess impact and structure of group performance rewards based on program evaluation results (Steering Committee, BPS, SPS) • Evaluate teacher retention and satisfaction with teacher leadership opportunities (BPS, SPS, Steering Committee) • Implement rewards programs in other turnaround schools 	<ul style="list-style-type: none"> • Assess impact and structure of group performance rewards based on program evaluation results (Steering Committee, BPS, SPS) • Evaluate teacher retention and satisfaction with teacher leadership opportunities (BPS, SPS, Steering Committee) • Implement rewards programs in other turnaround schools

Objective	Milestones (<i>responsible party in parentheses</i>)				
	Planning Year (10/10 – 6/11)	Year 2	Year 3	Year 4	Year 5
Reward and retain effective educators in turnaround schools (Continued)	teacher leader roles (<i>Steering Committee, BPS, SPS, Unions</i>) • Ensure integration among student data systems and payroll and HR systems (<i>BPS, SPS</i>)	technical assistance provider • Establish a system to evaluate teacher retention and satisfaction with teacher leadership opportunities (<i>BPS, SPS, Steering Committee</i>)	from BPS and SPS pilots to other turnaround schools across the state as well as to other low-performing schools in BPS and SPS that qualify for Federal turnaround funds (<i>DESE, BPS, SPS</i>)	across the state (<i>DESE</i>)	across the state (<i>DESE</i>)
Engagement of and outreach to stakeholders	<ul style="list-style-type: none"> • Establish Steering Committee (<i>DESE</i>) • Steering Committee and Evaluation Task Force develop and implement a coordinated communication plan (<i>DESE</i>) • Convene district-based working groups (<i>BPS, SPS</i>) • Hold initial school- and district-level meetings to gather input from teachers and principals on new evaluation and effectiveness measures, evaluation procedures and supports (<i>BPS, SPS</i>) • Convene educators in Level 4 schools to discuss supports, rewards and incentives (<i>BPS, SPS</i>) • Begin regular communications to stakeholder groups as 	<ul style="list-style-type: none"> • Steering Committee continues to meet regularly (<i>DESE</i>) • Steering Committee and Evaluation Task Force coordinate implementation of new evaluation systems (<i>DESE</i>) • Hold school- and district-level meetings to gather input from teachers and principals on new evaluation and effectiveness measures, evaluation procedures and supports (<i>BPS, SPS, Teach Plus</i>) • Convene educators in Level 4 schools to discuss supports, rewards and incentives (<i>BPS, SPS</i>) • Continue regular communications to 	<ul style="list-style-type: none"> • Steering Committee continues to meet regularly (<i>DESE</i>) • Hold school- and district-level meetings to gather input from teachers and principals on evaluation system, supports, rewards and incentives (<i>BPS, SPS, Teach Plus</i>) • Continue regular communications to stakeholder groups as described in narrative (<i>DESE, BPS, SPS, unions</i>) • Activate broader media strategy as appropriate (<i>Steering Committee, DESE, BPS, SPS</i>) • Publish results from formative program evaluation (<i>DESE</i>) 	<ul style="list-style-type: none"> • Steering Committee continues to meet regularly (<i>DESE</i>) • Hold school- and district-level meetings to gather input from teachers and principals on evaluation system, supports, rewards and incentives (<i>BPS, SPS, Teach Plus</i>) • Continue regular communications to stakeholder groups as described in narrative (<i>DESE, BPS, SPS, unions</i>) • Activate broader media strategy as appropriate and based on program evaluation results (<i>Steering Committee, DESE, BPS, SPS</i>) • Publish results from 	<ul style="list-style-type: none"> • Steering Committee continues to meet regularly (<i>DESE</i>) • Hold school- and district-level meetings to gather input from teachers and principals on evaluation system, supports, rewards and incentives (<i>BPS, SPS, Teach Plus</i>) • Continue regular communications to stakeholder groups as described in narrative (<i>DESE, BPS, SPS, unions</i>) • Activate broader media strategy as appropriate and based on program evaluation results (<i>Steering Committee, DESE, BPS, SPS</i>) • Publish results from

Objective	Milestones <i>(responsible party in parentheses)</i>				
	Planning Year (10/10 – 6/11)	Year 2	Year 3	Year 4	Year 5
Engagement of and outreach to stakeholders (Continued)	<p>described in narrative <i>(DESE, BPS, SPS, unions)</i></p> <ul style="list-style-type: none"> • Enhance amazingteachers.org website with additional information about supports, rewards and incentives <i>(DESE)</i> • Activate broader media strategy as appropriate <i>(Steering Committee, DESE, BPS, SPS)</i> 	<p>stakeholder groups as described in narrative <i>(DESE, BPS, SPS, unions)</i></p> <ul style="list-style-type: none"> • Activate broader media strategy as appropriate <i>(Steering Committee, DESE, BPS, SPS)</i> 		<p>formative program evaluation <i>(DESE)</i></p>	<p>final program evaluation <i>(DESE)</i></p>
Monitor and evaluate progress	<ul style="list-style-type: none"> • Identify evaluation partner and finalize evaluation design/methodology <i>(DESE, Steering Committee)</i> • Ensure input and feedback on program evaluation from Steering Committee <i>(DESE)</i> • Establish baseline data on critical performance metrics for initiative <i>(DESE, BPS, SPS)</i> 	<ul style="list-style-type: none"> • Conduct annual and ongoing program evaluation <i>(Steering Committee, DESE)</i> • Provide evaluation partner with data and access to schools and educators <i>(BPS, SPS)</i> • Assess results and agree on refinements to programs and mid-course corrections <i>(Steering Committee, DESE, BPS, SPS)</i> 	<ul style="list-style-type: none"> • Conduct annual and ongoing program evaluation <i>(Steering Committee, DESE)</i> • Provide evaluation partner with data and access to schools and educators <i>(BPS, SPS)</i> • Assess results and agree on refinements to programs and mid-course corrections <i>(Steering Committee, DESE, BPS, SPS)</i> 	<ul style="list-style-type: none"> • Conduct annual and ongoing program evaluation <i>(Steering Committee, DESE)</i> • Provide evaluation partner with data and access to schools and educators <i>(BPS, SPS)</i> • Assess results and agree on refinements to programs and mid-course corrections <i>(Steering Committee, DESE, BPS, SPS)</i> 	<ul style="list-style-type: none"> • Conduct final summative program evaluation <i>(Steering Committee, DESE)</i> • Provide evaluation partner with data and access to schools and educators <i>(BPS, SPS)</i> • Assess results and agree on refinements to programs for future turnaround work <i>(Steering Committee, DESE, BPS, SPS)</i> • Establish plan for ongoing internal evaluation <i>(BPS, SPS)</i>

Appendix Q

Resumes of Key Personnel

Selection criteria: 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.

1. ESE

1. David Haselkorn, Associate Commissioner for Educator Policy, Preparation, Licensure and Leadership Development - **TIF Project Director**
2. Claudia Bach, Director of Educator Policy, Preparation and Leadership- **TIF Project Manager**

2. Boston Public Schools

1. Shonda Huery, Assistant Chief Academic Officer – **TIF District-Level Project Manager**
2. Bill Horwath, Assistant Superintendent for Human Resources
3. Kamal Chavda, Assistant Superintendent for Research, Assessment and Evaluation
4. Lesley Ryan, Director of Teacher Development and Advancement

3. Springfield Public Schools

1. Beth Schiavino-Narvaez, Chief Academic Officer – **TIF District-Level Project Manager**
2. Dan Warwick, Assistant Superintendent for Schools
3. Kate Fenton, Senior Administrator for the Teaching/Learning and Professional Development
4. Melissa Shea, Executive Director of Human Resources (starting 7/26/2010)

4. Partners

1. Boston Plan for Excellence – Ellen Guiney, Executive Director
2. Boston Teacher Residency – Jesse Solomon, Founder and Director
3. CTAC – Bill Slotnik, Founder and Executive Director (and other key staff)
4. TeachPlus - Celine Coggins, Chief Executive Officer (and other key staff)

David Haselkorn



Qualifications Summary

Innovative national education and non-profit leader with highly successful program development, research, policy, advocacy, public service marketing, and national media track record. Substantial policy, research, strategic planning, fundraising, polling, and philanthropic experience at the national, regional, state, and institutional levels. Strong conceptual and creative abilities with significant experience in education reform at the national level. Senior-level college administrative experience, as change agent

Experience

4/2009-Present **Associate Commissioner**

**Educator Policy, Preparation, Licensure, and Leadership Development
Massachusetts Department of Elementary and Secondary Education**

Oversee the Center for Educator Policy, Preparation, Licensure, and Leadership Development for Massachusetts Department of Elementary and Secondary Education. Provide policy direction and leadership for all phases of the educator career continuum for the Commonwealth of Massachusetts. Lead/supervise three units and a staff of more than 50. Member of the strategic leadership team (senior staff) for the Department, recognized as one of the most effective and forward-looking SEA's in the nation.

4/07-3/2009

**Senior Fellow
Director of Policy Studies
Woodrow Wilson National Fellowship Foundation**

Direct Foundation's new national teaching fellowship program, a national, state, and locally based strategy to establish the equivalent of a "Rhodes Scholarship" for high school teaching. Lead Annenberg National Teaching Fellowship and Ohio STEM Teaching Fellowship work. Oversee the Foundation's policy research and policy-related studies, public opinion and focus group research, and outreach. Maintain contacts with key state and national policy leaders.

Implement comprehensive strategies for growing the Fellowship at the state and national levels. Work with key state and university leaders to establish high quality clinically based Master's programs at leading national universities. Develop key policies and processes for outreach, recruitment, admissions, program development, mentoring, and induction. Direct evaluation strategies. Represent the Foundation before a variety of external audiences. Serve as a member of the Foundation's Senior Staff. Help raise more than \$6 million in supporting funds for the Fellowship from leading national and regional grant makers.

1/05-3/07

**Vice President, Strategic and Policy Initiatives
Lesley University**

Advise University President on national policies, strategic positioning, advocacy, public relations, development, and strategic planning. Identify new business opportunities and nurture partnerships with states, districts, and national organizations. Represent the University before national audiences. Provide strategic guidance on foundations, federal relations, and communications. Oversee development of revised mission, University strategic vision, and a variety of new programs. Direct University initiatives related to Leadership for Social Change. Supervise Office of Public Affairs. Co-direct TEAC accreditation team. Help develop new PhD program in Leadership and Social Change. Advise/draft articles, op-eds/speeches for University President.

5/02 – 1/05 **Dean, National Education Programs and Policies/
Associate Director, Center for Distance and Online Learning
Lesley University**

Create an enhanced national presence for the Center and the University, oversee quality assurance processes for off-campus programs serving 8000 teachers in 23 states. Work closely with on and off-campus faculty and administration to help Lesley identify and meet the evolving teacher education and development needs of individuals, school districts, and states. Help guide new state entry and develop new partnerships.

1/91 – 4/02 **President, Recruiting New Teachers, Inc.**

9/88 - 1/91 **Executive Director, Recruiting New Teachers, Inc.**

Lead unique national public service campaign designed to raise esteem for teaching; encourage individuals (particularly prospective candidates of color) to enter pathways into teaching; and foster improved local, state, and national policies and practices towards teacher recruitment, development, and diversity. Establish RNT as a leading voice for these issues in the national school reform arena.

Direct award-winning national public service advertising campaign designed to increase participation in the teacher profession. Oversee all aspects of most successful response campaign in the history of the Advertising Council (1,400,000 calls in eight years, \$200-plus million in donated advertising placements).

Grow organization from one to twenty-two employees. Increase budget from \$350,000 to \$2.5 million annually. Oversee all RNT publications, PSAs, research/policy initiatives, national conferences, technical assistance efforts, and other program development. Establish RNT Urban Helpline, career counseling hotline serving the nations 50 largest urban school systems. Create RNT National Center for Precollegiate Teacher Recruitment, and the National Center for Teacher Recruitment, a unique federally funded national online clearinghouse and job bank portal.

Initiate networks, coalitions, and partnerships with major national education organizations. Represent RNT before national groups, U.S. Congress, and state legislatures advocating improved educational human resource development, school reform, and educational equity. Consult with a variety of organizations, states,

foundations, school districts, and the federal government on teacher development and diversity issues. Develop successful 5-city AmeriCorps project: The Urban Education Service Corps (securing \$1,000,000 in funding from the National Corporation for National and Community Service). Lead statewide strategic planning task force for teacher recruitment in California resulting in more than \$100 million in new state funding for teacher recruitment and induction in the Golden State. Assist in drafting major teacher quality and recruitment provisions of federal Title II Post-Secondary Education Reauthorization.

Raise over \$20 million to fund the RNT campaign from leading national foundations, corporations, states, and the federal government. Work with prominent national board members to sustain and extend the reach of the organization via board development, fundraising, strategic planning, fiscal oversight, and board advocacy.

4/88-6/97 **Senior Advisor for Education Policy and Initiatives to David Rockefeller, Jr.**

Advise the Chairman of the Rockefeller Financial Services, Inc. (and former Chair, Rockefeller Brothers Fund) on strategies and issues related to education policy, philanthropy, the arts, and the environment. Represent Mr. Rockefeller on boards and committees; provide staff assistance for his ongoing work in education, collaborate on articles, speeches, etc. Maintain contacts with national, state, and local leaders involved in educational reform and philanthropy. Assist Mr. Rockefeller in administering his personal philanthropy.

1995-1997 **Senior Policy Advisor, National Commission on Teaching & America's Future (NCTAF).**

Provide strategic counsel to NCTAF's Executive Director and staff on national reform, communications, public engagement, and key advocacy issues. Help in shaping the Commission's policy, public outreach, and funding activities. Help in shaping the Commission's policy, public outreach, and funding activities. Author background drafts on teacher recruitment, selection/hiring, and induction.

11/85-4/88 **Director of Communications/Assistant to the President
Lesley College (Cambridge, Massachusetts)**

Advise President on policies relating to institutional quality and coherence, national affairs, educational policy, affirmative action, marketing, strategic planning, and advancement.

Draft major speeches, policies, and position papers on teacher education, undergraduate curriculum reform, national education and labor policies, and the future of higher education.

Member of College Senior Management and Planning Teams, responsible for developing three-year strategic and operating plans for the institution. Co-chair academic policy sub-committee. Develop first institution-wide mission statement.¹ Responsible for all college

¹"Educating for the Professions That Put People First."

publications, media relations, and public relations programs. Oversee \$500,000 publications budget, \$170,000 office budget, and manage four person staff. Redesigned publications resulted in 40% increase in inquiries. College media profile dramatically increased (+2600%) over previous years.

2/83 - 11/85 **Director of Communications/Assistant to the President
Bradford College**

Senior college administrator at co-educational 425-student liberal arts college. Major architect, along with the President, in developing a national profile for Bradford's innovative "Practical Liberal Arts" curriculum. Developed programs to enhance the Bradford Plan in such areas as school/College collaborations, arts enrichment, critical discourse (writing, reading, speaking, and thinking skills across the curriculum), faculty development, and the co-curriculum.

Initiated and directed major gifts program resulting in more than \$1 million dollars in successful grants from federal, corporate and foundation sources (NEH, FIPSE, EXXON, Ford Foundation, etc.). (Prior level of foundation giving was \$600 annually.) Responsible for all College publications, media relations, government, community, and public relations programs. Directed commencement, College special events, and lecture series.

Significant national, regional, and local media visibility. CASE award winner for News and Information Programs. Bradford College named one of the most innovative colleges in American by U.S. News and World Report. 46% increase in inquiries; 29% increase in applications.

1/82-1/83 **Research Associate
Carnegie Foundation for the Advancement of Teaching**

One of four staff members for the Foundation's "Study of the American High School" (published as High School by Ernest L. Boyer), a nation-wide educational reform project. Collaborated in design of study's research agenda, focused interview guides, site visit protocols, and Foundation-initiated secondary school grants program. Analyzed field reports and made site visits on Foundation's behalf. Researched and wrote monographs and chapter drafts for High School. Prepared briefing material and policy papers for the National High School Advisory Panel and Carnegie Foundation President. Represented study before public and professional groups.

10/79 - 1/81 **Freelance Writer
Jack Morton Productions
Paras/Kahane Productions**

Conceived, wrote, and assisted in the production of trade association, corporate, and non-profit multimedia, film, filmograph, and video presentations. Developed other freelance communication projects; speech writing; proposal development; and brochure writing

and design.

10/79 - 6/80 **Paralegal/Researcher**
Hogan and Hartson

Assisted the firm's Community Service (pro bono) Administrator with legal and non-legal research and writing. Major areas of research: federal laws relating to education, housing discrimination, Section 504, and equal employment opportunity.

4/78-10/79 **Confidential Assistant to the Director**
Office for Civil Rights
U.S. Department of Health, Education, and Welfare

Provide personal assistance as reader and traveling aide to the Director, who was visually impaired. Staff participant in many of the decade's major civil rights debates including the Adams' litigation (post-secondary desegregation), Chicago School desegregation, and promulgation of Section 504 and Title Nine regulations. Assignments included, but were not limited to: substantive research; assistance in speech preparation, and correspondence preparation for the Director; assistance in copyediting material submitted for Federal Register publication and national dissemination.

8/75 - 12/75 **Writer/Editor**
Applied Urbanetics, Inc.

Editor and project coordinator, Catalog of National Institute of Education (NIE) Education Products 1985. Overall editorial and production responsibility for two-volume catalog of NIE-funded research projects.

Publications

Darling-Hammond, L and Haselkorn, D., "Reforming Teaching: Are We Missing the Boat?" Education Week (Commentary), Vol, XXVIII(27), 2009.

Levine, A. and Haselkorn, D., "Teaching at the Precipice: Strengthening Teacher Retention and Recruitment for the Long Haul." Education Week (Commentary), Vol. XXVIII(11), 2008.

Encore Performances: Tapping the Potential of Midcareer and Second-Career Teachers (Haselkorn, D. and Hammerness, K. Woodrow Wilson National Fellowship Foundation. 2008).

Teaching as a Second Career (Findings from a national opinion survey). Survey research: Peter D, Hart research Associates. Introduction and commentary: David C. Haselkorn. Woodrow Wilson National Fellowship Foundation. 2008).

McKenna, M. and Haselkorn, D, "NCLB and the Lessons of Columbine" USA Today Magazine, Vol.133 (2720), 2005.

"Why Shortcuts to Teaching Are Not the Rx We Need to Solve the Nation's Teacher Shortages" Education Week (Commentary), Vol. XXI(11), 2001.

The Essential Profession: American Education at the Crossroads (Haselkorn, D. and Harris, L. Recruiting New Teachers, Inc. 2001).

The Essential Profession: California Education at the Crossroads (Haselkorn, D. and Harris, L. Recruiting New Teachers, Inc. 2001).

How to Become a Teacher: A Complete Guide (Haselkorn, D. and Calkins, A., Recruiting New Teachers, Inc. 2000).

Learning the Ropes: Urban Induction Programs and Practices in the United States (Fideler, L. and Haselkorn, D., Recruiting New Teachers, Inc. 1999).

“Teacher Recruitment, Selection, and Induction: Policy Influences on Supply and Quality of Teachers” (Darling-Hammond, L., Berry, B., Haselkorn, D. and Fideler, L.). In Darling Hammond, L. and Sykes, G. (ed.), Teaching as the Learning Profession (Jossey-Bass, 1999).

The Essential Profession: A National Survey of Public Attitudes Toward Teaching, Educational Opportunity, and School Reform (Haselkorn, D. and Harris, L., Recruiting New Teachers, Inc. 1998).

The Essential Profession: A Survey of Public Attitudes in California Toward Teaching, Educational Opportunity, and School Reform (Haselkorn, D. and Harris, L. Recruiting New Teachers, Inc. 1998).

Take This Job and Love It: Making the Mid-Career Move To Teaching (Recruiting New Teachers, et al. Recruiting New Teachers, and Inc. 1998).

“Attracting, Preparing, and Supporting Teaching’s Next Generation,” (U.S. Department of Education. 1997).

“Shaping the Profession that Shapes America’s Future, Initial Ideas for Teacher Development Across America and the Reauthorization of Title V of the Higher Education Act” (Haselkorn, et al. U.S. Department of Education. 1997).

“Tackling America’s Teacher Deficit,” Education Week (Backpage Commentary), Vol. XV(41), 1997.

Shaping the Profession That Shapes California’s Future: The California Statewide Teacher Recruitment Action Plan (Haselkorn, et al. California Commission on Teaching, 1997).

"Breaking the Class Ceiling," Education Week (Backpage Commentary), Vol. XV(41), 1996.

Breaking the Class Ceiling: Paraeducator Pathways to Teaching (Recruiting New Teachers, Haselkorn, D. and Fideler, L. 1996).

"Teacher Recruitment, Selection, and Induction." Background Paper for the National Commission on Teaching and Americas Future (Haselkorn, D. and Berry, B., 1996)

Haselkorn, D. and Calkins, A. "Why Be a Teaching Professional: What Your Guidance Counselor Never Told You," Peterson's Guide to Colleges for Careers in Teaching. Princeton' Peterson's Guides (1996).

"The Schools We Want, The Teachers We Need," Quality Teaching, Vol. 4 (1), 1994.

Careers in Teaching Handbook (Recruiting New Teachers, Haselkorn, D., and Calkins, A. 1993).

State Policies to Improve the Teacher Workforce: Shaping the Profession that Shapes America's Future (Haselkorn, et al. Recruiting New Teachers, Inc. 1993).

Teaching's Next Generation: A National Study of Precollegiate Teacher Recruitment Programs (Haselkorn, et al. Recruiting New Teachers, Inc. 1993).

Ranslow, P.B., and Haselkorn, D. "Bradford College: Curriculum Reform and Renewal," Opportunity in Adversity: How Colleges Can succeed in Hard Times. San Francisco: Jossey-Bass, 1986.

Editor, "Opportunity for Excellence: The Lessons Learned by Five Colleges" (Conference Report of Ford Foundation Liberal Arts Project, 1985).

Levine A., and Haselkorn, D.; "Liberal Education's Civic Agenda," The Forum For Liberal Education, Vol. 7 (4), 1985.

Levine, A., and Haselkorn, D. "For the Sake of the Children: The Demise of Education Consensus in America," National Forum, Vol. 64 (2), 1984.

Awards

2001 Distinguished Achievement Award for Excellence in Education Publishing of the Association of Education Publishers for How To Become a Teacher: A Complete Guide.

1999 Distinguished Achievement Award for Excellence in Education Publishing of the Association of Education Publishers for Take This Job and Love It: Making the Mid-Career Move to Teaching.

1997 National Academy for Television Arts and Sciences, Finalist for National PSA Emmy Award. (I Teach)

1994 Distinguished Achievement Award for Excellence in Education Publishing of the Education Press Association for Teaching's Next Generation.

1994 Distinguished Achievement Award for Excellence in Education Publishing of the Education Press Association for Careers in Teaching Handbook.

1993 Bronze Effie (American Marketing Association Award for Excellence and Effectiveness in Public Service Advertising). (Heroes)

1992 Best of New York Citation of Excellence of the American Advertising Federation. (Heroes)

1992 Special recognition Award of The Council of the Great City Schools.

1992 Point of Excellence Award for Distinguished Contributions in Education of the Kappa Delta Pi.

1993 Kohl International Teaching Award.

1992 National Education Association Award for Advancement of Learning Through Broadcasting.

- 1991 National Academy for Television Arts and Sciences, Finalist for National PSA Emmy Award. (Be a Teacher. Be a Hero.)
- 1984 Council for the Advancement and Support of Education (CASE) Exceptional Achievement Award for News and Information Programs.

Other Experience

Board Member, National Board for Professional Teaching Standards and member of Executive Committee (2003-2009),

Chair, Ad Hoc Committee on Governance, National Board for Professional Teaching Standards

Member, Chancellor's Blue Ribbon Advisory Panel on Human Resources, NYC Public Schools

Keynote Speaker California Statewide Beginning Teacher Support and Assessment (BTSA) Conference, 2008

Advisor, Ensuring Access Panel, Center for the Future of Teaching and Learning (2005-2006)

Panelist and Presenter, AACTE Annual Meeting (2005)

Panelist/Presenter National Academy of Education-sponsored Town Meeting on NCLB (2004)

Presenter/Facilitator, Blackboard Invitational Summit on Online-Learning (2004)

Panelist, National Clearinghouse on Alternative Teacher Certification (2004).

Panelist, AERA Symposium on Alternative Routes to Teaching (2003).

Keynote Speaker, Florida Teacher Quality, Recruitment, and Retention Symposium (2003).

Panelist and Presenter, Hechinger Institute Colloquium on Politics and the Press (2002).

Panelist and Presenter, Education First Washington Policymaker Forum in No Child Left Behind (2002).

Panelist and Presenter, American Youth Policy Forum Capitol Hill Seminar on Teacher Quality and ESEA (2002).

Keynote Presenter, Texas State Teacher Recruitment Interagency Planning Committee, Texas Education Agency (2001).

Guest Speaker, Hawaii Business Roundtable, Hawaii Senate and Assembly Education Committees, and Hawaii Teaching Standards Board (2001).

Panelist, AERA Symposium on Teacher Recruitment (2001).

Keynote Speaker, Broward County Academy of Teaching Excellence/South Florida Annenberg Project District-wide Professional Development Workshop (2001).

Keynote Speaker, L.A. Community College District Symposium on Teacher recruitment and Retention (2001).

Plenary Speaker, ECS/NGA Title II Technical Assistance Workshop (2001).

Keynote Speaker, Minnesota Teacher Quality Policy Forum (2000).

Keynote Speaker, California Center for the Future of Teaching and Learning, Fall Forum (2000).

Keynote Speaker, Performance Institute, National Summit on Recruiting, Hiring, Training, and Retaining Quality Teachers (2000).

Expert Witness, U.S. House of Representatives Subcommittee on Postsecondary Education Hearings on Teacher Quality (2000).

Session Moderator, "Teacher Quality: A Conversation Among Southern Governors," Southern Governors Association Summit (2000).

Keynote Speaker, Lesley University Board of Trustees Annual Meeting (2000).

Keynote speaker, California Education Policy Seminar (1999).

Presenter/Leader, Harvard Graduate School of Education Faculty Discussion Group: "Teacher Recruitment, Induction, and Development" (1999).

Keynote speaker, DeWitt Wallace Reader's Digest Fund Pathways to Teaching Careers National Scholars Conference (1999).

Consultant/Member, Illinois Task Force on Minority Teacher Recruitment (1999).

Presenter, Education Week Editorial Board Quality Counts Planning Meeting (1999).

Presenter, Shaping America's Future, an AFT/NEA Conference on Teacher Quality (1998).

Panelist/Expert, National Association of State Boards of Education Task Force on Teacher Quality (1998).

Keynote Speaker/Convener, 5th Annual Pathways to Teaching Conference, (1998).

Keynote Speaker, California Center for the Future of Teaching and Learning, Fall Forum (1998).

Lead Facilitator: A Conversation on Teacher Quality/The Council of the Great City Schools Annual Meeting (1998).

Keynote Speaker, California Intersegmental Coordinating Council Symposium on the Future of Teaching (1997).

Keynote Speaker, California Education Policy Seminar (1997).

Presenter, National Commission on Teaching and America's Future (Launch of Commission Report 1996).

Keynote Speaker, Project Induct—North Carolina Statewide Induction Program (1996).

Co-founder, Urban Education Service Corps, Urban Teacher Collaborative (national alliance for teacher development with the Council of Great City Schools, and the Council of Great City Colleges of Education).

Co-convener, (with the OERI, NABSE, and Phi Delta Kappa) "Ensuring Excellence and Diversity in the Teaching Profession, a National Shareholders Conference" (1996).

Consultant Convener, California Commission on Teacher Credentialing Task Force on Statewide Teacher Recruitment Strategies, (1996).

"America's Teacher Diversity Imperative," Plenary Address, Tenth Annual National Conference on Recruitment and Retention of Minorities in Education (1996).

Keynote Speaker, The 1996 Beginning Teacher Induction Network Conference (1996).

Keynote Speaker, American Association of School Personnel Administrators Annual Meeting (1996).

"Recruitment for Diversity," Convener and Moderator, Plenary Symposium Panel, American Association of Colleges of Teacher Education Annual Meeting (1996).

"Urban Education's Professional Development Challenge," Panel Presentation, American Association of Colleges of Education Annual Meeting (1996).

"Teaching at Its Best," Panel Presentation, National Association of State Boards of Education Annual Meeting (1996).

Panel Convener and Moderator "Urban Education's Professional Development Challenge: Issues and Opportunities." " Council of the Great City Schools of Education, 1995.

"America at the Crossroads: Precollegiate Teacher Recruitment and the Promise of Reform." Keynote Address Third Annual Pathways to Teaching Careers Precollegiate Teacher Recruitment Conference, (1995).

Conference Convener/Keynote Speaker: California's Teacher Development and Diversity Challenges (co-sponsored with the California Commission on Teacher Credentialing, 1994).

Keynote Speaker, First Annual Paraeducator Pathways to Teaching Careers Conference (1995).

Presenter, California Education Policy Seminar (1995).

"Shaping The Profession That Shapes America's Future," Keynote Address, Missouri State School Superintendent's Annual Meeting (1994).

"Systemic Teacher Development" Keynote address State Education Leadership Conference, Consortium for Policy Research in Education, Harvard Graduate School of Education - September, 1993.

"America's Education Human Resource Challenges," Keynote address, National Council for Accreditation of Teacher Education State Accreditation Teams Annual Meeting, Washington, D.C., - December 1993.

Co-convener (with National Conference of State Legislatures), "State Policies to Improve the Teacher Workforce," 1992.

Panel Convener, "Systemic Approaches to Human Resource Development," Council of Great City Schools 1992 Annual Meeting.

Former Trustee, Teaching Matters, New York, NY.

Former Trustee, The Shady Hill School, Cambridge, MA.

Consultant/Advisor, "Testing Assumptions: A National Survey of Teachers' Attitudes Towards School Reform" (LH Research for the Ford Foundation).

Member, National Advisory Panel, National Partnership for Excellence and Accountability in Teaching (NPEAT).

Member, National Advisory Group, NCATE Professional Development Schools Standards Project.

Advisory Panel Member, Center for Early Adolescence Panel on Strengthening Teacher Preparation for the Middle Grades.

Member, Advisory Board, New Teacher Recruitment and Retention Project, Teachers College, Columbia University.

Member, Advisory Board, Danforth Foundation, Dorothy Danforth Compton Fellowship Program.

Member, Advisory Board, National Foundation for the Improvement of Education Study of Professional Education.

Member, Advisory Board, Cambridge College (Cambridge, MA).

Member, Advisory Board, National Center for Transition to Teaching.

Member, California Public Education Partnership.

Member, Advisory Board, California Center for the Future of Teaching and Learning

Board Associate, National Center for Education and the Economy (1988-1993).

Member, Blue Ribbon Panel on Attracting Minorities into Teaching Mathematics of the SUMMA Project, Mathematical Association of America.

Project Director and Conference Coordinator, Ford Foundation-sponsored conference on the future of liberal arts colleges, 12/84.

Presenter, Pathways to Teaching Careers, a National convocation on increasing diversity in teaching sponsored by the DeWitt Wallace-Reader's Digest Fund.

Consultant/Initiator: School Choice: a national study of the Carnegie Foundation for the Advancement of Teaching (Princeton, NJ, 1992).

Consultant, National Board for Professional Teaching Standards.

Invited Speaker, American History of Education Society Annual Meeting. (Topic: Reform Movements in American Secondary Education, 1982).

Presidential political campaign policy and transition team experience.

Congressional Intern, The Honorable Dante B. Fascell (ret.), 1970.

Education

Attended Bennington, St. Johns, and Sarah Lawrence Colleges. No degree.

CLAUDIA L. BACH



CURRENT POSITION

DIRECTOR OF EDUCATOR POLICY, PREPARATION AND LEADERSHIP
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Malden, Massachusetts

EDUCATION

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts
Ed.D. June, 1994
Program: Administration, Planning and Social Policy
Emphasis: Urban Superintendents Program

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts
Ed.M., June, 1991
Program: Administration, Planning and Social Policy
Emphasis: Negotiations/Labor Relations

UNIVERSITY OF THE AMERICAS, Puebla, Mexico
Emphasis: Curriculum and Instruction, 1973

OHIO STATE UNIVERSITY, Columbus, Ohio
B.S. in Education, June, 1965
Major: History/Government; Minor: English

INSTITUTE FOR AMERICAN UNIVERSITIES, Aix-en-Provence, France
Certificat d' Etudes Politiques, June, 1964
Emphasis: European Educational Systems

CREDENTIALS

Massachusetts Certification, Superintendent K-12
Oregon Certification, Standard Superintendent 090

PREVIOUS ADMINISTRATIVE EXPERIENCE

PUBLIC EDUCATION

SUPERINTENDENT OF SCHOOLS, 1998 - 2010
Andover Public Schools
Andover, Massachusetts
SUPERINTENDENT OF SCHOOLS, 1995-1998
Milton-Freewater Unified School District
Milton-Freewater, Oregon
SUPERINTENDENT INTERN/CONSULTANT TO THE SUPERINTENDENT, 1992
Sacramento City Unified School District, Sacramento, California

PRIVATE EDUCATION

ASSOCIATE DIRECTOR OF ADMISSIONS, 1985-90
Deerfield Academy, Deerfield, Massachusetts

DIRECTOR OF ADMISSIONS AND FINANCIAL AID, 1983-85
Colorado Rocky Mountain School, Carbondale, Colorado

NON-PROFIT AND FOR-PROFIT ORGANIZATIONS/UNIVERSITY

EXECUTIVE DIRECTOR, 1979-81
Carbondale Council on Arts and Humanities, Carbondale, Colorado

EXECUTIVE DIRECTOR, 1979-81
Carbondale Mountain Fair, Inc., Carbondale, Colorado

EXECUTIVE DIRECTOR, 1975-76
Museum Without Walls, Santa Cruz, California

PROGRAM COORDINATOR, 1973-75
Third World Teaching Resource Center, University of California, Santa Cruz, California

TEACHING EXPERIENCE

Higher Education:

LECTURER ON EDUCATION Managing Negotiations 2002-2004	Harvard University Graduate School of Education Cambridge, Massachusetts
ADJUNCT INSTRUCTOR Ethics and School Administration 1996-1998	Lewis & Clark College Graduate School of Professional Studies Portland, Oregon
TEACHING FELLOW Managing Negotiations Spring, 1994	Harvard University Graduate School of Education Cambridge, Massachusetts
LECTURER 1973-1975	University of California, Santa Cruz Santa Cruz, California

K-12 Education:

SPANISH I Grades 9-12 1985-1987	Deerfield Academy Deerfield, Massachusetts
ENGLISH AND SPANISH I Grades Ninth-Twelfth 1976-1982	Colorado Rocky Mountain School Carbondale, Colorado
GRADE 7 Bilingual Program 1972-1973	Colegio Hamilton Mexico City, Mexico
ENGLISH AS A SECOND LANGUAGE Grades 9-12 1971-1972	Colegio Vista Hermosa Mexico City, Mexico
ENGLISH Grades 7-12 1969-1971	American Cooperative School La Paz, Bolivia
ENGLISH AND AMERICAN HISTORY Grades 7-8 1968-1969	Thomas Jefferson Junior High Arlington, Virginia
ENGLISH AND AMERICAN HISTORY Grades 7-12 1966-1968	Uruguayan-American School Montevideo, Uruguay
GRADE 5 1965-1966	Chillum Elementary School Hyattsville, Maryland

MEMBERSHIPS/BOARDS/GROUPS

- Chinese Exchange Initiative, Visit to China, Spring, 2008
- Executive Committee of the Goddard Council, Department of Higher Education
- M.A.S.S Global Studies Committee
- M.A.S.S. Adaptive Leadership Cohort
- Coalition for Higher Standards; Math and Science Coalition, Mass Insight
- Math and Science Regional Academy, UMASS Lowell Planning Task Force
- Ex-Officio Board Member of Andover Coalition for Education
- Andover School Building Committee, past and current
- Andover Townwide Strategic Task Force
- League of Women Voters
- Certified Community Mediator with Franklin Mediation Services, former member

PRESENTATIONS/HONORS/AWARDS

- Recipient, YWCA of Greater Lawrence's "Tribute to Women," 5/14/2009
- Presenter, MASC/MASS Joint Conference, "A Focus on Engineering/Andover Pubic Schools," Brave New (Global) World, 11/16/2007
- Presenter, M.A.S.S Technology Leadership Conference, "Case for Urgency," STEM Education in a Global Society, 10/18/2007
- Presenter, MASPA, "Interest Based Bargaining," 11/17/2006
- Presenter, Superintendent Technology Conference, "The Paperless School Committee Agenda, 10/4/2006
- Presenter, STEM Pipeline Summit II, "How Can We Stimulate Student Interest in STEM Career...especially Women and Minorities?" 10/17/2005
- Recipient, Career Achievement Award, Alumni Society, Ohio State University, 2001
- Panelist, National Endowment for the Humanities, Division of Education Programs, 1999 and 2001
- Planning Committee, Urban Superintendents Program Symposium, Harvard University, Fall, 1999-Spring, 2000
- Frequent Presenter/Guest Lecturer, Urban Superintendents Program, Harvard University
- Participant, Van Andel Educators Institute, Hope College, Holland, Michigan, Summer, 1997
- Presenter, Northwest Women in Educational Administration, Troutdale, Oregon, 1997
- Mentor to Administrator, Institute for Executive Leadership, Lewis & Clark College, 1995-96
- Advanced Doctoral Fellow, for completion of academic milestones, Harvard University, 1993-94
- Academic Excellence Award, Harvard faculty citation for outstanding achievement and contributing to the understanding and learning of others, Harvard University, 1991-92 and 1992-93
- Salomon Foundation Merit Award, Harvard University, 1991-92

PUBLICATIONS AND WRITINGS

- "Engineering New Forms of Learning and Collaboration in Andover," Perspectives, Winter 2009
- Interest Based Negotiations:
A Study of Efforts to Improve Labor-Management Relations in a Public School District, analytic paper in partial fulfillment for Degree of Doctor of Education, 1994

PROFESSIONAL MEMBERSHIPS/BOARDS

- American Association of School Administrators
- American Association of University Women
- Association for Supervision and Curriculum Development
- Horace Mann League of the United States, Inc.
- Massachusetts Association of School Superintendents
- Merrimack Valley Superintendents' Association
- National Association of Secondary School Principals
- Phi Delta Kappa

FOREIGN LANGUAGE

- Spanish, moderate fluency

Shonda L. Huery



PROFESSIONAL EXPERIENCE-(District Level)
Assistant Chief Academic Officer

January 2009-Present
Boston Public Schools

• **Lead the Office of Curriculum Instruction and Professional Development**
Major Projects/Work Include:

- Professional development across content areas and grade levels
- Professional development for 5000 teachers and 250 school administrators
- June Leadership Conference for school leaders
- District-wide common writing assignment
- Adoption of new basal reading series—Pearson Reading Street for K-5 schools
- Algebra 1 at the 8th grade
- Increasing Access to Arts
- District-wide summer school programming

• **Lead the Office of Teacher and Leadership Effectiveness**
(Formerly the Office of Professional Development)
Major Projects/Works Include:

Boston Public Schools

- Professional development for school leadership teams at 12 lowest performing schools throughout the districts
- Redesigning the districts evaluation system for teachers and principals
- Implementing fund raising campaign to support departments initiatives:
 - Secured 750K planning grant for the Wallace Foundation to increase access to the Arts
 - Secured 250K external grant to provide professional development for over 2 years to the districts lowest performing schools
 - Served on district team to secure 15 million federal grant to improve teacher quality
 - Fundraising efforts in progress:
 - 3.5 million dollar grant federal leadership grant
 - 5 million dollar federal innovative fund grant

• **Supervisory Responsibilities Include:**

Boston Public Schools

- 25 people in curriculum and instruction
- 10 people in the professional development
- Perform yearly staff reviews and periodic progress checks

Additional Professional Responsibilities:

Boston Public Schools

- Serve on the superintendent’s executive cabinet
- Coordinate professional development for the academic superintendents and assistant academic superintendents
- Facilitate with the human resource department the development of recruitment strategies to place “master” teachers in the district’s lowest performing schools
- Facilitated the partnership work between the district and Boston Plan for Excellence—The partnership included:
 - Implementing a 1.5 million grant to lead 15 schools in school-wide problem solving efforts, which is the district’s inquiry approach to accelerate achievement across grade levels
 - Coaching principals and teacher teams
 - Facilitating content focused conversations and action planning with teacher leaders

Superintendent’s Intern

Superintendent Carol Johnson

August 2004-June 2005

Memphis City Schools

- Developed a plan to provide district-level support to six schools that were targeted by the state of Tennessee for needing to make continual improvements.
- Worked closely with academic leadership team to establish the district’s academic agenda.
- Established a system for the superintendent to make judicious decisions about appointments, speaking engagements, and attendance at events.
- Devised a system-wide logistical plan for school mergers.
- Created a quality plan for principal development.
- Facilitated leadership development for the district’s executive team.
- Aligned system goals to specific tasks of district level staff members
- Participated in the following processes:
 - Collaboration/negotiation of school board members
 - Interviewing of top-cabinet positions
 - Solicitation of business/community partners
 - Leadership development of cabinet members, principals, and teachers

Special Assistant to the Deputy Superintendent

Deputy Superintendent Bernadeia Johnson

June 2005-Janury 2006

Memphis City Schools

- Coordinated district-level relief efforts for over 3000 displaced (Hurricane Katrina) students and families.
- Planned leadership retreat for academic support team which included the superintendent, deputy superintendent, assistant superintendents, and additional school support personnel.
- Served as liaison between the deputy superintendent and operational support team.

Summer School Implementation Team

System-wide Responsibility

Summer 2001/2000

DC Public Schools

- Worked directly with the Chief Academic Officer to efficiently maintain the district’s summer school program.
- Chaired summer school training for teachers and administrators.

- Assisted with the trouble-shooting procedures for payroll and staff placement.

PROFESSIONAL EXPERIENCE-(School Level)

Elementary School Principal

January 2006-Present

- Oversaw 15 million dollar construction budget for the opening of a new elementary school in Memphis.
- Organized a team to facilitate the selection of paint, technology, carpet, furniture, school art work, books, and essential academic materials.
- Lead the development of the school’s academic plan which emphasizes students’ success in Math, Arts, Science, and Technology.

CONTINUAL WORK

- Facilitate instructional improvement for over fifty teachers and staff members who serve students in grades pre-k through five.
- Accelerate academic achievement for a diverse population of 570 students in grades pre-k through five from such countries as Mexico, Cambodia, China, and Africa.

Summer School Principal

Janney Elementary School

Summer 2002

Gage-Eckington Elementary School

Summer 2000

- Effectively implemented daily instructional plans for over 300 students.
- Conducted staff meetings and parental conferences.
- Developed instructional plans for students with special needs.
- Performed teacher and staff observations.
- Led daily operational procedures such as production and maintenance of staff time sheets, student attendance records, and student academic performance reports.
- Managed summer school budget.

Assistant Principal

Janney Elementary School

August 2001-June 2003

District of Columbia

Public Schools

- Supervised, evaluated, monitored instructional improvement by working with faculty and school support staff.
- Coordinated the special education program.
- Chaired the peer-coaching initiative.
- Served on the school-based management team.
- Established an enrichment program for low performing students.
- Worked closely with parents and community officials to secure fiscal resources.
- Provided instructional support to new teachers and teachers on improvement plans.

Administrative Intern/School Change Facilitator
Browne Junior High School

August 2000-
June 2001

- Assisted the principal and assistant principal with effectively managing the daily operational procedures of the school.
- Conducted workshops for teachers and staff regarding the implementation of quality instructional practices.
- Served as administrative liaison for the school climate committee and local school restructuring team.
- Led school-wide efforts to establish community partnerships and additional grant funding sources.
- Maintained solid communication via newsletters/informational pamphlets with parents, students, teachers, and staff regarding school successes.
- Coordinated consistent efforts to foster instructional growth in new teachers on staff.
- Implemented effective strategies for developing results-oriented instructional practices in the classroom.
- Served as instructional leader in school efforts to introduce to teachers the components project-based learning through the implementation of the Co-nect School Reform Model.
- Worked to foster positive attitudes amongst staff with regards to embracing new effective instructional practices.

Eighth Grade English Teacher
Browne Junior High School

August 1997-June 2001

- Implemented school-wide assessment preparation initiatives.
- Generated financial support for school-wide programs.
- Sponsored the drama club, coordinated the Odyssey of the Mind creative group, and coached the cheerleader team.
- Served as eighth grade team chairman

ADDITIONAL EXPERIENCE

Adjunct Professor

Trinity College

Summer 2002

Title of Course –“Community and Schools” (Masters Program-School Administration)

Legislative Correspondent

United State Congress

1996-1997

Broadcast Intern

WRC-TV Channel 4, Washington, DC
WTOP Radio, Washington

1995

COMMUNITY SERVICE/VOLUNTEER/MEMBERSHIPS

- Member of Alpha Kappa Alpha Sorority, Inc. (Served as leadership task force administrator)
- Member of Golden Gate Cathedral Full Gospel Baptist Church
- Incorporator for Winning Women Ministries
- Member of the Association of School Curriculum and Development
- Member of Council of Great City Schools

EDUCATION

Harvard University, Ed. D
Urban Superintendents Program
Administrative, Planning and Social Policy
Concentration in Urban Superintendency
Graduation Date: May 27, 2010

Bachelor of Arts (BA)
Broadcast Journalism
Howard University, 1996

Master of Arts (MA)
Education Administration
Trinity College, 2001

Master of Education (M. Ed.)
Administration Planning and Social Policy
Concentration Urban Superintendency
Harvard University, M.Ed., June 2004

Personal Characteristics: self-starter, creative, team player, visionary thinker, disciplined, committed to making a difference in urban schools **Personal Mottos:** Education is not a preparation for life; education is life itself. Hard work and self-discipline are keys to success.

References

[Redacted references]

WILLIAM C. HORWATH

EXPERIENCE

BOSTON PUBLIC SCHOOLS (BPS)

Boston, MA

Assistant Superintendent for Human Resources

2008 to present

- Lead staff of 30 and budget of \$2.4 million in working to build the best human capital with the district's staff of over 9,000 employees
- Sit on the Superintendent's Executive Leadership team and engage in a variety of strategic district-wide, cross-functional initiatives
- Engaged in supporting and transforming human capital in 12 BPS "turnaround" schools
- Oversee planning and rollout of all human capital aspects of district's Acceleration Agenda, including but not limited to compensation reform, evaluation process re-design and dual licensure programs
- Led implementation of BPS Management Institute, a management training program for mid-level central office managers
- Partnered with Boston Teacher Residency and Teach for America to expand alternative certification pipeline of teachers into BPS
- Managed impact of severe budget cuts on BPS personnel, using creative solutions, strategic decision-making and high levels of customer service to minimize impact on teaching and learning

Director of Staffing

2005 to 2008

- Supervised 12 employees engaged in ensuring that all Boston schools and central office departments are staffed with high-quality personnel
- Oversaw all aspects of hiring and staffing for school-based and central office hiring, addressing issues including salary, licensure, and budgeting
- Led and coordinated change management, customer service restructuring within the Staffing team to better align HR managers with school-level leaders as a single point of contact
- Key member of HR leadership team actively engaged in "re-inventing" all aspects of HR services within the district
- HR functional lead on project team tasked with implementing an online workforce planning tool to streamline and automate future-year workforce development
- Member of district negotiating team charged with negotiating major union contracts, including with the Boston Teachers Union
- Participant of the Broad Residency in urban education, a highly-selective two-year management development program that recruits and trains emerging leaders for senior management positions in public education

DELOITTE CONSULTING

Deerfield, IL

Senior Consultant

2000 to 2005

- Managed operations and client relationships for Medicaid Administrative Claim (MAC) Programs totaling \$20 million in annual reimbursements for over 200 school districts in the Southeastern US
- Oversaw combined budget of \$2 million for execution of MAC Programs
- Led cross-functional team of eight specialists to develop and implement services to district- and state-level clients

WORLDTEACH

Latacunga, Ecuador

English Professor

1997 to 1998

- Taught English as a second language to 120 Ecuadorian engineering and business students

COLLEGEBOUND

Washington, DC

Program Coordinator

1996 to 1997

- As part of Public Allies, a yearlong selective AmeriCorps program, worked with Washington DC public high school students to assess their college options and prepare individualized application timetables
- Planned and led visits to various colleges and universities
- Prepared weekly Math and English lessons for over 70 students to help them prepare for the SAT
- Recruited and organized volunteers and students for the program

EDUCATION

UNIVERSITY OF CHICAGO

Chicago, IL

Graduate School of Business and Harris School of Public Policy

2001

Master of Business Administration, with Honors

Master of Public Policy

DUKE UNIVERSITY

Bachelor of Arts, cum laude, in Public Policy Studies with minor in History

Durham, NC
1996

LICENSURE

Massachusetts Preliminary Licensure as Superintendent/Assistant Superintendent

SKILLS AND INTERESTS

- Conversational in Spanish
- Enjoy tennis, golf, Duke basketball, traveling, and spending time with my wife and two daughters

Kamalkant A. Chavda

Professional Preparation

Luther College, Decorah, IA Political Science and Biology B.A., 1996

Thesis topic: "Characteristics of the Democratization Process in Africa: A Case Study of Kenya"

Rutgers University, Newark, NJ Public Administration M.P.A., May 1998

Thesis topic: "Assessing the Need for an African Economic Community: Is Economic Integration a Better Road to Development than Structural Adjustment Programs?"

Rutgers University, Newark, NJ Public Administration Ph.D., 2004

Focus: Quantitative Methods, International/Comparative Public Administration, Organizational Change

Thesis: "Determinants of an Innovation-Supportive Organizational Culture in Local Governments"

A study of organizational culture and support for innovation. Results are based on a cross-sectional survey of local-level public agencies. Principal Components Regression Analysis is used to identify catalysts for, and barriers to, innovation. Also explores the applicability of prospect theory to the study of innovation.

Appointments

2008-present *Assistant Superintendent, Research, Assessment and Evaluation, Boston Public Schools*

Responsible for providing leadership to the Boston Public Schools related to research, evaluation, and assessment; ensuring that all activities in these areas help improve instruction, decision making, and student achievement. As a member of the Superintendent's Executive team, help develop and monitor the implementation of the district's strategic goals.

2006-2008 *Assistant Director, Survey Research Center, University of New Hampshire, Durham, NH*

Responsible for design and oversight of Survey Center projects, approximately \$400,000 annually. Supervise staff of three professionals.

2006-2008 *Lecturer, Department of Political Science, University of New Hampshire, Durham, NH*

Teach graduate and undergraduate courses. Supervise MPA student capstone projects and internships. Member, MPA Program Committee. Founding member of the New Hampshire Government Finance Officers Association's Public Finance Consortium, to assist finance directors in designing indicators for cross-municipal comparisons.

2004-2006 *Research Evaluator, Memphis City Schools, Memphis, TN*

Designed, administered and analyzed annual, district-wide, School Climate Survey for parents, students, and staff. Designed evaluation plan for \$4,240,000 School Improvement Grant funded under Title I of the No Child Left Behind Act. Conducted qualitative and quantitative evaluation of the district's Fresh Start initiative. Designed and administered Parent Corporal Punishment Survey. Conducted district-wide training of academic directors, principals and school staff on use of Excel Attendance Tracking Tool.

2004 *Adjunct Lecturer, East Carolina University, Greenville, NC*

2000-2001 *Teaching Assistant, Rutgers University, Newark, NJ*

1999-2001 *Dissertation Fellow, Rutgers University, Newark, NJ*

1997-1998 *Research Associate, The National Center for Public Productivity, Rutgers University, Newark, NJ*

1993 *Administrative Assistant, United Nations High Commissioner for Refugees, Nairobi, Kenya*

Publications and Presentations

- Chavda, K. (2007). Introduction to Data Analysis. In J. Miller, K. Yang (Eds.), *Handbook of Research Methods in Public Administration*. Boca Raton, FL: Auerbach Publications.
- "A Tale of Two States: Vermont and New Hampshire Profiles of Seniors" presented at the College Board's New England Regional Forum, 2007.
- "Predictors of Student Engagement in a Large Urban School District: Results of a Hierarchical Linear Model" presented at the National Evaluation Institute Conference, 2005.
- "Predictors of Innovative Organizational Cultures in Local Governments" presented at the American Society for Public Administration Conference, 2005.
- Chavda, K. (2004). Getting the Staff on Board. In D. Olshfski, K. Callahan, E. Schwella (Eds.), *Public Management Case Studies: A Global Perspective*. Thousand Oaks, CA: Sage.
- "Determinants of an Innovation-Supportive Organizational Culture in Local Governments" presented at the American Society for Public Administration Conference (Van Riper Symposium), 2002.
- "Distance Learning and Web-Based Education: One Step Forward, Two Steps Back?" presented to the Academic Affairs Committee of the Rutgers University-Newark Faculty Council, 2000.
- "Multi-lingual Performance Aids" project presented at the American Society for Public Administration Conference to the Section on Management Science and Policy Analysis, and to members of the Campaign for International Relations, 1997.

Synergistic Activities

- New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER),
Chavda, K. "Measuring Aspirations and Participation: New Hampshire High School Senior Survey." University of New Hampshire Survey Center, Durham, NH (ongoing and regular since December, 2006).
- New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER),
Chavda, K. "New Hampshire High School Senior Survey Follow-Up." University of New Hampshire Survey Center, Durham, NH (ongoing).
- Granite State College, Chavda, K. "Survey of Multi-Term Stop-Out and Non-Enrolled Students." University of New Hampshire Survey Center, Durham, NH (July, 2007).
- New Hampshire Institute of Health Policy and Practice, Chavda, K. "Clinical Use of Information Technology Among Physicians and Other Health Care Professionals in New Hampshire." University of New Hampshire Survey Center, Durham, NH (February, 2007).
- United Way of North Central Massachusetts, Chavda, K. "Community and Key Informant Survey." University of New Hampshire Survey Center, Durham, NH (October, 2006).

EDUCATION

Harvard Graduate School of Education, Cambridge MA

Master of Education, Human Development and Psychology, Risk and Prevention, June 2001

Boston University, School of Education, Boston, MA

Bachelor of Arts, Elementary Education, May 1996

CERTIFICATION

Massachusetts Elementary Education (grades 1-6), 1992

QMA-MELA-O Assessor

EXPERIENCE

Boston Public Schools, Office of Professional Development, Boston, MA

2009-present

Director of Teacher Development and Advancement

- Responsible for setting goals, outcome measures and strategic direction for Department of Teacher Development and Advancement based on collected data
- Supervise and support the work of New Teacher Developers to ensure a comprehensive system of new teacher support and induction
- Manage relations with external partners and service providers to streamline resources, specifically in relation to professional development
- Collaborate with DESE and BPS' licensure personnel to ensure professional development aligns with certification/re-certification guidelines
- Manage pre-existing grants and apply for new ones that support BPS academic goals and targets
- Monitor professional development offerings to ensure alignment with instructional goals, NSDC standards as well as inform future professional development needs and areas for improvement
- Create a career continuum that supports the development of teacher leaders including National Board Certification and the Master Teacher Academy

Boston Public Schools, Office of Professional Development, Boston, MA

2007-2009

New Teacher Developer

- plan and facilitate professional development for Beginning Teachers
- establish and maintain trusting, confidential, non-evaluative, and professional partnerships with Beginning Teachers
- provide weekly, on-site support to Beginning Teachers using a variety of strategies
- assist Teachers in planning, reflecting and analyzing their practice
- model appropriate, innovative teaching methodologies and practices
- assist Teachers in identifying instructional resources and appropriate professional development opportunities
- create and deliver reports regarding the *New Teacher Developer Program* to district and school site administrators, the Boston School Committee, and the Boston Teacher's Union

Boston Public Schools, Lee Academy Pilot School, Dorchester, MA

2004-2007

Co-Founder, Kindergarten and First Grade Teacher

- implemented a balanced literacy program including: guided reading, read alouds, interactive writing, shared reading, independent reading and phonics instruction
- taught TERC Investigations math curriculum
- designed and carried out science and social studies inquiry units aligned to Massachusetts state standards

L.RyanMiller

- used various assessment tools including the DRA (Developmental Reading Assessment), Observation Survey and BPS Math assessments to monitor students' progress as well as inform instruction
- created a cooperative and safe classroom environment through the use of Open Circle social competency curriculum
- supervised and mentored undergraduate students from Wellesley College and graduate students from Boston University
- served as a mentor teacher in the Center for Leadership Development's Mentoring Program
- communicated effectively with parents regarding their child's' progress through consistent dialogue as well as bi-yearly parent/teacher conferences
- served as host classroom for Writing in Kindergarten Training with Martha Horn and MaryEllen Giaccobe
- provided leadership on Lee Academy Governing Board, Boston Teacher's Union Building Representative, and Faculty Senate

Boston Public Schools, Joseph Lee Elementary School, Dorchester, MA

2002-2004

First Grade Teacher

- implemented Readers' and Writers' Workshop
- taught TERC Investigations math curriculum
- made accommodations for students by using Wilson Reading Program to provide differentiated learning experiences to meet the needs of all students
- employed Cooperative Discipline behavior management practices
- participated in Collaborative Coaching and Learning (CCL) cycle on Oral Language Development
- served as model classroom for Boston Plan for Excellence video production, Workshop Routines In the Early Grades
- member of School Site Council (SSC)

Boston Plan for Excellence, Boston, MA

2001-2002

After-School Programs Coordinator

- designed and led professional development on the components of a balanced literacy program including: guided reading, shared reading and interactive writing for after-school staff
- coordinated professional development opportunities around behavior management for after-school staff
- *Researcher and Co-writer*, white paper published by Boston's After-School For All Partnership, Enhancing Literacy Support in After-School Programs
- created a network for purposes of disseminating information from Boston Public Schools, as well as sharing best practices between after-school service providers
- worked as a liaison between Boston Public Schools, Mayor's Office and various after-school providers
- facilitated meetings between after-school providers and classroom teachers

Boston Public Schools, Lucy Stone Elementary School, Dorchester, MA

2000-2001

Project ASPIRE

- taught social skills intervention curriculum in grades K-5
- participated in writing the Whole School Improvement Plan (WSIP)
- member of the Instructional Leadership Team (ILT)
- conducted quantitative research that examined students' reading comprehension in relation to their levels of social development

Boston Public Schools, Sarah Greenwood K-8 School, Dorchester, MA

1996-2000

First and Second Grade Teacher

- planned and effectively taught reading, writing and math lessons using district initiatives
- facilitated professional development for teachers and para-professionals in the components of a balanced literacy program
- taught English as a Second Language (ESL) and administered LAU assessments
- supervised and instructed full-time practicum students from Boston College

L.RyanMiller

- worked effectively and collaboratively as a member of the School Site Council (SSC) and Instructional Leadership Team (ILT)
- as a member of Student Support Team (SST) collaborated with administrators, staff, school counselors, behavior specialists and physicians to analyze and modify instruction for socially and/or academically “at-risk” students

RELATED EXPERIENCE

Wellesley College, Wellesley, MA

2004-2007

Co-Instructor, ED 304: Curriculum Seminar for Student Teachers

- taught behavior management portion of class

Harvard Graduate School of Education, Cambridge, MA

2002- 2004

Teaching Assistant, School Reform and the At Risk Child

- responsible for leading small group discussions around the “at-risk” child, resilience and the role that school reform plays in preventing risk factors as well as promoting interventions to foster resilience
- evaluated student assignments

B.E.L.L. Foundation After-School Program, Dorchester, MA

2003-2004

Educational Advisor

- led professional development for after-school teachers around Boston Public School’s literacy and math initiatives, as well as appropriate behavior management strategies
- worked with tutors and students to support students in grade-level mastery of reading, writing and math
- maintained student portfolio’s in order to monitor the academic progress of 60 students
- collected and submitted data for program evaluation

Boston Public Schools, Summer Transitional Program, Sarah Greenwood

2000-2006

K-8 School, Dorchester, MA

Third Grade and Fifth Grade Teacher

- tutored students in English /Language Arts through Readers’ and Writers’ Workshop
- taught MCAS preparation curriculum
- worked with “at risk” fifth grade students to prepare them both academically and socially to enter middle school
- completed progress reports that clearly communicated students’ progress to parents and administrators

Beth Schiavino-Narvaez



Education:

- **Harvard University**, EdM. School Leadership, May 2003
 - EdM. Education Policy and Management, May 2009
 - Current Doctoral Student in Harvard's **Urban Superintendents Program**
- **Pennsylvania State University**, B.S. Elementary Education, **Honors Degree with Highest Distinction**, June 1994

Awards:

- **Student Marshal (Valedictorian)**, Penn State College of Education 1994
- **Outstanding Student Leadership and Service Award**, Penn State College of Education
- **University Scholar and Four-time Recipient of the President's Award for Outstanding Academic Achievement**, Penn State University 1990-1994
- **Fulbright Scholar**, South Korea 1994-1996
- **Harvard University Principals' Center National Advisory Board Member** 2004-2007

Certifications:

- **Massachusetts Superintendent/Assistant Superintendent**
- **Massachusetts Principal, Elementary K-5**
- **Massachusetts Principal, Middle School 5-8**
- **Pennsylvania Teacher, K-8**

Professional Experience:

- **Chief Schools Officer, Springfield Public Schools, MA** Feb. 2010-Present
 - Oversee a zone of seventeen schools
 - Supervise, evaluate, and support the principals in the zone
 - Serve on the Superintendent's Senior Leadership Team and the Instructional Leadership Team
 - Monitor the implementation of district instructional initiatives and policies
- **Harvard University Urban Superintendents Program** July 2008-Feb.2010
 - **Special Assistant to Superintendent Joshua Starr, Stamford, CT**
 - Learned about the instructional, managerial, and political aspects of district-level executive leadership
 - Redesigned the district's budget development process
 - Served on the district's Senior Leadership Team

- **Doctoral Student, Cohort 19**
 - As one of six students selected for the program in 2008, learned about all aspects of running a school district as an urban superintendent
 - Completed all doctoral coursework; anticipated graduation date, with completion of the dissertation, June 2012

- **Principal, Pittsfield Public Schools, MA** August 2003-2008
 - **Principal, Reid Middle School**
 - Appointed to lead this school by the superintendent when the former principal resigned mid-year
 - Led all operations of this school of 700 students and 90 staff
 - Provided instructional leadership for a standards-based instructional system, ongoing student assessment, and staff professional development
 - Collaborated with all stakeholders in the school community to articulate and implement the transformation of Reid, utilizing research-based best practices in middle school reform models

 - **Principal, Egremont Elementary School**
 - Served as instructional leader and manager for this school of 500 students and 60 staff members
 - Developed and led a collaborative professional development structure that became a model for the district
 - Introduced the use of data to drive instruction and created a school-wide common assessment system which included regular collaborative scoring
 - Initiated the implementation of a new math curriculum, a genre-based writing program, and the mapping of our reading curriculum to ensure the use of research-based best practices in instruction and alignment with content and performance standards
 - Grew teacher leadership through the establishment of four essential leadership teams: faculty advisory, assessment, literacy leadership, and school-wide positive behavior support
 - Collaborated with parents to innovatively involve them in their children's school

 - **District Professional Development Committee Chairperson**
 - Co-led district professional development with the Deputy Superintendent
 - Created the district-wide framework for professional development
 - Developed a model professional development planning template for use by all administrators
 - Facilitated professional development committee meetings and district-wide training sessions

 - **District-wide National Institute for School Leadership (NISL) Trainer**
 - Taught units of study for administrators from several districts as part of the National Institute for School Leadership Program
 - Co-developed a leadership program for all district administrators that focused on the application of the National Institute for School Leadership curriculum and established administrative study groups

- **Principal Intern, Boston Public Schools** August 2002-June 2003
 - Worked closely with award-winning principal, Mary Russo, on key school initiatives and operations in this 900 student school in Dorchester, MA
 - Carried out leadership projects including the development of inquiry/study groups for teachers, the redesign and coordination of parent-teacher conferences, in-depth analysis of student assessment data, and grant writing
 - Created a comprehensive mentoring program for new teachers that was cited as a best practice model in Harvard Professor Susan Moore Johnson's book *Finders and Keepers*

- **Peace Corps Volunteer, Republic of Kiribati** October 1999-November 2001
 - Designed and implemented a comprehensive school-based professional development program that included teacher study groups, inservice workshop, and demonstration lessons in reading workshop, inquiry-based math, and ESL techniques
 - Selected to design, lead and evaluate the training program for new Peace Corps Education Volunteers

- **Teacher, Allentown School District, PA** January 2002-June 2002 and September 1997-October 1999
 - Led a new fifth-grade program that piloted a team-teaching classroom where reading/writing workshops and inquiry-based lessons were key strategies
 - Taught seventh grade English Language Arts as an integrated reading/writing course
 - Collaborated to write district curriculum frameworks aligned to national and state standards

- **Fulbright Scholar, South Korea** July 1994-December 1996
 - Created and taught English as a Second Language (ESL) courses in a large public high school
 - Led workshops in ESL teaching techniques for Korean school teachers
 - Studied Korean at Yonsei University and attained a high-intermediate level of proficiency

Related Experience:

- National Institute for School Leadership (NISL) Certified Trainer
- Harvard University Principals' Center Summer Institute Group Leader
- National School Leaders' Network (NSLN) Trained Facilitator

Daniel J. Warwick



EDUCATION

Certificate of Advanced Graduate Studies (With Distinction)-1986	American International College Educational Administration
Master of Education-1981	American International College Special Education
Bachelor of Science-1976	Westfield State College Education

CERTIFICATIONS

The Commonwealth of Massachusetts

- ❖ Superintendent/Assistant Superintendent (All Levels)
- ❖ Principal/Assistant Principal (K-8)
- ❖ Principal/Assistant Principal (5-9)
- ❖ Principal/Assistant Principal (9-12)
- ❖ Supervisor/Director
- ❖ Special Needs
- ❖ Elementary (K-8)
- ❖ History (7-12)

PROFESSIONAL EXPERIENCE

Assistant Superintendent for Schools
Springfield Public Schools July 1, 2008 - Present

- ❖ Responsible for overseeing 44 schools at over 50 sites across the district.

Assistant Superintendent
Springfield Public Schools July 1, 2004 – 2008

- ❖ Responsibilities included overseeing Zone 1 schools which include 10 elementary schools, 2 middle schools, a vocational technical high school and all alternative schools.
- ❖ Supervising all Special Education Programs at all levels, supervising the Guidance Department including guidance and adjustment counselors.
- ❖ Supervising the Nursing Department
- ❖ Supervising the Transportation Department

- ❖ Responsible for staffing allocations for all schools
- ❖ Responsible for implementation of the Boundary School Plan
- ❖ Increased academic achievement levels of the Zone 1 schools by over two times the average gain at the District Level.

Elementary Principal, Glenwood School
Springfield Public Schools, 1991-2004

- ❖ Raised academic achievement levels for all students on the MCAS to the highest level in the state for a school with over 70% of the students in poverty.
- ❖ Received awards for academic excellence including two Title 1 (Distinguished School Awards (1999 and 2003), and a Commonwealth Compass School Award (2003, a Blue Ribbon School Award from the U.S. Department of Education.
- ❖ Successfully employed the STAT and Service Teams Initiatives to meet the needs of our at-risk students in the mainstream program, and reduced the referral rate for Special Education to the lowest in the District.
- ❖ Successfully piloted and implemented the Sheltered English Immersion Model for our E.L.L. students, raising their academic achievement to the highest level for both the District and State.
- ❖ Initiated the Reading Recovery Program for the District as a successful Early Intervention Model for our at-risk students.
- ❖ Raised academic achievement levels of our African-American and Hispanic students to the highest levels in the District.

Secondary Special Education Supervisor
Springfield Public Schools, 1988-1991

- ❖ Responsibilities included supervising all Special Education Programs at the Middle and High School Levels, monitoring the compliance regulations regarding the Referral and Evaluation Processes, supervising the Evaluation Team Leaders, providing Professional Development for staff, and working with the Principals and Personnel Department on employment related issues.
- ❖ Implemented the first Inclusion Model of instruction at the Middle and High School Levels
- ❖ Participated on the team that started the first Emergency Placement Program in the District.
- ❖ Helped design the 502.4i Program for Emotionally/Behaviorally Challenged students in the District.

Master Itinerant Teacher, Pupil Adjustment Program
Springfield Public Schools, 1986-1988

Responsibilities included support and supervision of Special Education Classes serving students with significant Emotional/Behavioral Challenges.

Teacher – Springfield Public Schools

May 1976 – June 1986

Taught at all levels in Regular and Special Education settings.

PROFESSIONAL ACCOMPLISHMENTS

Blue Ribbon School Award U.S. Department of Education	Fall-2005
Co-Chairperson-District Level Staffing Allocation Committee	Spring-2004
Commonwealth Compass School Award	May 2003
Title I Distinguished Schools Award	2003 and 1999
Project Lead Master Principal	2002-2004
Project Lead Exemplary Principal	2002-2004
Mentor Principal	2000-2001
Superintendent’s Advisory Team	2000-2001
Fellowship-University of Pittsburgh Institute for Learning	1999-2000
Horace Mann Mentor Teacher	1986-1988

COMMUNITY-INVOLVEMENT

Member, Board of Trustees, Cathedral High School, July 2000-2006

- ❖ Chairperson of the Building and Grounds Committee
- ❖ Member, Presidential Search Committee
- ❖ Member, Principal Search Committee

Member, Holy Cross School Board, 1992-1999

- ❖ Chairperson-two years
- ❖ Vice-Chairperson-two years
- ❖ Chairperson of the Budget/Finance Committee-6 years
- ❖ Member-Principal Search Committee

Member, Ward Seven Democratic Committee, 1990-Present

- ❖ Acting Chairperson-2 years
- ❖ Vice-Chairperson-8 years

❖ Democrat of Distinction Award - 2007

Member, Board of Directors-Forest Park East Civic Association, 1984-1990

Coach, Youth Sports, 18 years

❖ Youth Soccer, Basketball, Softball, and Football

Member of Holy Cross Parish

PROFESSIONAL AFFILIATIONS

Massachusetts Association of School Superintendents

National Association of Elementary School Principals

Massachusetts Elementary Schools Principals' Association

Springfield Principals' Association-Treasurer

Mary Kate Fenton

[Redacted]
[Redacted]
[Redacted]
[Redacted]

Present Position:

Springfield, MA Public Schools (SPS)
Senior Administrator for the Teaching/Learning and Professional Development
Licensure by the MA Department of Education (#190523)

Education:

December 2009-Present Doctoral Student, American International College
July 1995 Massachusetts Elementary School Principal’s Association
 Administrative Certification Program
September 1990 Master of Education/Curriculum and Instruction
 Lesley College
September 1975 Bachelor of Science in Education
 Westfield State College

Career Continuum

Senior Administrator for Teacher, Learning and Development
Director of Professional Development
Inclusion Specialist
Lucretia Crocker Fellow (Year-long Fellowship awarded by the Department of Education for Exemplary Teaching)
System –Wide Mathematics Resource Teacher
School-Based Elementary Mathematics Resource teacher
Grades K-5 classroom teacher

Presentations and Consultations:

- Wallace Network Leadership Issues Group/National Forum on Leadership
- Wallace National Conferences
- National Council of Teachers of Mathematics (NCTM)
- National Association of Bilingual Educators (NABE)
- New League of Middle Schools (NELMS)
- Keynote Speaker—Sturbridge Public Schools
- MA Department of Education (DESE)
- Title I Conference
- Western Massachusetts Writing Project
- Project LEAD National Conference
- National Staff Development Conference (NSDC)
- Harvard ExEL Leadership Institute
- National Institute for School Leadership (NISL)
- College Board Conference –Advanced Placement Focus

Professional Experiences:

- Certified trainer for the Southern Regional Educational Board (SREB) program for leadership in the *Leading Change* module and the *School Culture* module;
- Train-the trainer program participant for the National Institute for School Leadership (NISL) program for leadership;
- Member of the Harvard ExEL Leadership Program, a three-year training program for urban leaders;
- Certified trainer by the New York Leadership Academy in the *Blended Coaching* model certification
- Fellow of the Dr. Lauren Resnick *Institute for Learning*, University of Pittsburgh.

District Initiatives

- Operationalized the development and implementation of the district's Strategic Plan
- Lead the development and implementation of the SPS K-12 on-line articulated curriculum know as the Learning Center
- Designed, authored and negotiated the rubrics for the SPS Performance Mangement System for Teachers
- Designed the Instructional Leadership Specialist (ILS) position for the SPS
- Developed a selection and appeal process for the ILS position in collaboration with American Institutes for Research (AIR), Washington, DC
- Designed and implemented the Teacher Leader position for the SPS
- Developed a selection and appeal process for the Teacher Leader position in collaboration with American Institutes for Research (AIR), Washington, DC
- Authored the District-Based Licensure Program for teachers and administrators
- Led the writing team that developed the District Improvement Plan for five underperforming schools in the district which was presented to the Department of Education and approved by the Board of Education—June 2008
- Participated in the National Institute for School Leaders (NISL) design for the district and presently training as a trainer for the district
- Mentored and served as supervising administrator for new and aspiring administrators.

Current State Initiatives

- Lead contributor in the development of new State Standards for Principal Licensure
- Member of the Massachusetts Cohesive Leadership System

- Lead contributor in the development of a Transformational Leadership Development Continuum for the Department of Education to be implemented state-wide.

Current National Initiatives

- Coordinated the Val-Ed Pilot for the SPS
- Participated in the National Leadership Issue Group sponsored by the Wallace Institute: Reviewing the roles and responsibilities of the principal
- Developed a career ladder for teachers and administrators
- Participated in the pilot of a performance assessment tool for administrators based on the key leadership behaviors

MELISSA MASON SHEA

EXPERIENCE

SULLIVAN, HAYES & QUINN, Springfield, Massachusetts

May 2003 – Present

Attorney

- Advise and represent private employers, public administrations, and school districts in all areas of employment and labor relations matters including: employee relations; employee benefits; employment policy development; hiring and disciplinary practices; collective bargaining negotiation; contract management; grievance administration; employment contract negotiation, drafting and interpretation; development of affirmative action plans; and performance of personnel audits.
- Represent employers before the courts and agencies in labor relations and employment matters.
- Develop and perform employee training programs, including anti-harassment and supervisory trainings.
- Conduct personnel investigations regarding professional conduct.
- Advise and represent school districts in all areas of education law.

CITY OF SPRINGFIELD, LAW DEPARTMENT, Springfield, Massachusetts 1996 – 2003

Associate City Solicitor

- Full-time attorney for the City of Springfield.
- Provided legal representation to various municipal boards, departments and commissions.
- Provided legal advice to the Springfield Public Schools on a variety of school law related issues.
- Represented the City in employment law issues, including employee discipline, grievances, labor arbitrations, and matters before the Massachusetts Commission Against Discrimination.
- Negotiated and drafted multimillion dollar contracts. Advised the City on procurement law issues.
- Represented the City in civil litigation matters.
- Drafted numerous legal opinions.

SPRINGFIELD COLLEGE, Springfield, Massachusetts

1993 – 1999

Adjunct Professor

- Taught *Legal Aspects of Leisure Services* course from 1996 - 1999 for the Recreation Department which introduced liability issues and risk management to graduate students.
- Taught *Business Law* course from 1993-1997 in the Business and Economics Department.
- Taught *Business and Government* course.

LAW OFFICES OF FRANK R. SAIA, Springfield, Massachusetts

1995 – 1996

Associate Attorney

Associate in general practice law firm. Responsibilities included representing clients in the Probate Court, Bankruptcy proceedings, criminal matters, municipal matters and general civil litigation.

D.C. LAW STUDENTS IN COURT, Washington, D.C.

1992 – 1993

Student Attorney

Represented and litigated on behalf of indigent clients in the District of Columbia Superior Court. Responsible for initial interview, pleadings, discovery, investigation, hearings and trial.

U.S. DEPARTMENT OF JUSTICE, UNITED STATES ATTORNEY, Washington, D.C.

- ***Civil Division Law Clerk***, Summer 1992.

Conducted legal research and drafted motions and pleadings on issues relating to employment discrimination, immigration, common law torts, and review of agency action under the Administrative Procedure Act. Assisted in research and drafting motions regarding financial litigation brought by the United States government.

- ***Narcotics Division Law Clerk***, Spring 1992.

Assisted in the preparation of federal criminal investigations and indictments in major narcotics conspiracies. Assisted Local Drug Interdiction Team in investigations seeking drug couriers.

THE CATHOLIC UNIVERSITY OF AMERICA LAW LIBRARY, Washington, D.C.

Law Library Staff Member 1992 – 1993

Assisted individuals in locating library materials, circulation and conducting legal research.

THE HONORABLE BRUCE S. MENCHER, D.C. SUPERIOR COURT, Washington, D.C.

Legal Intern 1992

Drafted judicial opinion. Analyzed trial memoranda and reviewed and provided recommendations on pending motions.

WOOD SPRINGER AND LYLE, Denton, Texas

Summer Associate Summer 1991

Worked as a summer associate in a general practice law firm. Researched and analyzed law relating to personal injury, health law, tax law, products liability and wills and trusts.

EDUCATION

THE CATHOLIC UNIVERSITY OF AMERICA

The Columbus School of Law, Washington, D.C.

Juris Doctorate, May 1993

- Member of the Moot Court Association
- International Law Society, Vice-President
- Women's Law Caucus, Chairperson

THE UNIVERSITY OF TEXAS AT AUSTIN, Austin, Texas

Bachelor of Arts in Government, May 1990

- Attended *John Cabot International College* in Rome, Italy for the academic year 1987-1988 to study international relations.

OTHER

- Admitted to the Massachusetts Bar in 1993
- Admitted to practice before the U.S. District Court, District of Massachusetts
- Listed on the MCAD's panel of sexual harassment and prohibited discrimination trainers who have successfully completed the MCAD's certified program for workplace trainers
- Massachusetts Council of School Attorneys member
- *Commissioner*, Springfield Women's Commission, 1999 - Present
- *Commissioner*, Mayor's Commission on Disability, 2000 – 2002
- Early Childhood Centers of Greater Springfield, Inc. Board Member
- Inclusion in *Best Lawyers in America* for employment benefits
- Recognized in *Boston Magazine*, as a “Rising Star” among Massachusetts lawyers
- Honored by *Business West* “40 Under 40”, Class of 2008
- Massachusetts City Solicitors & Town Counsel Association, Member
- Massachusetts Bar Association member
- Hampden County Bar Association member
- Fluent in Italian

Ellen Carroll Guiney
Executive Director, Boston Plan for Excellence

Professional Experience

1995 to Present ***Executive Director, Boston Plan for Excellence in the Public Schools***

Directs privately funded local education foundation that works in close partnership with the Boston Public Schools to create a system of effective schools for all students. With the district, co-manages three major initiatives: Boston Teacher Residency (BTR), Accelerating Improvement through Inquiry (AI²), and Boston Schoolchildren's Consortium. From 1996 to 2006, managed and oversaw \$65M raised by the Boston Annenberg Challenge.

Duties include the following: planning and coordinating elements of the reform effort with district staff; managing BPE's work in schools; serving as staff to the board of trustees; raising funds and reporting to funders.

1992-1995 ***Chief Education Advisor & Administrative Staff Director***

Senate Labor and Human Resources Committee, Washington DC

Oversaw the enactment of the education reform legislation Goals 2000 and the reenactment of the Elementary and Secondary Education Act (ESEA). Managed and supervised work of six junior staff assistants, fellows, and interns.

Duties included the following: planning and executing Labor Committee education agenda with other senior staff; drafting and managing legislation; organizing hearings; planning events and drafting speeches and articles for Senator Edward M. Kennedy; preparing briefings and providing background information for press; coordinating efforts with Massachusetts officials.

1988-1992 ***Education Advisor, Mayor's Office, Boston***

Was responsible for overall policy development and for media relations on education issues.

Duties included the following: planning education agenda for Mayor Raymond L. Flynn; managing press relations on education issues; writing speeches; working with City Council, School Committee, and Massachusetts government on education issues; acting as liaison with community-based organizations; staffing mayor's education reform commission; planning and executing school governance shift to a mayorally appointed school board; consulting on state education reform legislation; analyzing school budget.

1981-1988 ***Executive Director, Citywide Educational Coalition (CWEC), Boston***

Managed private non-profit education advocacy organization of 500+ parents, teachers, and business and university representatives.

Duties included the following: planning and coordinating media campaign to create reform agenda; analyzing annually the \$400 million school budget; writing and editing bimonthly reports of School Committee actions; developing business community involvement in schools, including participation in the formation of the Boston Compact; fundraising and proposal writing; coordinating board involvement.

Education

Boston College: M.A. in English

Le Moyne College: B.S. in English

Boston State College: Massachusetts Teaching Certificate

JESSE SOLOMON



Education

Massachusetts Institute of Technology, B.S. in Mathematics, 1991.

Harvard Graduate School of Education, M.Ed. in Teaching and Curriculum (concentration in Mathematics), 1992.

Professional Experience

Boston Teacher Residency, Boston, MA

Founder & Director, Boston Teacher Residency. February, 2003-Present

Urban Teacher Residency Institute, Chicago, IL

Co-Founder. August, 2007 - Present

TERC, Cambridge, MA

Urban Education Fellow. August, 2002-July, 2003.

Harvard Graduate School of Education, Cambridge, MA

Lecturer on Education. August, 2002-January, 2003.

The Teachers' Institute at City On A Hill, Boston, MA

Co-Founder & Executive Director. July, 1999 - June, 2002.

City On A Hill Public Charter High School, Boston, MA

Founding Math Teacher, Lead Teacher for Curriculum & Instruction, Board Member. August, 1995 - June, 2002.

The Urban Calculus Initiative, Boston, MA

Co-Founder & Team Leader. October, 1997 – September, 2000.

TERC, Cambridge, MA

Teacher-Researcher. *SimCalc and Urban Math projects.* September, 1994 - June, 2002.

Education Development Center, Newton, MA

Teacher Trainer. *Leadership for Urban Mathematics Reform Project.* Summer, 1995 & 1996.

Boston Public Schools, Boston, MA

Math Teacher, Brighton High School. September, 1994 - June, 1995.

Cambridge Public Schools, Cambridge, MA

Seventh and Eighth Grade Teacher, Martin Luther King Jr. Open School. September, 1992 - June, 1994.

Harvard Graduate School of Education, Cambridge, MA

Teaching Fellow. September, 1993 - January, 1994.

Brookline Summer School, Brookline, MA

Teacher. July - August, 1992.

The Efficacy Institute, Lexington, MA

Curriculum Developer. February - August, 1991; June - December, 1989 & June - December, 1988.

JESSE SOLOMON (Continued, p.2)

Massachusetts Institute of Technology, Cambridge, MA

Course Developer and Teaching Fellow, Cambridge, Politics & the M.I.T. Community. August, 1990 - May, 1991.

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National Board Certification, The National Board for Professional Teaching Standards, December, 2000.

Publications

Solomon, J. (2010). The Boston Teacher Residency: District-Based Teacher Education. *Journal for Teacher Education*. Boulder, Colorado: American Association of Colleges for Teacher Education.

Solomon, J. (2006). Exploring Culture and Pedagogy in Mathematics Class through Student Interviews. In *Teachers Engaged in Research*, Charlotte, North Carolina: Information Age Publishing.

Solomon, J. and Nemirovsky, R. (2005). Mathematical Conversations. *Journal for Research in Mathematics Education: Medium and Meaning: Video Papers in Mathematics Education Research, Monograph XIII* (videopaper). Reston, VA: National Council of Teachers of Mathematics.

Solomon, J. (2005). The Urban Calculus Initiative. *Mathematics Teacher*, 93(1), 82. Reston, VA: National Council of Teachers of Mathematics.

R. Nemirovsky, A. Rosebery, B. Warren, B., and J. Solomon, (Eds) (2004). *Everyday matters in mathematics and science: Studies of complex classroom events*. Mahwah, NJ: Erlbaum.

Solomon, J. and Weissbourd, R. (2001). To improve schools, focus on teachers. Op-Ed, *The Boston Globe*.

Solomon, J.. (1997). Toward a Collaborative Approach to Staff Development. *Mathematics Teaching in the Middle School*, 2(3), 174-79. Reston, VA: National Council of Teachers of Mathematics.

Community Training and Assistance Center
Evaluation and Professional Development Audit Team

William Slotnik, Executive Director, is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). For the past thirty-one years, he has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, research and evaluation services, and policy support in education. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to superintendents, boards of education, unions and leadership teams throughout the United States. Slotnik has led technical assistance and evaluation initiatives nationally which address such issues as systemic reform, performance-based compensation, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools.

He has been the lead or co-lead author of numerous evaluations, including *Pathway to Results*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher quality and systems change) and articles on systemic reform, and provides briefings to members of the U.S. Congress, the U.S. Department of Education, state legislatures and departments of education, and the media.

Maribeth Smith, Senior Project Director, Professional Development, Curriculum and Instruction, serves as lead evaluator and technical assistance provider. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance to school districts at the school, district, union and board levels. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives; Focus on Literacy: Professional Development Audit; Catalyst for Change* (the summative Denver report on Pay for Performance); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She has extensive experience in professional development, curriculum and instruction, and turning around underperforming schools and districts. She is one of the nation's leading experts on high school reform and redesign, pedagogy, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

James Wyckoff, Ph.D., Senior Evaluation Scientist, CTAC is a Professor in the Curry School of Education, and Director of the Center for Education Policy and Workforce Competitiveness at the University of Virginia. He has published on a variety of topics in education policy including issues of teacher labor markets and school resource allocation. His current research focuses on the attributes of New York City teachers and their preparation that are effective in increasing the performance of their students. He currently serves on the National Academy of Sciences Committee on Children Eligible for School Nutrition Programs, the Scientific Review Panel of the US Department of Education, and the editorial board of Education Finance and Policy.

Donald B. Gratz, Ph.D., Senior Associate and Director, National School Reform, is Director of Graduate Programs in Education at Curry College. He previously served as Director of National School Reform at CTAC and as Executive Director of the Alliance for Education. He is one of the nation's leading experts on performance-based compensation. He coordinated the first phase of CTAC's evaluation of Denver's pay for performance initiative and guided the implementation of systemic reform initiatives in large districts throughout the United States. He is widely published in the area of performance-based compensation, including the recently issued The Peril and Promise of Performance Pay: Making Education Compensation Work.

Lynn Stinnette-Barbour, District-Site Coordinator, has led numerous initiatives at CTAC including the implementation of the Standard Bearer Schools process in multiple districts throughout the nation. She also served as the Director of Urban Education and Director for School and Community Development for the North Central Regional Educational Laboratory, and Senior Associate for the National Center on Education and the Economy. Previously, she served as an award-winning school principal in the Chicago Public Schools. She is a leading expert in urban education, curriculum alignment, standards-based instruction, and data-informed decision-making.

William Eglinton, Director, Management, Finance and Policy, CTAC, previously served as Chief Operating Officer of Public Service Company of New Mexico (PNM: a Fortune 200 company), and Chairman of the Board for all corporate subsidiaries. Under his leadership, PNM introduced performance-based compensation. In addition to being a key-team member for many of CTAC's partnerships, Bill has served as CTAC's co-project director for the TIF-supported Leadership for Educators' Advanced Performance Initiative (LEAP) with the Charlotte-Mecklenburg Schools, directed CTAC's National Urban Reform Network, led site research and evaluations teams in Christina, DE (systemic reform), Denver (Collaborative Decision-Making) and Newark, New Jersey (state interventions) and trained district leadership teams, community collaboratives, corporate leadership groups and policy making bodies at local, state and national levels. His areas of expertise include school/corporate collaboration, performance-based compensation, executive assistance to superintendents and boards of education, and education policy.

Martin Orland, Ph.D. Senior Evaluation Scientist, CTAC is Director of Evaluation and Policy Research at WestEd. He is a national leader in developing evidence-based knowledge for educators and directs a nationwide staff of methodologists, research scientists, content experts, and evaluators whose goal is to help address critical needs in the fields of education and human development. The Evaluation Research program houses studies of projects at the elementary, secondary, collegiate, and graduate levels covering a breadth of topic areas including school reform; administrative, teaching, and curricular interventions; and children at risk of academic failure.

Immediately prior to joining WestEd, Orland served as Senior Program Director, Division of Behavioral, Social Sciences and Education, and Director of the Center for Education, at the National Research Council, part of the National Academies. At the U.S. Department of Education, Orland held leadership positions at the Institute of Education Sciences, the National Center for Education Statistics, and the National Education Goals Panel.

Richard Larrabee, Senior Associate, CTAC, National School Reform, has facilitated the implementation of the Standard Bearer Schools process at school and district levels in Duval County, Florida and led CTAC's field services team that conducted the groundbreaking professional development audit of the Schultz Center for Teaching and Leadership and the Duval County Public Schools. He previously served as Supervising Superintendent (overseeing all district regional superintendents), principal of a distinguished school (one of the nation's first CTAC-assisted Standard Bearer Schools), and as Director of Information Services during 30 years of service to the Cleveland Public Schools (Ohio). His areas of expertise include using data to drive instructional improvements, school and district improvement, and data-driven accountability.

Peggie Brown, Senior Associate, National School Reform, CTAC previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in reading theory and practice, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. She is the Center's expert on parent and community involvement. She is also an adjunct faculty member at Kent State and Ashland University.

Judith Clary, Ph.D., Senior Associate, National School Reform, CTAC, previously served as the Assistant Superintendent for Human Resources and as Assistant Superintendent for Research, Development and Accountability in Albuquerque Public Schools (NM). She has extensively developed policies and procedures to meet education regulations, and state and federal regulations and laws. In addition to cultivating relationships with community organizations, business communities and universities, she has been responsible for research, technical assistance, accountability, and restructuring frameworks for schools. She also serves as a mediator for Alternative Dispute Resolution, and as an Educational Diagnostician.

Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability, has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in performance-based compensation reform.

About Teach Plus

The mission of Teach Plus is to improve outcomes for urban children by ensuring that a greater proportion of students have access to effective, experienced teachers. It is founded on the premise that teachers want to learn and grow in the profession, and want to ensure that their development results in increased learning among their students. In order for schools to continuously improve student achievement, teaching must become a career that motivates and rewards continuous improvement among practitioners.

Key Teach Plus Staff

Celine Coggins (CEO). Coggins is a former teacher from Worcester, MA, who launched the Policy Fellows program while she was the Research Director at the Rennie Center for Education Research and Policy in Cambridge, MA. She has been a labor-management consultant in Providence, RI as well as Worcester and Springfield, MA and was formerly special assistant to the Massachusetts Commissioner of Education on teacher quality. She is the author of more than two dozen reports and journal articles and the editor of two books. She earned her Ph.D. in Education Policy Analysis from Stanford University.

Monique Burns Thompson (President). Burns Thompson has experience as a social entrepreneur, management and human capital expert and district administrator. Monique was the co-founder, President and Chief Curriculum Officer of New Leaders for New Schools. She developed her understanding of human capital in the private sector, as a Consultant for the McKenzie Group, as an assistant principal in DCPS, and as Special Assistant to the Superintendent of the Philadelphia Public School District. Monique has a Bachelor's from Dartmouth College, an MBA from Harvard Business School, and a Master's in Education Policy from Harvard Graduate School of Education.

Meghan O'Keefe (Director, T3 Initiative). Before joining Teach Plus to lead the T3 Initiative, Meghan was the Project Director for School Turnaround Strategies at Mass Insight, where she provided overall project management and partner development for programs in Mass Insight's school turnaround focus area. Prior to Mass Insight, she held positions as the Director of Strategic Planning and the Director of Operations in the New York City Department of Education's Student Enrollment office, and taught second grade for several years. She earned an MBA from the Yale School of Management, a BA from Boston College, and a M.Ed. from Lesley College as part of the Lesley-Shady Hill School Teacher Training Program.

Heather Peske (National Program Director). Peske has spent her career committed to transforming education for low-income and minority students. Previously, she served as the Director of Teacher Quality at the Education Trust, a national non-profit organization dedicated to raising standards and closing achievement gaps in education. Heather has a master's and doctorate degree from the Harvard Graduate School of Education where she was a founding member of the Project on the Next Generation of Teachers, and co-authored the award-winning book, "Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools", in addition to numerous other reports and articles. She previously worked as a School Director at Teach for America's Summer Institute and an elementary teacher and in Baton Rouge, Louisiana.

Appendix R

Massachusetts Department of Elementary and Secondary Education (DESE)

Framework for District Accountability and Assistance

1. Framework Diagram and Description
2. District Standards and Indicators
3. Conditions for School Effectiveness



Framework for District Accountability and Assistance 2010-2011

Accountability

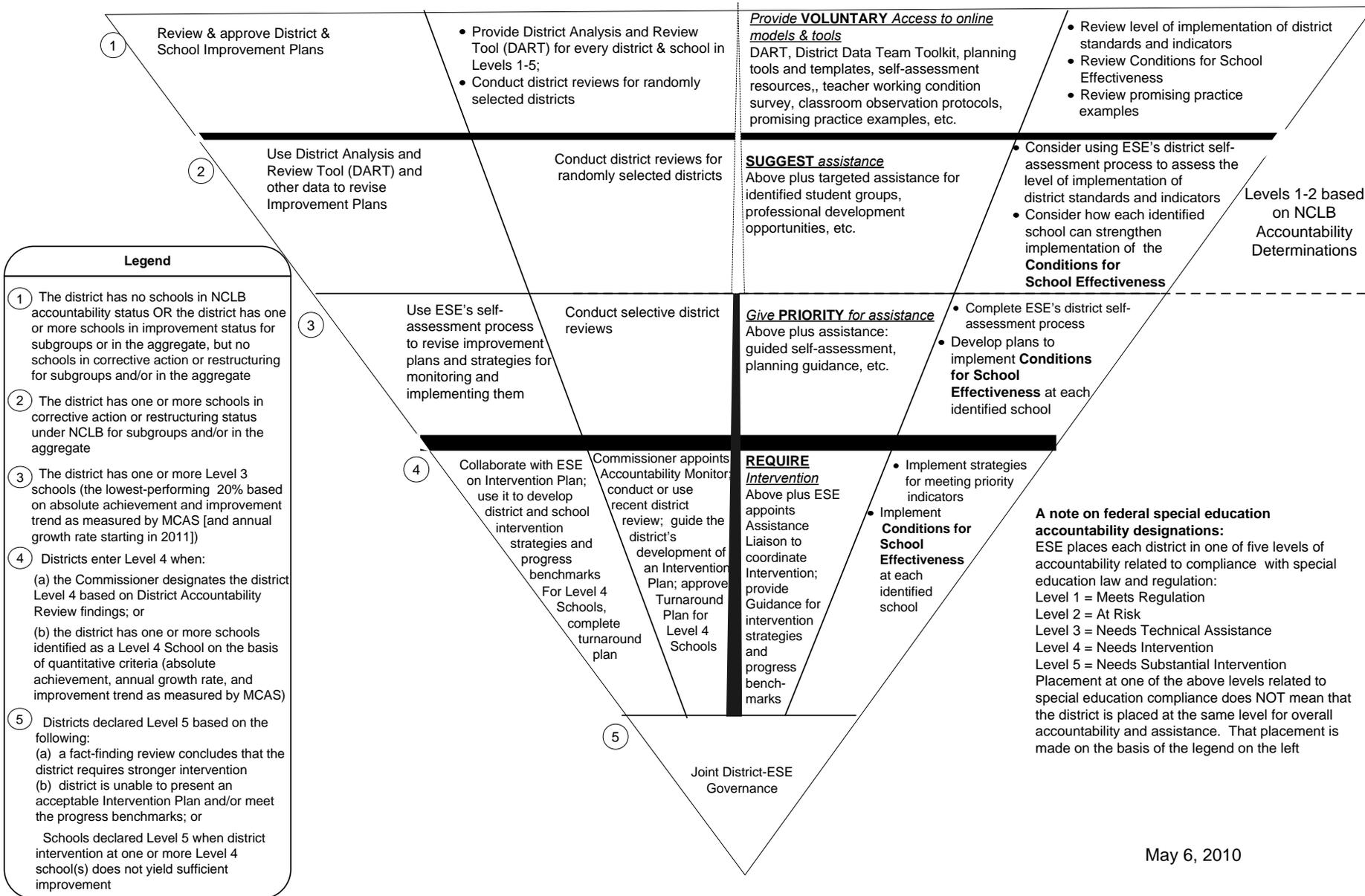
Assistance & Intervention

District Actions

State Actions

State Actions

District Actions



Levels 1-2 based on NCLB Accountability Determinations

Description of the *Framework for District Accountability and Assistance*

The *Framework for District Accountability and Assistance* defines the Department of Elementary and Secondary Education's approach to engaging with districts to improve student performance. District accountability and Department assistance must be closely linked in order to produce sustainable improvement. The *Framework* delineates the responsibilities of both parties in driving school improvement.

Three key principles have guided the development of the *Framework* and are reflected in the accompanying diagram:

1. The district is the entry point for the Department's accountability and assistance work; the focus of state assistance will be on building district capacity to support and guide improvement efforts in individual schools.
2. A strong accountability system will not, by itself, result in continued improvement. A parallel system of assistance and intervention is necessary to secure continued, strong improvement.
3. We must develop a system that ensures levels of accountability and assistance that match the severity and duration of identified problems.

The *Framework* defines the roles and expectations of the district and the Department based on the performance of the district's schools. Every district in the Commonwealth is represented in one of five "levels": districts requiring the least state intervention will be in Level 1 while districts requiring the most intervention will be in Level 5. At each level, the *Framework* distinguishes the Department's role with respect to "accountability" and "assistance and intervention" as well as districts' responsibilities.

The Department will provide a range of assistance to districts based on their *Framework* level. Resources will include the results of a Department-generated Annual District Data Review that reports on more than forty quantitative indicators; online models and self-assessment tools for district and school improvement that are aligned with the Department's "District Standards" and "Essential Conditions for School Effectiveness"; and access to targeted technical assistance.

Below is a brief description of each of the five levels:

Level 1 (*districts without federal accountability status except one or more schools in Improvement for subgroups or in the aggregate – 68% of districts based on 2008-2009 data*): Districts in Level 1 require the least state support. They will be encouraged to engage in self-assessment measures and targeted improvement as needed.

Level 2 (*districts with schools identified for Corrective Action or Restructuring for subgroups and/or in the aggregate – ~15% of districts based on 2008-2009 data*): Districts in Level 2 will receive targeted assistance for identified student groups and access to Department-sponsored professional development opportunities. Districts in Level 2 are expected to use the District Analysis and Review Tool (DART) and other data to revise Improvement Plans.

Level 3 (*districts with one or more schools among the lowest-performing 20% based on quantitative indicators – ~15% of districts based on 2008-2009 data*): Districts in Level 3 will be required to complete a district self-assessment process aligned with the District Standards and Essential Conditions for School Effectiveness. Level 3 districts will be given high priority for Department assistance, including resources to assist their efforts to implement the Essential Conditions at each identified school.

Level 4 (*districts identified by quantitative and qualitative indicators through a district review; districts with one or more schools among the lowest-performing and least improving 2% based on quantitative indicators – 2% of districts based on 2008-2009 data*): Level 4 designation is based on indicators including but extending beyond federal AYP determinations in order to identify districts requiring the most intensive state intervention. Level 4 districts must develop an Intervention Plan to implement the Essential Conditions for School Effectiveness in each identified school. The Department will assign an Accountability Monitor to monitor district planning and improvement and an Assistance Liaison to coordinate interventions including grant funding.

Level 5 (*districts or schools declared by the Board as requiring "Joint District-ESE Governance" – 0% based on 2008-2009 data*): BESE will appoint a body to share responsibility for major budgetary, personnel, and policy decisions at the school and/or district level as needed.



Massachusetts Department of Elementary and Secondary Education

District Standards and Indicators

Leadership and Governance

1. Focused School Committee Governance
2. Effective District and School Leadership
3. District and School Improvement Planning
4. Educationally Sound Budget Development
5. Effective District Systems for School Support and Intervention

Curriculum and Instruction

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
2. Strong Instructional Leadership and Effective Instruction
3. Sufficient Instructional Time

Assessment

1. Data Collection and Dissemination
2. Data-Based Decision-Making
3. Student Assessment

Human Resources and Professional Development

1. Staff Recruitment, Selection, Assignment
2. Supervision and Evaluation
3. Professional Development

Student Support

1. Academic Support
2. Access and Equity
3. Educational Continuity and Student Participation
4. Services and Partnerships to Support Learning
5. Safety

Financial and Asset Management

1. Comprehensive and Transparent Budget Process
2. Adequate Budget
3. Financial Tracking, Forecasting, Controls, and Audits
4. Cost-Effective Resource Management
5. Capital Planning and Facility Maintenance

Leadership and Governance: School committee and district and school leaders establish, implement, and continuously evaluate the effectiveness of policies and procedures that are standards-based, driven by student achievement data, and designed to promote continuous improvement of instructional practice and high achievement for all students. Leadership decisions and actions related to the attainment of district and school goals are routinely communicated to the community and promote the public confidence, community support, and financial commitment needed to achieve high performance by students and staff.

1. Focused School Committee Governance: School committee members are informed and knowledgeable about their responsibilities under the Education Reform Act. In their policy-making and decision-making they are guided by improvement plan goals and informed by student achievement data and other educationally relevant data. The performance of the superintendent is annually evaluated based on the attainment of the goals in the district improvement plan, MCAS results, and other student achievement data. Together with the superintendent, the school committee creates a culture of collaboration and develops contracts and agreements which encourage all stakeholders to work together to support higher levels of student achievement.

2. Effective District and School Leadership: The superintendent promotes a culture of transparency, accountability, public confidence, collaboration, and joint responsibility for student learning within the district and broader community. The superintendent effectively delegates educational and operational leadership to principals, program leaders, and administrators, and annually evaluates their performance in their roles based on the goals in the district and school improvement plans, MCAS results, and other relevant data. *The district and each school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a well-designed strategy for accomplishing a clearly defined mission and set of goals, in part by leveraging resources. Each school leadership team a) ensures staff understanding of and commitment to the school's mission and strategies, b) supports teacher leadership and a collaborative learning culture, c) uses supervision and evaluation practices that assist teacher development, and d) focuses staff time and resources on instructional improvement and student learning through effective management of operations and use of data for improvement planning and management (CSE #2).*

3. District and School Improvement Planning: The district and school leaders have a well-understood vision or mission, goals, and priorities for action that are outlined in a District Improvement Plan. The plan's performance goals for students and its analysis of student achievement data drive the development, implementation, and modification of educational programs. Each school uses an approved School Improvement Plan that is aligned with the district's plan and based on an analysis of student achievement data. District and school plans are developed and refined through an iterative process that includes input from staff, families, and partners on district goals, initiatives, policies, and programs. District and school leaders periodically report to the school committee, staff, families, and community on the extent of the attainment of the goals in the plans, particularly regarding student achievement.

4. Educationally Sound Budget Development: The superintendent annually recommends to the school committee educationally sound budgets based primarily on its improvement planning and analysis of data. The budget is developed and resources are allocated based on the ongoing analysis of aggregated and disaggregated student assessment data to assure the budget's effectiveness in supporting improved achievement for all student populations. District leaders promote equity by distinguishing among the needs of individual schools' populations and allocating adequate resources to the schools and students with greater needs. Each school's administrators are actively involved in the development of its budget.

5. Effective District Systems for School Support and Intervention: *The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways. Using these, it monitors the performance of students and conditions in each school. The district also identifies any persistently low-achieving and/or struggling schools; makes any needed changes in staffing, schedule and/or governance; and supports an ambitious, yet realistic plan for school improvement, including goals, timelines, and benchmarks, with explicit consequences for not meeting benchmarks. The district provides its lowest achieving and struggling schools with additional monitoring and effective support for improvement. (CSE #1)*

Note: Essential Conditions for School Effectiveness (CSEs) are in italics.

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Curriculum and Instruction: The curricula and instructional practices in the district are developed and implemented to attain high levels of achievement for all students. They are aligned with components of the state curriculum frameworks and revised to promote higher levels of student achievement.

1. **Aligned, Consistently Delivered, and Continuously Improving Curriculum:** The district and each of its schools have curriculum leadership that ensures consistent use, alignment, and effective delivery of the district's curricula. Teachers and other staff make effective use of curriculum guides for all content areas that include objectives, resources, instructional strategies, timelines, and assessments. The district has an established, documented process for the regular and timely review and revision of curricula based on valid research, the analysis of MCAS results and other assessments, and input from professional staff. *The district ensures that each school's taught curricula a) are aligned to state curriculum frameworks and to the MCAS performance level descriptions, and b) are also aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course). (CSE #3).*

2. **Strong Instructional Leadership and Effective Instruction:** The district and each of its schools have leadership and support for effective instruction. District and school leaders address instructional needs and strengths that are identified through active monitoring of instruction and ongoing use of formative and summative student assessment data. *The district ensures that instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs. It also ensures that instruction focuses on clear objectives, uses appropriate educational materials, and includes a) a range of strategies, technologies, and supplemental materials aligned with students' developmental levels and learning needs; b) instructional practices and activities that build a respectful climate and enable students to assume increasing responsibility for their own learning; and c) use of class time that maximizes student learning. Each school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice. (CSE #4)*

3. **Sufficient Instructional Time:** The district allocates sufficient instructional time for all students in core content areas. The allocation of time is based on analyses of student achievement data and focused on improving proficiency.

Assessment: District and school leadership use student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

1. **Data Collection and Dissemination:** District assessment policies and practices are characterized by the continuous collection and timely dissemination of data. District and school staff members have access to user-friendly, district-wide and school-based reports on student achievement and other relevant data. All appropriate staff and community members are made aware of internal reports and external review findings.

2. **Data-Based Decision-Making:** The district is highly effective at analyzing and using data to drive decision-making. District and school leadership annually review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating human and financial resources, and to initiate, modify, or discontinue programs and services. District and school leaders monitor student achievement data throughout the year in order to ascertain progress towards goals identified in the district and school plans, and to make needed adjustments to programs, policies, services, or supervision practices. All professional staff members are supported and expected to use aggregated and disaggregated student achievement data regularly to improve performance.

3. **Student Assessment:** *The district ensures that each school uses a balanced system of formative and benchmark assessments to guide instruction and determine individual remedial and enrichment requirements. Benchmark assessments are given 4 – 8 times per year. (CSE #5)*

Human Resources and Professional Development: The district identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff who are successful in advancing achievement for all students.

1. Staff Recruitment, Selection, and Assignment: The district has policies and practices to secure candidates who are committed and qualified to meet student needs, contribute to a professional learning community, and in the case of teachers, provide high quality instruction in their content area. The district attracts quality candidates by demonstrating a climate of supportive, collegial, growth-oriented working conditions. The district assesses candidates' proficiency in domains of the common core of professional knowledge and skills during the hiring process. Hiring and placement timelines and policies allow districts to recruit high-quality external candidates in a competitive time frame. District develops varied incentives and other strategies for recruiting and ensuring a diverse pool of high-quality candidates in hard-to-staff positions. Hiring processes include input from appropriate district stakeholders. All members of the professional staff have appropriate Massachusetts licensure. In the event of unfilled professional positions, individuals are hired on waivers and provided mentoring and support to attain the standard of substantial annual progress toward appropriate licensure. The district places a high priority on retaining and maximizing the impact of effective professional staff by establishing a process for identifying, recruiting, training, appropriately compensating, and supporting teacher leaders in order to create new roles, career opportunities, and formal and informal opportunities for exemplary teachers to have responsibility for instructional leadership and mentoring. ***The district ensures that each principal has the authority, guidance, and assistance needed to make staffing decisions based on the school's improvement plan and student needs. (CSE#6)***

2. Supervision and Evaluation: The district's evaluation procedure for administrators' performance fulfills the requirements of the education reform act and is informative, instructive, and used to promote individual growth and overall effectiveness. Compensation and continued employment for administrators are linked to evidence of effectiveness, as assessed by improvement in student performance and other relevant school data. The district ensures that school leaders regularly use research-based supervision processes to monitor and support teachers to meet instructional and program expectations based on high standards of performance aligned to the common core of professional knowledge and skills. Through effective supervision practices, administrators identify the strengths and needs of assigned staff in order to plan effective implementation of district and school initiatives, assess the application of skills and practices learned from professional development, provide struggling teachers with opportunities for additional professional development and support and provide frequent, high-quality feedback focused on professional growth. The district promotes a culture of growth-oriented supervision through a combination of formal evaluations and ongoing, informal instructional feedback. The district's evaluation procedure for teachers' performance is aligned to the supervision process, incorporates multiple sources of data including student achievement results, effectively implemented by trained administrators, and fulfills the requirements of the Education Reform Act. The district has identified varied strategies for supporting and developing struggling teachers. After one year of intensive support, educators who do not meet evaluation criteria may be dismissed or demoted.

3. Professional Development: The district maintains a strong commitment to creating and sustaining a professional development program that supports educators at all stages in their careers based on and information about staff needs, based on student achievement data and assessments of instructional practices and programs at each school, and district-wide priorities. ***Professional development includes a) both job-embedded and individually pursued learning, including content-based learning, that enhances a teacher's knowledge and skills and b) structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice. (CSE #7)*** The district provides comprehensive, systematic supports to make the transition from being a novice to being an accomplished educator more effective and professionally rewarding. This includes adequate resources, comprehensive support for all novices during their first three years in accessing all domains of the common core of professional knowledge and skills. Programs progress developmentally and differentiate for educators' different areas of responsibility and levels of expertise and experience. District and school organizational culture and structures create a climate conducive to adult learning through open and honest communication, continuous professional improvement and joint responsibility for student learning.

Note: Essential Conditions for School Effectiveness (CSEs) are in italics.

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Student Support: The district provides quality programs for all students that are comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices address the needs of all students. The district is effective in maintaining high rates of attendance for students and staff and retains the participation of students through graduation.

1. Academic Support: The district has policies, procedures, and practices that promote student high achievement, support course completion, reduce grade retention, and encourage on-time graduation. *The district has an effective system for identifying all students who are not performing at grade level. Each school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the district ensures that each school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners. (CSE #8)*

2. Access and Equity: District and school staff members work to close achievement gaps by using aggregated and disaggregated data on student participation and achievement to adjust policies and practices and to provide additional programs or supports. Inclusive classrooms and programs that use an integrated services model minimize separation of special populations from the mainstream of school activity. The district and its schools work to promote equity through such means as increasing the proportion of underrepresented subgroups in advanced and accelerated programs. Beginning at the middle school level, leaders actively create pathways to ensure that all students are prepared for post-secondary education and career opportunities upon graduation.

3. Educational Continuity and Student Participation: District and school policies and practices promote student attendance, which is continuously monitored, reported, and acted upon. They also promote and track staff attendance and participation, and appropriate provisions are made to ensure continuity for students. District and school policies and practices also help all students make effective transitions from one school, grade level, or program. Entering and mobile students are promptly placed in educationally appropriate settings using information from skill and other assessments when prior school records are not accessible. Transient and homeless students have timely and equitable access to quality programs supported by district oversight, policies and practices to address their needs. Fair and equitable policies, procedures, and practices are implemented to reduce suspensions, exclusions, and other discipline referrals. Policies and practices are implemented to reduce or minimize dropping out, and the district has practices to recover dropouts and return them to an educationally appropriate placement.

4. Partnerships and Services to Support Learning: *The district ensures that each school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework developed by the Task Force on Behavioral Health and Public Schools pursuant to c. 321, s. 19, of the Massachusetts Acts of 2008. Students' needs are met in part through a) the provision of coordinated student support services and universal breakfast (if eligible); b) the implementation of a systems approach to establishing a productive social culture that minimizes problem behavior for all students; and c) the use of consistent schoolwide attendance and discipline practices and effective classroom management techniques that enable students to assume increasing responsibility for their own behavior and learning. (CSE #9) The district ensures that each school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being (CSE #10);* such community partners and providers as human service agencies, corporate and civic sponsors, and higher education give students and families access to health, social, recreational, and supplemental educational services.

4 Safety: The district supports schools to maintain safe environments for students. The district has a comprehensive safety plan that is reviewed annually with local police and fire departments and is used to create aligned school plans. The district provides ongoing training for appropriate staff in dealing with crises and emergencies, as well as opportunities for all staff and students to practice safety procedures.

Financial and Asset Management: The district engages in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. The district acquires and uses financial, physical, and competitive capital resources to provide for and sustain the advancement of achievement for all students enrolled in the district. The district regularly assesses the effectiveness and efficiency of its financial and capital assets and has the ability to meet reasonable changes and unanticipated events.

1. **Comprehensive and Transparent Budget Process:** The district's budget is developed through an open, participatory process, and the resulting document is clear, comprehensive, complete, current, and understandable. The budget provides accurate information on all fund sources, as well as budgetary history and trends. The district and community have appropriate written agreements and memoranda related to 603 CMR 10.0 that detail the manner for calculating and the amounts to be used in calculating indirect charges levied on the school district budget by the community. Regular, timely, accurate, and complete financial reports are made to the school committee, appropriate administrators and staff, and the public. Required local, state, and federal financial reports and statements are accurate and filed on time.

2. **Adequate Budget:** The community annually provides sufficient financial resources to ensure educationally sound programs and quality facilities, with a sufficient district revenue levy and level of local spending for education. The combination of Chapter 70 Aid and local revenues, considering justified indirect charges, meets or exceeds Net School Spending (NSS) requirements of the education reform formula. The district's budget and supplemental funding are adequate to provide for effective instructional practices and adequate operational resources.

3. **Cost-Effective Resource Management:** As part of its budget development, the district implements a review process to determine the cost-effectiveness of its programs, initiatives, and activities. This process is based, in part, on student performance data and needs. *The district ensures that each principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so. (CSE #11)* The district has a system in place to pursue, acquire, monitor, and coordinate all local, state, federal, and private competitive grants. The district implements an effective system to monitor special revenue funds, revolving accounts, and the fees related to them to ensure that they are managed efficiently and used effectively for the purposes intended and to advance the district's improvement plan. The district actively seeks ways to leverage resources and expand capacity through collaboration with such external partners as educational collaboratives and institutions of higher education.

4. **Financial Tracking, Forecasting, Controls, and Audits:** District administrators are able to regularly and accurately track spending and other financial transactions. The district uses forecast mechanisms and control procedures to ensure that spending is within budget limits. It uses efficient accounting technology to facilitate tracking, forecasting, and control procedures, and to integrate the district-level financial information of each school and program. All procurement, tracking, and monitoring systems and external audits are accurate, current, and timely. The district has a system in place to ensure that state procurement laws are followed, that staff are qualified to manage their fiscal responsibilities, and that all assets and expenditures are monitored and tracked to attain the most efficient and effective utilization. The district competitively procures independent financial auditing services at least every five years, shares the results of these audits, and consistently implements their recommendations.

5. **Capital Planning and Facility Maintenance:** The district has a formal preventive maintenance program to maximize and prolong the effective use of the district's capital and major facility assets, as well as to ensure that educational and program facilities are clean, safe, secure, well-lit, well-maintained, and conducive to student learning. The district has a long-term capital plan that clearly and accurately reflects future capital development and improvement needs, including the need for educational and program facilities of adequate size. The plan is reviewed and revised as needed with input from all appropriate stakeholders.

Conditions for School Effectiveness in Regulations Approved 4-27-10

- (b) The Department shall publish a detailed version of the standards, as well as associated indicators which shall include the following conditions for school effectiveness:
- (i) Effective district systems for school support and intervention: The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.
 - (ii) Effective school leadership: The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
 - (iii) Aligned curriculum: The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
 - (iv) Effective instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
 - (v) Student assessment: The school uses a balanced system of formative and benchmark assessments.
 - (vi) Principal's staffing authority: The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.
 - (vii) Professional development and structures for collaboration: Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
 - (viii) Tiered instruction and adequate learning time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
 - (ix) Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.
 - (x) Family-school engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.
 - (xi) Strategic use of resources and adequate budget authority: The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.

Appendix S: Bibliography

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Budget Narrative

Budget Narrative

Attachment 1:

Title: **MA Amazing Educators Initiative ? Budget Narrative** Pages: **11** Uploaded File: **MA Amazing Educators Initiative - Budget Narrative.doc**

Massachusetts Amazing Educators Initiative – Budget Narrative

Personnel

Personnel or Other:	%FTE	Base Salary	PY1	PY2	PY3	PY4	PY5	Total
Program Coordinator	100%	██████████ (with 3% annual growth)	██████████	██████████	██████████	██████████	██████████	██████████
Program Assistant	100%	██████████ (with 3% annual growth)	██████████	██████████	██████████	██████████	██████████	██████████
David Haselkorn Assoc. Commissioner for Ed Policy, Licensure & Leadership Development	10%	██████████ (with 3% annual growth)	██████████	██████████	██████████	██████████	██████████	██████████
Claudia Bach, Director of Educator Policy, Preparation and Leadership	30%	██████████ (with 3% annual growth)	██████████	██████████	██████████	██████████	██████████	██████████

Contractual

Contract	Amount	PY1	PY2	PY3	PY4	PY5	Total
Contract with state approved vendor to provide annual program evaluation. (CTAC)	██████████	██████████	██████████	██████████	██████████	██████████	██████████
Contract with state approved vendor to provide annual professional development audit.	██████████	██████████	██████████	██████████	██████████	██████████	██████████

Fringe Benefits

Fringe Rate	PY1	PY2	PY3	PY4	PY5	Total
35.03%	██████	██████	██████	██████	██████	██████

Travel

Travel	PY1	PY2	PY3	PY4	PY5	Total
Local travel for program coordinator and staff to attend meetings and conduct visits in both districts (\$0.40/mile for approx 200 miles per year)	██████	██████	██████	██████	██████	██████

Equipment

Equipment	Amount	PY1	PY2	PY3	PY4	PY5	Total
Computers for program coordinator and assistant	██████	██████	██	██	██	██	██████

Supplies

Supplies	PY1	PY2	PY3	PY4	PY5	Total
Printing, postage, etc for disseminating material across the two districts	██████	██████	██████	██████	██████	██████

Indirect costs

Indirect Rate	PY1	PY2	PY3	PY4	PY5	Total
24.4%	██████	██████	██████	██████	██████	██████

Other

Other	PY1	PY2	PY3	PY4	PY5	Total
Meeting space for state level coordination meetings.	██████	██████	██████	██████	██████	██████

Other: Grants to Districts: Springfield - Personnel

Personnel or Other:	Bonus Amount	# of Principals	PY1	PY2	PY3	PY4	PY5	Total
Other Personnel: Incentive	██████ (7% bonus)	10 (assumed attrition)	██	██████	██████	██████	██████	██████

provided to principals in Level IV schools	based on [REDACTED] avg. salary)	rates 100%, 10%, 15%, 10% in years 2,3,4 and 5)						
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Personnel or Other:	Bonus Amount	Total # of teachers	PY1	PY2	PY3	PY4	PY5	Total
Other Personnel: Bonus for “highly effective” teachers who extend for two years	[REDACTED]	546	\$0	[REDACTED] (assumed 20% sign extension)	[REDACTED] (assumed 5% sign extension)	[REDACTED] (assumed 25% sign extension)	[REDACTED] (assumed 10% sign extension)	[REDACTED]

Personnel or Other:	Bonus Amount	Total # of principals	PY 1	PY2	PY3	PY4	PY5	Total
Other Personnel: principals at schools that reach turnaround targets.	[REDACTED] (up to 10% salary bonus based on [REDACTED] avg salary)	10	\$0	[REDACTED] (assumed 50% of schools reach 2 targets)	[REDACTED] (assumed 60% of schools reach 2 targets)	[REDACTED] (assumed 70% of schools reach 2 targets)	[REDACTED] (assumed 80% of schools reach targets)	[REDACTED]

Personnel or Other:	Bonus Amount	Total # of asst. principals	PY 1	PY2	PY3	PY4	PY5	Total
Other Personnel: asst. principals at schools that reach turnaround targets.	[REDACTED] (up to 10% salary bonus based on [REDACTED] avg salary)	17	\$0	[REDACTED] (assumed 50% of schools reach 2 targets)	[REDACTED] (assumed 60% of schools reach 2 targets)	[REDACTED] (assumed 70% of schools reach 2 targets)	[REDACTED] (assumed 80% of schools reach targets)	[REDACTED]

	salary							
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Personnel or Other:	Bonus Amount	Total # of paras	PY 1	PY2	PY3	PY4	PY5	Total
Other Personnel: para-professionals at schools that reach turnaround targets.	██████ (up to 10% salary bonus based on ██████ avg salary	186	\$0	██████ (assumed 50% of schools reach 2 targets)	██████ (assumed 60% of schools reach targets)	██████ (assumed 70% of schools reach targets)	██████ (assumed 80% of schools reach targets)	██████

Personnel or Other:	Bonus Amount	Total # of teachers	PY 1	PY2	PY3	PY4	PY5	Total
Other Personnel: teachers at schools that reach turnaround targets.	██████ (up to 10% salary bonus based on ██████ avg salary	546	\$0	██████ (assumed 50% of schools reach 2 targets)	██████ (assumed 60% of schools reach 2 targets)	██████ (assumed 70% of schools reach 2 targets)	██████ (assumed 80% of schools reach 2 targets)	██████

Personnel or Other:	Stipend Amount	# of staff	PY1	PY2	PY3	PY4	PY5	Total
Other Personnel: Compensation for Instruction Leadership Specialist	██████	34	██████	██████	██████	██████	██████	██████
Compensation for Teacher Leaders	██████	20	██████	██████	██████	██████	██████	██████

Personnel or Other:	%FTE	Base Salary	PY1	PY2	PY3	PY4	PY5	Total
Chief, School Redesign Officer	50%	██████ (with 3% annual growth	██████	██████	██████	██████	██████	██████

		plus 25% for benefits)						
TIF Project Coordinator	100%	██████████ (w 3% annual growth plus 25% for benefits)	██████████	██████████	██████████	██████████	██████████	██████████

Fringe Benefits – Springfield

Fringe Rate	PY1	PY2	PY3	PY4	PY5	Total
18%	██████████	██████████	██████████	██████████	██████████	██████████

Travel – Springfield

Travel	PY1	PY2	PY3	PY4	PY5	Total
Travel for req'd TIF grantee meeting for 3 participants						
Airfare (up to \$400 each)	██████████	██████████	██████████	██████████	██████████	██████████
Lodging (4 nights/year @ \$200/night)	██████████	██████████	██████████	██████████	██████████	██████████
Per diem for travel allowance (5 days/year @ \$50/day)	██████████	██████████	██████████	██████████	██████████	██████████

Travel	PY1	PY2	PY3	PY4	PY5	Total
Travel for req'd TIF Topical meeting for 2 participants						
Airfare (up to \$400 each)	██████████	██████████	██████████	██████████	██████████	██████████
Lodging (4 nights/year @ \$200/nigh)	██████████	██████████	██████████	██████████	██████████	██████████
Per diem for travel allowance	██████████	██████████	██████████	██████████	██████████	██████████

(5 days/year @ \$50/day)						
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Supplies – Springfield

Supplies	PY1	PY2	PY3	PY4	PY5	Total
Office Supplies	██████	██████	██████	██████	██████	██████

Contractual – Springfield

Personnel or Other:	Amount	PY1	PY2	PY3	PY4	PY5	Total
Contract 3 with retired principals to serve as evaluation coaches for principals	██████	█	██████	██████	██████	██████	██████
Contract for professional development support to increase teacher effectiveness (Achievement Network)	██████ █	█	██████	██████	██████	██████	██████
Personnel: Contract to provide focused professional development to staff in both districts by a state approved vendor.	5	██████	██████	██████	██████	██████	██████

Other – Springfield

Other	PY1	PY2	PY3	PY4	PY5	Total
Printing, postage, community travel, etc.	██████	██████	██████	██████	██████	██████

Indirect Costs – Springfield

Indirect Rate	PY1	PY2	PY3	PY4	PY5	Total
8.87%	██████	██████	██████	██████	██████	██████

Other: Grants to Districts: Boston - Personnel

Personnel or Other:	Bonus Amount	# of Principals	PY1	PY2	PY3	PY4	PY5	Total
Other Personnel: Incentive provided to principals in Level IV schools	██████	12 (assumed attrition rates 10%,10%, 15%, 15% in years 2, 3,4 and 5)	█	██████	██████	██████	██████	██████

Personnel or Other:	Bonus Amount	Total # of teachers	PY1	PY2	PY3	PY4	PY5	Total
Other Personnel: Bonus for “highly effective” teachers who extend for two years	██████	483	\$0	██████ (assumed 20% sign extension)	██████ (assumed 5% sign extension)	██████ (assumed 25% sign extension)	██████ (assumed 10% sign extension)	██████

Personnel or Other:	Bonus Amount	Total # of principals	PY 1	PY2	PY3	PY4	PY5	Total
Other Personnel: principals at schools that reach turnaround targets.	██████	12	\$0	██████ (assumed 50% of schools reach targets)	██████ (assumed 60% of schools reach targets)	██████ (assumed 70% of schools reach targets)	██████ (assumed 80% of schools reach targets)	██████

Personnel or Other:	Bonus Amount	Total # of teachers	PY 1	PY2	PY3	PY4	PY5	Total
Other Personnel: teachers at schools that reach turnaround targets.	██████	483	\$0	██████ (assumed 50% of schools reach 2 targets)	██████ (assumed 60% of schools reach 2 targets)	██████ (assumed 70% of schools reach 2 targets)	██████ (assumed 80% of schools reach 2 targets)	██████

Personnel or Other:	Stipend Amount	# of staff	PY1	PY2	PY3	PY4	PY5	Total
Other Personnel: Compensation for Instruction Leadership Specialist	██████	79	\$0	██████	██████	██████	██████	██████

Personnel or Other:	%FTE	Base Salary	PY1	PY2	PY3	PY4	PY5	Total
Director, New Teacher Development	5%	██████ (with 3% annual growth)	██████	██████	██████	██████	██████	██████
Asst. Supt., Research, Assessment, & Evaluation	5%	██████ (with 3% annual growth)	██████	██████	██████	██████	██████	██████
Asst. Supt., Human Resources	100%	██████ (with 3% annual growth)	██████	██████	██████	██████	██████	██████
Asst. Supt, C&I, PD/Asst.CAO	5%	██████ (with 3% annual growth)	██████	██████	██████	██████	██████	██████
Teaching & Learning Program Manager	100%	██████ (with 3% annual growth)	██████	██████	██████	██████	██████	██████
Research, Assessment, and Evaluation	100%	██████ (with 3% annual growth)	██████	██████	██████	██████	██████	██████

Project Manager								
Evaluator (HR)	100%	██████████ (with 3% annual growth)	██████████	██████████	██████████	██████████	██████████	██████████

Boston - Fringe

Fringe Rate	PY1	PY2	PY3	PY4	PY5	Total
24%	██████████	██████████	██████████	██████████	██████████	██████████

Boston - Travel

Travel	PY1	PY2	PY3	PY4	PY5	Total
Travel for req'd TIF grantee meeting for 3 participants						
Airfare (up to \$400 each)	██████████	██████████	██████████	██████████	██████████	██████████
Lodging (4 nights/year @ \$200/nigh)	██████████	██████████	██████████	██████████	██████████	██████████
Per diem for travel allowance (5 days/year @ \$50/day)	██████████	██████████	██████████	██████████	██████████	██████████

Travel	PY1	PY2	PY3	PY4	PY5	Total
Travel for req'd TIF topical meeting for 2 participants						
Airfare (up to \$400 each)	██████████	██████████	██████████	██████████	██████████	██████████
Lodging (4 nights/year @ \$200/nigh)	██████████	██████████	██████████	██████████	██████████	██████████
Per diem for travel allowance (5 days/year @ \$50/day)	██████████	██████████	██████████	██████████	██████████	██████████

Equipment - Boston

Equipment	Amount	PY1	PY2	PY3	PY4	PY5	Total
5 Laptops for 5 FTE's	██████	██████	██	██	██	██	██████

Contractual - Boston

Personnel or Other:	# of years	PY1	PY2	PY3	PY4	PY5	Total
Personnel: Contract to provide teacher leader seminars, data systems training & tools and school-based inquiry in BPS by a state approved vendor. (BTR)	5	██	██████	██████	██████	██████	██████
Personnel: Contract to provide school based inquiry, teacher leader seminars and data systems training & tools by a state approved vendor. (BPE)	5	██	██████	██████	██████	██████	██████
Contract to provide supporting and attract effective teachers in both districts by state approved vendor (TeachPlus)	5	██████	██████	██████	██████	██████	██████
Contract to provide	5	██████	██████	██████	██████	██████	██████

communication and training support							
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Supplies - Boston

Supplies	PY1	PY2	PY3	PY4	PY5	Total
Office Supplies	██████	██████	██████	██████	██████	██████

Other - Boston

Other	Salary	PY1	PY2	PY3	PY4	PY5	Total
30 days of substitute teacher support to allow teachers to attend necessary program training	██████████	██████	██	██	██	██	██████

Indirect Costs - Boston

Indirect Rate	PY1	PY2	PY3	PY4	PY5	Total
2.27%	██████	██████	██████	██████	██████	██████

Other - Boston

Other	PY1	PY2	PY3	PY4	PY5	Total
Printing, postage, community travel, etc.	██████	██████	██████	██████	██████	██████

Non-TIF Funding

	PY1	PY2	PY3	PY4	PY5	Total
Personnel				██████	██████	██████
Fringe				██████	██████	██████
Grants		██████	██████	██████	██████	██████
Indirect				██████	██████	██████
Total		██████	██████	██████	██████	██████