

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120053

Grants.gov Tracking#: GRANT11189335

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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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

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Charleston County School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

57-6000322

* c. Organizational DUNS:

0301030140000

d. Address:

* Street1:

75 Calhoun Street

Street2:

* City:

Charleston

County/Parish:

* State:

SC: South Carolina

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

29401-3502

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Melissa

Middle Name:

* Last Name:

Matarazzo

Suffix:

Title:

Executive Dir. Achievement & Accountability

Organizational Affiliation:

* Telephone Number:

(843) 937-6392

Fax Number:

* Email:

Melissa_Matarazzo@charleston.k12.sc.us

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

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

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

ECHO: Evaluation and Compensation for High-quality Outcomes

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	(b)(4)
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Alicia Kokkinis</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Charleston County School District</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Charleston County School District

* Street 1: 75 Calhoun Street * Street 2: _____

* City: Charleston * State: SC: South Carolina * Zip: 29401

Congressional District, if known: _____

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A _____ Middle Name _____

* Last Name N/A _____ Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A _____ Middle Name _____

* Last Name N/A _____ Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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 the 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.

* Signature: Alicia Kokkinis

* Name: Prefix Dr. _____ * First Name Nancy _____ Middle Name _____
* Last Name McGinley _____ Suffix _____

Title: Superintendent of Schools Telephone No.: (843) 937-6300 Date: 07/27/2012

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.

Optional - You may attach 1 file to this page.

CCSD GEPA FINAL.pdf

Delete Attachment

View Attachment

**CHARLESTON COUNTY SCHOOL DISTRICT
GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427**

Charleston County School District (CCSD) ensures equitable access to, and participation in, all programs and services for all students, teachers, stakeholders, and other beneficiaries with special needs. CCSD will not prohibit participation of any particular gender, race, national origin, color, disability, or age. The district and all 14 targeted high-need schools participating in our *ECHO* Teacher Incentive Fund grant project—Jane Edwards, Blaney, Minnie Hughes, Ellington, Pinehurst, Hursey, Burns, and North Charleston Elementary Schools; Dunston and Midland Park Primary Schools; Baptist Hill Middle/High School; Morningside Middle School; North Charleston High School; and Military Magnet Academy—are committed to providing accommodations upon request to ensure active participation for all stakeholders without barriers to access.

CCSD will meet this commitment by ensuring:

- ◆ All consultants, contractors, and district and school staff provide materials, activities, and services in accessible formats.
- ◆ All schools and the district, as well as facilities used for project activities, technical assistance, and meetings are ADA-compliant.
- ◆ All project activities are available through assistive technologies upon request.
- ◆ Project partners are mandated by federal law to comply with ADA.
- ◆ Training materials are provided upon request in a variety of modalities including print, Braille, auditory form, and experiential activities.

CCSD adheres to federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services, as well as all provisions of federal law relating to students with disabilities, including IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

All project activities for *ECHO* will comply with Section 427 of the General Education Provisions Act that outlines the six types of barriers that can impede equitable access or participation in program activities. Project activities target school district employees of different genders, races, national origins, colors, disabilities, and ages to the full extent possible and no participant will be denied participation in project activities based on their gender, race, national origin, color, age, or any disability. The district has an established special appeals procedure in place for individuals who feel they have been discriminated against. The following provides specific examples of how CCSD intends to address barriers that could potentially impede active participation of project personnel in *ECHO* activities.

◆ **Barrier:** Limited job applicants from underrepresented groups.

◆ **Solution:** CCSD recognizes the value of diversity, and is committed to a representative workforce. We established a Diversity Council that is reflective of the organization and is charged with ensuring the district's recruitment practices result in a workforce that mirrors our community. To help the district meet established goals for diversity, the Council has instigated several changes to the district's hiring practices: (a) use of diverse interview teams; (b) non-traditional methods of recruitment; and (c) establishment of an Ombudsman Committee to respond to inquiries or concerns from applicants around the application process. These measures are intended to ensure access to employment opportunities among groups that have traditionally been underrepresented in specific position classifications.

◆ **Barrier:** Our coalition of schools has a free or reduced lunch rate averaging 91%.

◆ **Solution:** High-need schools are traditionally difficult to staff with high quality teachers. To ensure that teachers are actively involved in the design and implementation of our program, we will invite a diverse representation of teachers and staff to participate in Educator Design Teams, CCSD Teacher Forums, Superintendent Round Tables, Educator Focus Groups, and

Educator Surveys to ensure that their voices are heard. We will also provide recruitment bonuses to encourage exemplary teachers and leaders to transfer to our high-need schools.

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 an 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 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 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**

Charleston County School District

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr. * First Name: Nancy Middle Name:

* Last Name: McGinley Suffix:

* Title: Superintendent of Schools

*** SIGNATURE:** Alicia Kokkinis

*** DATE:** 07/27/2012

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Melissa		Matarazzo	

Address:

* Street1:	Charleston County School District
Street2:	75 Calhoun Street
* City:	Charleston
County:	
* State:	SC: South Carolina
* Zip Code:	29401
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

(843) 937-6392	
----------------	--

Email Address:

Melissa_Matarazzo@charleston.k12

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

--	--	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

Charleston County School District (CCSD), a local education agency (LEA) in Charleston, South Carolina, is applying as a single eligible applicant for the General Teacher Incentive Fund (TIF) grant competition, CFDA 84.374A.

CCSD serves approximately 45,000 students in 80 schools and will target 14 of our district's highest-need schools with our planned TIF project: *ECHO: Evaluation and Compensation for High-quality Outcomes*. These chosen schools encompass a *rural feeder pattern* (Jane Edwards, Blaney, Minnie Hughes, and Ellington Elementary Schools; and Baptist Hill Middle/High School); an *urban feeder pattern* (Dunston and Midland Park Primary Schools; Pinehurst, Hursey, and North Charleston Elementary Schools; Morningside Middle School; and North Charleston High School), as well as Burns Elementary School and the Military Magnet Academy.

ECHO's comprehensive, multi-component approach includes (1) a human capital management system (HCMS) aligned with our district's Teacher/Leader Professional Learning Cycle. This HCMS will provide information on productivity, teacher/leader knowledge, and multiple assessment measures for educators and students. (2) New educator evaluation protocols including the state-required educator evaluations, ADEPT (for teachers) and PADEPP (for principals), classroom and schoolwide student achievement growth calculated using a value-added model and/or student-learning objectives (SLO); and stakeholder engagement and perception surveys. *ECHO* will add a 360 degree evaluation tool to assess TIF school leader performance. Scores on each individual evaluation component will produce an overall educator effectiveness rating (e.g., exemplary, proficient, needs improvement, unsatisfactory), that will be used to inform human capital decision-making. (3) Performance-based compensation bonuses will be provided to educators in TIF targeted schools identified as proficient or exemplary. They will also be eligible to receive recruitment and retention bonuses for transfers to one of our district's highest-need schools. Additionally, effective educators will have the opportunity to

assume leadership roles including serving as a *Master Teacher, Mentor Administrator, Associate Principal*. (4) School-based, job-embedded professional learning, will center on mentoring, modeling, coaching, and demonstrating effective instructional practices led by each school's Professional Learning Team (e.g., Professional Development Coordinator, Master Teacher, Title I-funded Instructional Coach).

Our project objectives include the four federally required GPRA performance measures related to teacher and principal effectiveness, recruitment to high-need fields, teacher and principal retention, and data-driven human-capital decision-making.

ECHO Goal 1: Create, disseminate, and formally adopt a final PBCS plan by the end of the Year 1. Goal 1 objectives include: increasing stakeholder involvement in PBCS development, implementation of an effective PBCS communication plan; and putting in place a comprehensive human capital management system capable of linking multiple data metrics by the end of Year 1.

ECHO Goal 2: Implement and sustain a fair, consistent, and effective PBCS in Years 2-5. Goal 2 objectives include: addressing the professional development needs of our targeted teacher and principal population; creation of a PBCS system that is clear, fair, and achievable to the majority of targeted educators; using data to effectively identify the professional development needs of TIF targeted educators; reduction of teacher turnover in high-need schools; increasing the effectiveness ratings of struggling teachers in each consecutive grant project year, and having a majority of our teachers qualifying for performance-based compensation by the end of Year 2 and each project year thereafter.

As a new applicant to the TIF competition, our district qualifies under **Competitive Preference Priority 4**. Under **Competitive Preference Priority 5**, CCSD will realign our current single schedule salary structure to award educators based upon their quality and effectiveness rather than longevity and degree attainment.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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Charleston County School District

The Charleston County School District (CCSD) serves approximately 45,000 students in 80 schools, making our district the second largest system in South Carolina and the fourth largest employer in our area, with over 5,500 employees. As a **new applicant** (**Required Assurance, Competitive Preference Priority 4**), **ECHO: Evaluation and Compensation for High-quality Outcomes**, will target 14 **high-need** schools identified as either high-poverty or persistently lowest-achieving (**Requirement 3**) with performance-based compensation for teachers, principals, and other personnel (**Requirement 1**) to increase educator effectiveness and student achievement. These chosen schools encompass a *rural feeder pattern* (Jane Edwards, Blaney, Minnie Hughes, and Ellington Elementary Schools; and Baptist Hill Middle/High School); an *urban feeder pattern* (Dunston and Midland Park Primary Schools; Pinehurst, Hursey, and North Charleston Elementary Schools; Morningside Middle School; and North Charleston High School), as well as two additional schools; Burns Elementary School and Military Magnet Academy. These schools' alignment with TIF grant eligibility requirements is detailed in *Appendix B* (**Requirement 3**). CCSD is submitting only one application (**Requirement 5**) and neither CCSD nor any of the targeted schools have previously participated in a TIF project (**Requirement 7**). Key student characteristics of our targeted population are outlined in *Table 1*.

Table 1. Student Characteristics of ECHO Targeted Schools							
	White	Black	Hispanic	Other	Special Ed.	LEP	FRL Rate
District Average	44%	45%	7%	4%	10%	6%	52%
TIF Targeted Schools Average	7%	76%	15%	2%	13%	14%	91%

Staffing our Title I targeted schools is difficult. As seen below in *Table 2*, teachers in these high-poverty, high-need schools, have fewer credentials, less experience, and are less likely to remain in these targeted schools than teachers in other non-poverty, high-performing schools.

Table 2. Instructional Staff Characteristics in Title I Schools		
Indicator	Title I Schools	CCSD Non-Title I Schools
Teachers with fewer than three years teaching in district	31%	16%
Schools with classes taught by non-highly qualified teachers	82%	69%
Teachers with emergency/provisional certificates	13%	4%
Teachers on continuing (e.g., tenure) contracts	65%	84%
Teachers with advanced degrees	51%	61%
Teachers returning from previous year	77%	86%

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1. Vision of Instructional Improvement

*“If we increase the effectiveness of our entire educator corps (induction to professional) and we exit educators who do not improve student achievement, then we will elevate the achievement of ALL students, close the achievement gap between groups of students, and increase the graduation rate.” **Charleston County Schools’ Vision 2016 Strategic Plan***

In 2008, CCSD launched a five-year strategic plan, *Charleston Achieving Excellence*, under the leadership of our superintendent, Dr. Nancy McGinley. Key strategies included creating a portfolio of school options including neighborhood, charter, and magnet schools that resulted in impressive gains in academic achievement by our students as evidenced on standardized tests and increased high school graduation rates. However, glaring student achievement gaps still exist in our district, particularly in our high-need schools. In 2012, CCSD launched *Vision 2016*, a long range strategic plan (2011-12 to 2015-16) to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase the graduation rate through improvements in four focus areas: Educator Effectiveness, Innovative Schools and Systems, Literacy-Based Learning, and Partnerships.

Human Capital Management System (Absolute Priority 1): *Vision 2016* articulated several key objectives and strategies to improve educator effectiveness, including implementation of a Human Capital Management System (HCMS) aligning human capital strategies with our strategic plan's goals and objectives. In 2011-12, the CCSD board approved implementation of this HCMS, *PALMS: Personal Achievement Learning Management System*. *PALMS* implementation began with procurement of a software solution designed to centralize the existing but disparate computer systems used in our district to provide information on (1) productivity (i.e., instructional staff characteristics, curricula); (2) teacher/leader knowledge (i.e., accumulation of teacher/leader professional development including amount, quality, and content; fidelity of curricula implementation); and (3) multiple assessment measures for educators and students (i.e., teacher and leader evaluations, classroom observations, mentor/leader feedback, student standardized assessment results, other measures of academic achievement). System roll-out began during the 2011-12 school year and will be completed in 2012-13, giving our district the ability to provide user-friendly access to high-quality data metrics from multiple sources, enabling our school leaders, teachers, senior district administrators, and other key stakeholders to ascertain district progress towards our strategic goals. *PALMS* enhances our ability to make data-based decision-making related to human capital and to allocate resources strategically within our district, particularly to our high-need schools.

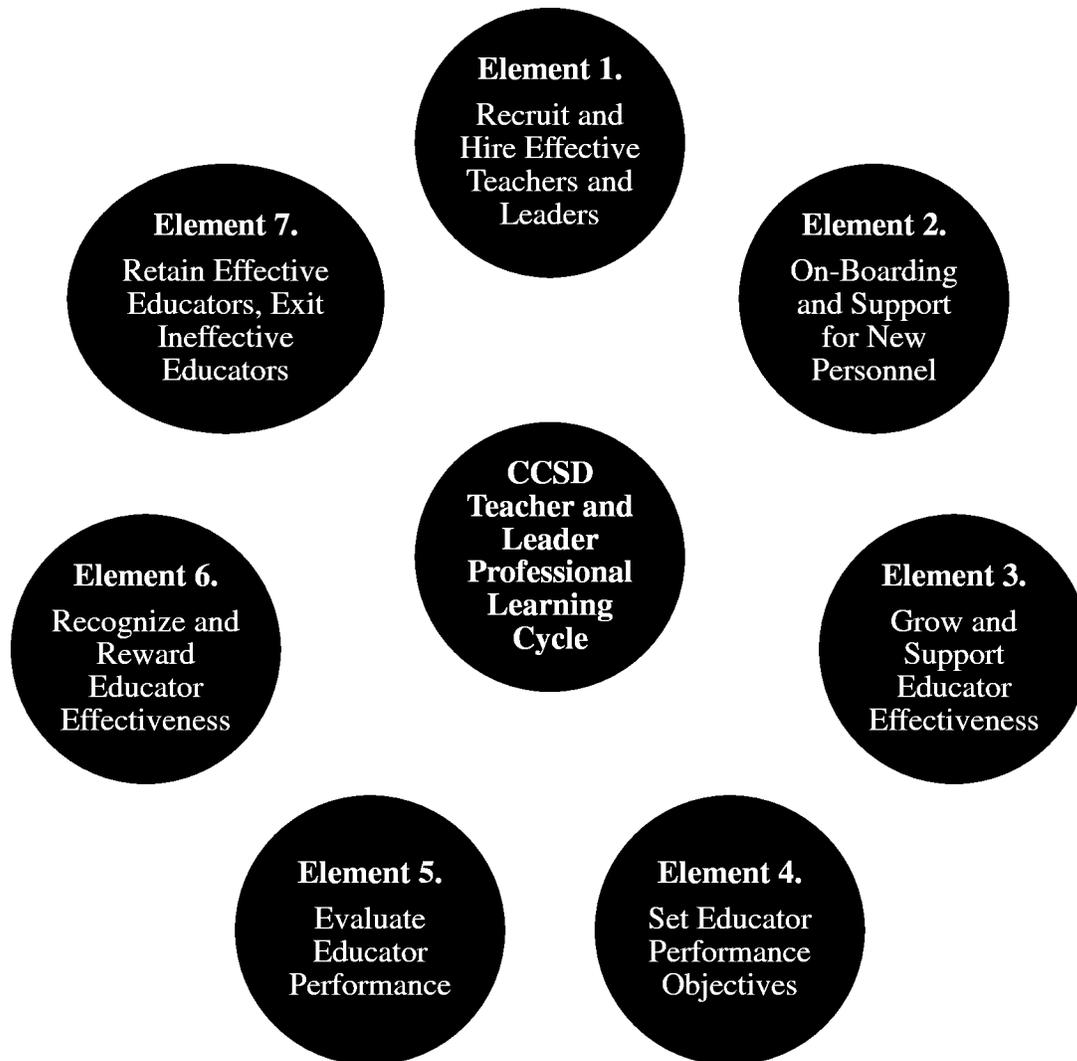
2. Likely to Increase the Number of Effective Educators
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i. Range of human capital decisions for which CCSD will consider educator effectiveness.

Our HCMS includes a *Teacher/Leader Professional Learning Cycle (TLPC)* designed to grow, support, and evaluate teacher and leader effectiveness through every stage of their career while using data-based decision-making on a wide-variety of human capital decisions (**Absolute Priority 1**). Illustrated in Figure 1 below, this cycle outlines key staff development goals and clear and consistent performance expectations to ensure every educator in our district has the

skills, knowledge, and experience necessary to achieve our primary goal: improved student academic achievement.

Figure 1: CCSD’s Teacher/Leader Professional Learning Cycle



► ***TLPC Element 1. Recruiting and Hiring Effective Teachers and Leaders:*** CCSD has spent the past year developing and implementing rigorous screening and interview tools which have already increased the quality of teacher and leader candidates. These rigorous interview standards include the use of applicants’ state evaluation results as a teacher candidate provided by the State Department of Education to screen out potential candidates who were rated as either “needs improvement” or “unsatisfactory.” HCMS implementation will create a feedback loop to

educator preparation programs within our state on the number/percentage of their teacher candidates who sought and received screening approval, were interviewed, and hired by our district. This reciprocity agreement will also help us to strengthen current partnerships with these schools which in turn, will provide more qualified candidates in the future.

► ***TLPC Element 2. On-Boarding and Supporting New Teachers and Leaders*** provides professional learning support for teachers and leaders new to these roles, and for those experienced educators new to our district. New inductees may receive up to three years of ongoing coaching and feedback provided by their school's mentor or principal or district personnel from the Offices of Teacher and Principal Effectiveness. Teachers in our high-need schools also receive support from CCSD's full-time teacher mentor team. *PALMS* will enable CCSD to use multiple data sources such as educator evaluations, classroom observations, and student assessments, including formative feedback provided by mentors, Master Teachers, and principals, to produce on-demand, weekly, monthly, quarterly, or annual professional learning reports, at individual, classroom, subject, grade, school, or districtwide levels highlighting trends in specific strengths and weaknesses. An *ECHO* professional learning team (PLT) in each TIF-targeted school consisting of a Professional Development Coordinator, Master Teacher (paid with TIF funds, ***Requirement 6***), and a 0.5 FTE Title I-funded Instructional Coach will support these new teachers and leaders, by studying their evaluation results and identifying needed adjustments in their professional growth and development plan (see job descriptions in *Appendix D*). If a classroom observation reveals weaknesses in providing differentiated instruction, for example, the PLT will identify appropriate supports (e.g., peer observations, videos, best practices) to build the educator's skill sets in this area. Educators would receive follow-up including additional classroom observations and collaborative conversations to assess intervention success conducted by PLT team members.

► ***TLPC Element 3. Growing and Supporting Effective Teachers and Leaders***: In 2011-12, our Office of Professional Development realigned existing district resources to develop a school-

based professional learning model focusing on four priority strategies to increase educator effectiveness outlined in *Vision 2016* (e.g., Common Core Standards, Use of Technology in Instruction, Literacy-based Instruction, Mastery Teaching Model). Beginning in the 2012-13 school year, *ECHO* targeted schools, will receive professional learning focused on these four priority topics provided by a 0.5 FTE Title I-funded Instructional Coach. Teachers in *ECHO* targeted-schools will be further supported by intensive, job-embedded professional learning provided by their school's *ECHO* PLT including a Professional Development Coordinator (Years 1-4) and Master Teacher (Years 3-5). The PLT will use results of classroom observations and walkthroughs, student achievement records, formative assessment data from administrators, and results from mentor and Master Teacher collaborative conversations to continuously refine professional growth and development plans and assess their successful implementation.

► ***TLPC Element 4. Setting Performance Objectives for Teachers and Leaders:*** Beginning with the 2012-13 school year, 50% of the total weight of principal evaluations will be based upon student attainment of schoolwide achievement goals, and for teachers beginning in 2013-14. Evaluation results will be used to make contract advancement decisions including those related to contract non-renewals. *ECHO* implementation will allow value-added data to be used to assess student achievement growth in our TIF targeted schools in 2013-14.

► ***TLPC Element 5. Evaluating Teacher and Leader Performance:*** In 2011-12, CCSD piloted a multi-dimensional educator evaluation model in four high-need schools. This model included the state-required educator evaluation framework, a district-developed *Classroom Observation Tool (COT)*, and schoolwide and individual classroom student academic growth, with bonuses awarded on achievement of specific performance targets. This pilot informed *ECHO*'s project design which will utilize multi-dimensional educator evaluations beginning in TIF-targeted schools in 2013-14 and expanding to all schools in our district in 2014-15.

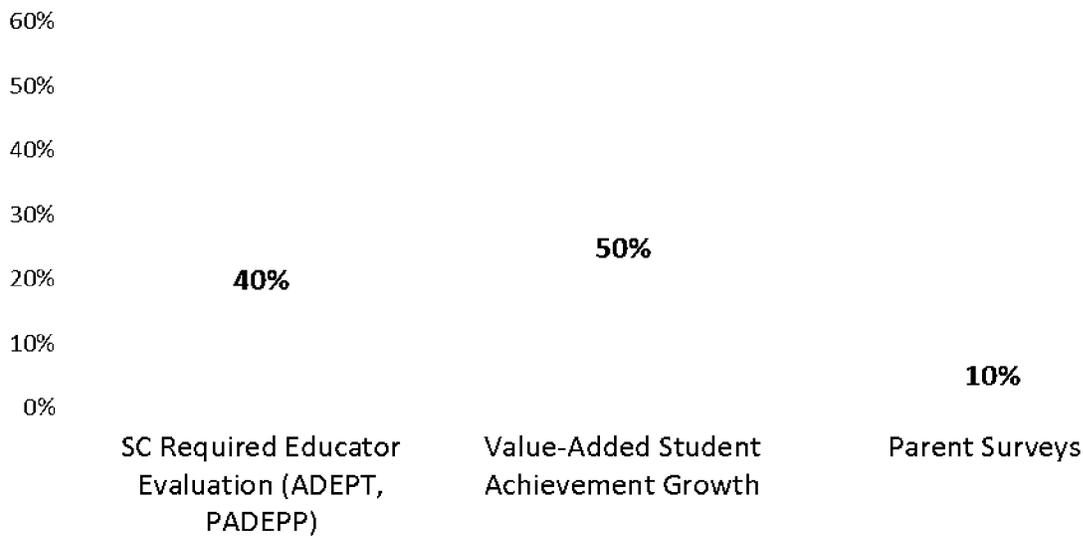
► ***TLPC Element 6. Recognizing and Rewarding Effective Teachers and Leaders:*** Results from our new multi-element educator evaluations will be used to produce educator effectiveness

ratings (e.g., *exemplary*, *proficient*, *needs improvement*, *unsatisfactory*). Educators serving in our *ECHO* schools who are rated as *exemplary* or *proficient* will begin to accrue PBCS beginning in 2013-14 (**Requirement 1**). District funds will be used to expand PBCS to educators in all district schools in 2016-17. Our performance-based compensation plan includes a salary schedule restructure from one based more on seniority and degree attainment to one based more on educator effectiveness, to be piloted in *ECHO* schools in 2015-16 and implemented districtwide in 2016-17. Educators rated as *exemplary* or *proficient* will be identified and recruited for transfers to our district's highest-need schools, and given the option to take on additional leadership roles (e.g., Master Teacher, Mentor Administrator), including participation in one of CCSD's four leadership development strands, described in *Table 8, page 35*.

► ***TLPC Element 7. Retain Effective Teachers and Leaders; Exit Ineffective Teachers and Leaders:*** CCSD's teacher turnover rate in 2011-12 was 14% overall, but in our highest-need schools, the rate was 23.3%—almost double the district average. To increase teacher retention in *ECHO* schools, we will award performance-based compensation (PBCS) to educators rated *exemplary* or *proficient* beginning with English, math, science, and social studies teachers in our high-need schools in 2013-14, expanding to non-tested subjects and other personnel in *ECHO* schools in 2014-15, and districtwide in 2016-17. *ECHO* will provide opportunities for effective educators to take on additional roles and responsibilities (e.g., Master Teachers, Mentor Administrators) and/or recruitment into our district's Leadership Academy. Effectiveness ratings will be used to inform hiring and placement decisions—for example, teachers evaluated as *proficient* or *exemplary* will advance from annual to continuing contracts and be targeted for recruitment to one of our high-needs schools. Those identified as *needs improvement* will be given the option to participate in an intensive professional growth and development plan while those identified as *unsatisfactory* will face contract non-renewal. Teachers already on continuing contracts will be given salary raises and bonuses if identified as *proficient* or *exemplary*. Unfortunately, not all educators will make progress as they move through our TLPC, which is

core academic teachers (e.g., math, science, social studies, English/language arts) in *ECHO* schools, and then expanded to all educators in all CCSD schools in 2014-15, meeting **Absolute Priority 2**. Figure 3 outlines the weight that each component of our educator evaluation system will carry. While these weights vary by job title (see *section b, pages 15-29*), student growth will account for 50% of all teacher and leader evaluations. As seen in TLPC, Elements 5-7, evaluation results will be used to make decisions on a wide variety of human capital decisions including performance-based compensation, contract renewal or dismissal, and promotions.

Figure 3. Teacher Evaluation Component Weights



iii. HCMS feasibility, including prior experience in using educator evaluation systems.

Two projects are currently underway in Charleston County Schools using multiple evaluation measures to award performance-based compensation bonuses in hard-to-staff, high-need schools. These include: (1) ACE: a partnership between a Promise Neighborhood project and CCSD utilizing (a) multiple classroom observations by internal and external evaluators; (b) self-assessments of professionalism and collegiality; (c) schoolwide student performance gains; and (d) classroom academic gains for teachers in tested subjects (reading and math, grades PreK-8) in four elementary schools. Early analysis shows an increase in student achievement targets of

some 5% from 2010-11 to 2011-12. Nearly 45% of teachers in these schools earned bonuses, including 20% who achieved exemplary ratings on their evaluations and successfully raised student achievement, and an additional 24% based solely on educator evaluation results. (2) School Improvement Grant (SIG): CCSD is currently using SIG funds to award bonus incentives to employees in four high-need schools based upon (a) schoolwide academic achievement gains; and (b) demonstration of a data-driven portfolio of effective teaching artifacts.

► **LEA policies that inhibit or facilitate use of educator effectiveness in human capital decisions:** South Carolina is not a collective bargaining state, but our district has worked closely with teacher and principal focus groups to inform design elements of our new educator evaluation process, including our plan to implement performance-based compensation, as detailed on *pages 12-15*. CCSD conducted successful pilots incorporating planned *ECHO* program components, including using multi-component educator evaluations and student academic growth to make performance-based compensation awards (see *pages 9-10 and 22-23*). The CCSD board and superintendent have committed to full implementation of *ECHO* strategies over the next five years, as evidenced throughout our district’s strategic plan which contains several key *ECHO* components, including our HCMS, *PALMS*, and the Teacher/Leader Professional Learning Cycle, both implemented in the 2011-12 school year.

iv. CCSD’s commitment to implementing the described HCMS, including all its components.

Charleston County Schools’ superintendent, Dr. Nancy McGinley, and our board have outlined an aggressive improvement plan in *Vision 2016* (see *Appendix F*). Improving educator effectiveness to positively impact student academic achievement is a major focus area of this strategic plan. As stated within our plan, “*We will promote, recognize, and reward effective teaching and leadership based on a combination of factors, including student growth. We will ensure that every school is led by an effective principal, and every student is taught by an effective teacher.*” The CCSD board, Superintendent, and senior district leadership have undertaken review of, and approval for, the policies underlying our *ECHO* project plan,

including approval of supports critical to implementation of these policies, such as our educator evaluation reforms and implementation of a comprehensive human capital management system that places a priority on our greatest resource—human capital—to ensure all staff will be recruited, developed, evaluated, recognized, and rewarded on their performance. Please see evidence of CCSD board-support for *ECHO* in *Appendix C*. To ensure successful implementation of these specific policies, CCSD has created a *PALMS-HCMS Implementation Team* which will continue to meet weekly to provide ongoing decision-making to critical *ECHO* program components including: (1) ensuring all staff have the professional learning resources and supports necessary to succeed; (2) successful implementation of a data-based decision-making process based on achievement and performance; and (3) building the technological infrastructure to support efficient human resource management and best business practices. This team, is chaired by CCSD’s Deputy for Human Capital Development, Audrey Lane (see resume in *Appendix D*) and includes CCSD’s Executive Director of Personnel Services, Executive Director for Achievement and Accountability, Executive Director of Information Technology, a Project Manager from Human Capital Development, representatives from the Offices of Technology and Infrastructure and Business Intelligence Information Management, two Teacher Evaluation Team members, one Teacher Induction Team member from our Office of Teacher Effectiveness, and a Special Projects Officer from Personnel Services.

Stakeholder Communication Plan: CCSD recognizes that our decision to base educator compensation on evaluations including student academic growth requires buy-in from our teachers, administrators, and other stakeholders to support program implementation and long-term sustainability. As recommended by the Center for Educator Compensation Reform (Koppich, et al., 2009), CCSD conducted educator forums and roundtables to gain teacher and leader input on the design of planned reforms (see *section d, pages 36-41*). We will continue to seek input and involvement from a diverse group of stakeholders. Our Stakeholder Engagement Plan includes having our district superintendent, Dr. McGinley, members of our school board,

and teachers and administrators involved in *ECHO* planning conduct Town Hall meetings which will include parents, students, and community members at each *ECHO* school (and as we expand our reforms, to all district schools), outlining key PBCS elements and educator evaluation system reforms to build staff engagement. One key strategy will be a careful review of successful large-scale evaluation and compensation reforms in school systems similar to our own. Videos of these Town Halls will be posted on a project-specific website, which will host written materials, such as frequently asked questions. Dr. McGinley will conduct monthly Superintendent Roundtables with teachers, principals, and district administrators regarding key program components. We will conduct additional focus group meetings and confidential surveys of teachers and principals both in *ECHO* and non-*ECHO* schools to identify project strengths and weaknesses and guide project refinements as we implement *ECHO* strategies districtwide. We will also conduct parent/community forums in each targeted TIF school. Our project website will also contain sections for educators, parents, and community members featuring guides to each planned reform element, and the opportunity for online commentary about *ECHO*. Monthly electronic newsletters and emails will also provide regular updates to stakeholders.

v. Adequacy of the financial and nonfinancial strategies and incentives.

Performance-Based Compensation System (PBCS): Single salary schedules that reward teachers on their degree attainment and experience are insufficient in recruiting or retaining high-quality educators to hard-to-staff schools. But systems that base educator compensation on multiple evaluation components are linked to increased teacher retention rates and student academic gains (Hassel & Hassel, 2007). *ECHO* will implement changes to our current single salary pay schedule by awarding performance-based compensation bonuses that will accrue to educators identified as proficient or exemplary in our targeted schools beginning in 2013-14.

► ***Salary Schedule Realignment (Competitive Priority 5).*** *ECHO* will enable CCSD to realign our current single-schedule salary structure so our educators are rewarded more for quality and effectiveness and less for longevity or degree attainment. District initiatives that base employee

pay on measures of student performance rather than experience and education have been shown to have two primary impacts: (1) motivating teachers to change their instructional practices leading to increased student academic achievement while (2) attracting a new pool of applicants and increasing retention of high-performing teachers (Springer, et al., 2010). This motivation has already been demonstrated effective in CCSD’s own schools through our initial results from the ACE pilot project, as described earlier on *page 9*. CCSD’s Salary Review Committee, meets monthly to study best practices in performance-based compensation and has commissioned a labor market study comparing salaries from similar and neighboring school districts in a three-state area (South Carolina, North Carolina, Georgia), as well as external factors such as cost of living to inform changes to our current pay system, as recommended by research (Milanowski, 2008). While specific elements for our planned salary restructure have not been finalized, CCSD will base salary amounts on the results of educator evaluations, including student academic growth. Salary reform models under consideration are outlined in *Table 3*, below.

Table 3. Base Pay Supplement Structure Considerations
<p>Denver: ProComp links compensation to instructional priorities, with an annual common base salary and supplements ranging from 1 to 9% of the base in four categories: (1) knowledge and skills (e.g., professional development units, advanced degrees, certifications); (2) educator evaluation results; (3) market incentives for hard-to-staff schools/subjects; and (4) individual classroom and/or whole school student growth. Positive outcomes include increases in math and reading scores, teacher’s median growth percentiles, and teacher retention (Wiley, et al., 2010).</p>
<p>Austin uses a multi-component system: (1) student growth (e.g., student learning objectives, schoolwide growth); (2) professional growth (e.g., national board coursework, certification); and (3) recruitment to high-needs schools. Teachers receive up to \$1,500 for each student learning objective achieved and \$2,000 for student growth in reading and math, with Mentor Teachers earning an additional \$5,000 a year. To date, studies show an 11% increase in teacher retention and student achievement gains (Brodsky, et al., 2010).</p>

Table 3. Base Pay Supplement Structure Considerations

Toledo's three-tier plan aligns compensation with effective instruction and improved student achievement (Koppich & Rigby, 2009). Tier 1 provides a 5% base salary increase for individual teacher professional development linked to improving teaching and learning; Tier 2 awards up to a 10% base increase to groups (team, grade level, or school) that increase student achievement; and Tier 3 encompasses a career ladder component with up to a 15% base increase for (1) Career Teachers with bonuses based on classroom-level student achievement gains; (2) Accomplished Teachers who maintain their instructional duties and serve as peer reviewers and curriculum developers; and (3) Distinguished Teachers assigned to high-need schools.

► **Effectiveness Ratings** for performance-based compensation will be determined using the results of multi-element educator evaluations (see *section b, pages 15-29*), which will yield educator effectiveness ratings (e.g., unsatisfactory, needs improvement, proficient, exemplary).

► **Teacher/Leader PBCS Bonuses (Model 1):** Beginning in 2013-14, teachers and leaders in *ECHO* schools who receive an educator effectiveness rating of *proficient* or *exemplary*, will accrue performance-based compensation up to 5% of the district average for their position (principal: \$4,126; assistant principal: \$3,458; teacher: \$2,228) per year, as educators are most motivated to make long-term instructional changes when potential compensation bonuses or salary gains equal 5% or more of their current salary (Podgursky & Springer, 2007). PBCS will be expanded to all CCSD schools in 2016-17, using district funds.

► **Recruitment to High-Need Schools (Model 1):** Staffing high-need schools in our district remains a challenge. As seen in *Table 2, page 2*, instructional staff in our targeted schools lag behind our district as a whole in many indicators of quality instructional staff. *ECHO* will target teachers and school leaders with educator effectiveness ratings of *proficient* or *exemplary* for transfers to TIF high-need schools. These educators will receive a one-time recruitment bonus of up to \$6,000, a strategy shown to reduce teacher turnover rates (Clotfelter, et al., 2008). We will provide extra support to staff in our high-need schools through establishment of professional

learning teams consisting of a Professional Development Coordinator, Master Teacher, and a Title I Instructional Coach who will provide professional learning, coaching, support, and mentoring, strategies found to increase teacher retention and student achievement in high-need schools (Berry, et al., 2009). Providing targeted incentives for teachers and implementing policies with a high priority on effective educators, increases the likelihood that high-need schools hire and retain effective teachers (Haycock & Hanushek, 2010).

► **Leadership Roles (Model 1):** CCSD will target teachers and leaders with evaluation ratings of *proficient* or *exemplary* to take on additional responsibilities and leadership roles. This includes recruiting highly effective teachers from our *ECHO* schools to become Master Teachers. They would be released from all instructional responsibilities, receiving a salary bonus up to \$10,000 per year to provide job-embedded professional learning to educators in our targeted schools. *ECHO* will also recognize and reward effective school leaders by recruiting them to serve as Mentor Administrators who would earn up to an additional \$5,000 per year for providing support to new and struggling *ECHO* administrators. Mentors will work with their mentees to conduct school walkthroughs; review district and state policies and priorities; provide assistance on how to support teachers and school staff and how to work with the community and central office personnel; identify strengths and weaknesses in the school’s instructional program; and provide best practices in educator evaluations and school improvement planning. To increase the quality and quantity of administrators and augment our Mentor Administrator strategy, we will also create new Associate Principal leadership role in *ECHO* schools who will learn and implement best practices to support educators and students under the direction of the school’s principal while also providing valuable release time for mentors to perform their new leadership roles.

1. High-Quality Evaluation Rubric

► **State Required Evaluations:** South Carolina’s required evaluations, ADEPT (Assisting, Developing, and Evaluating Professional Teaching) for teachers and PADEPP (Program for

Assisting, Developing, and Evaluating Principal Performance) for principals, have been recognized by Education Week's *Quality Counts* (2012) for six consecutive years as being the best in the nation in assessing teacher and principal performance. ADEPT/PADEPP were designed to promote educator effectiveness in every stage of an educator's career by building capacity and focusing on continuous improvement while providing valid, reliable, and consistent accountability of educator performance and effectiveness. ADEPT aligns with the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium (InTASC) standards, is based upon Charlotte Danielson's Framework for Teaching, and uses 10 performance standards within four broad domains (Planning, Instruction, Classroom Environment, and Professionalism) that define effective instructional practices. See *Appendix G* for the each domain's performance standards and the 34 elements within each standard.

Similarly, PADEPP aligns with Interstate School Leaders Licensure Consortium (ISLLC) standards and uses nine performance standards (Vision, Instructional Leadership, Effective Management, Climate, School-Community Relations, Ethical Behavior, Interpersonal Skills, Staff Development, and Principal's Professional Development) as evidenced in *Appendix G*.

► ***Rubrics and Ratings Scales:*** PADEPP uses a three-level rating scale (exemplary, proficient, needs improvement) for principal evaluations. SC's current classroom observation tool uses a bimodal scale (met or not met). In response, CCSD created our own Classroom Observation Tool (COT) aligned with SC state teacher standards using a four-point differentiated rating scale (e.g., highly effective, effective, minimally effective, ineffective) which was approved by the state for use districtwide use in our schools in 2011-12. Both PADEPP and our COT use detailed rubrics with performance markers and descriptors for each performance level.

► ***Multi-Dimensional Educator Evaluations:*** CCSD had already made the decision to implement new evaluation protocols for school leaders districtwide in 2012-13. *ECHO* will ensure implementation of multi-dimensional teacher evaluations beginning in 2013-14 for core academic teachers (e.g., math, science, English/language arts) in our *ECHO* schools; and in

2014-15 for all CCSD educators. *ECHO* evaluation components will include: (1) state-required educator evaluations, ADEPT (for teachers) and PADEPP (for principals), which will account for 40% of the overall evaluation score for teachers and 15% for principals; (2) student achievement growth will total 50% of both teacher and principal evaluations; and (3) stakeholder engagement and perception surveys for teachers will total 10% of teacher evaluation scores. *ECHO* will add a 360 degree evaluation tool to assess TIF school leader performance including effectiveness and multiple stakeholder perspectives (e.g., school and district staff, parents, students, community members), which will be worth 35% of administrator evaluation scores. Scores on each individual evaluation component will be used to calculate an overall educator effectiveness rating (e.g., exemplary, proficient, needs improvement, unsatisfactory), which will be used to award performance-based compensation and inform human capital decision-making.

2. Consideration and Use of Student Growth Models

i. Rationale to support level of student growth in differentiating performance levels.

A key focus of *Vision 2016* was implementing systematic processes to define and measure teacher effectiveness using multiple factors, including student academic growth. *ECHO* will use a value-added model, the Tennessee Value-Added Assessment System (TVAAS), to calculate teacher impact on student academic achievement growth in tested subjects (i.e., math, English/language arts, science, social studies) as this method has several advantages over systems that tie teacher compensation to student proficiency. Value-added models measure the amount of academic growth *expected* for a teacher's class (or school) based on students' actual growth rates from prior years and the amount of growth the teacher's class *actually made* over the course of a school year (or semester); using the difference between the two as the "value" the teacher (or leader) has added to student academic growth (O'Malley, et al., 2011). It has been identified as a more reliable measure for teacher effectiveness and impact on student achievement than teacher experience or degree attainment (Glazerman, et al., 2011) and can control for student characteristics, such as preexisting knowledge and skill levels, average

academic growth rate, and socioeconomic indicators (Braun, et al., 2010). With TVAAS, teachers whose students performed as well as predicted are considered “average” teachers, which correlates to a value-added score of three, indicating the teacher (or school) achieved an average of one year’s growth for all students. For a teacher (or school) to be labeled as achieving progress “above average”, the score must be a four, or one standard error above predicted performance with a score of five indicating achievement “significantly above” average, or two standard errors above predicted performance. For teachers in non-tested subjects, classroom level performance will be assessed on student learning objectives (SLO), detailed in full on *pages 24-25* which have been identified as a reliable measure of teacher effectiveness as it improves instructional practices while positively impacting student achievement. SLOs are a suggested resource by the US Department of Education and have been used in prior Teaching Incentive Fund projects to assess student growth in non-tested subjects (USDOE, n.d.).

ii. Evidence supports growth model choice and rigor and comparability of assessments.

CCSD will use a reliable vendor to calculate classroom and school-level value-added growth, using the Tennessee Value-Added Assessment System (TVAAS) developed by William Sanders and corroborated by research including McCaffrey, et al., 2008 and Lockwood & McCaffrey, 2007. TVAAS is used in all SIG and Palmetto Priority schools in our state, and calculates student growth using mixed-model regression equations including a (1) multivariate response model (also known as a longitudinal, linear-mixed model) that uses an entire set of observed test scores belonging to each student simultaneously; and (2) an univariate response model similar to traditional analysis of covariance (ANCOVA) of student scores in a particular subject, grade, and year which serve as the response variable. Students’ prior scores in multiple subjects, grades, and years serve as covariates or predictor variables with the group or classification variable used is an educational entity (either district, school, or classroom). Unlike models which exclude student records with missing values, the TVAAS compensates for missing student data by using all *available* data (up to five years) on an individual student, in multiple subjects over multiple

years, to predict missing scores which minimizes selection bias and measurement error (Lipscomb, et al., 2010). Multiple-year calculations increase reliability of value-added data, particularly when used in performance-based compensation decision-making (Schochet & Chiang, 2010). Including all students in the analysis reduces selection bias and has been identified as the most realistic estimate of achievement available (Koedel & Betts, 2009). It lessens measurement error as it uses more data sets for each student, with each student essentially serving as their own control. Layering each student's score with both their current classroom and all previous classrooms protects against known and unknown influences (i.e., classroom interruptions, a student failing to follow the testing rules) (Lipscomb, et al., 2010). It also allows fractional attribution to multiple teachers (Sanders, et al., 2008).

► ***Rigor and Comparability of Assessments:*** The SC Department of Education is currently part of the Smarter Balanced Assessment Consortium that is working on implementation of the Common Core Standards (CCS) including the development of aligned assessments, which are to be ready for implementation in the 2014-15 school year, coinciding with our roll-out of multi-component teacher evaluations districtwide. The Smarter Balanced Assessment Consortium system's summative assessment will be administered in the last 12 weeks of the school year with optional interim assessments to assess student progress throughout the school year. Both the summative and interim assessments use selected response, constructed response, technology enhanced items, and performance tasks to assess students across the full range of the CCS. These computer-based assessments will provide accurate measures of student achievement and growth. Pending development and implementation of these CCS aligned assessments, CCSD will use the following common (standardized) assessments, currently in our targeted schools, that use annual pre/post-tests to measure student progress in mastery of grade-level standards and ensure that these assessments will be used in all CCSD schools (including the same assessments for the same grades and subjects) when calculating value-added growth, as outlined in *Table 4*, below.

Table 4. Rigor/Comparability of Assessments

AIMSweb: Used in grades K-8, this benchmark and progress monitoring system for literacy, reading, and math uses general outcome measurement to identify achievement towards proficiency correlated to curriculum standards and produces a growth rate from fall to spring administration. Reliability of the various components of AIMSweb ranged from .80-.972; inter-rater reliability ranged from .97-.99; and internal consistency from .90-.92 (Pearson, 2012).

Northwest Evaluator Association’s Measures of Academic Progress (MAP): MAP Primary is used for 1st grade and MAP for grades 2-8 measuring mathematics, language arts, and science, and has been identified as suitable for use as the outcome measure in direct value-added assessment. **MAP Primary** – reliability: .674-.928; test/retest reliability: .705-.870; and construct/criterion validity: .641-.806. **MAP** – internal reliability (grades 1-9): .749-.914; test/retest reliability: .749-.925; construct/criterion validity: .647-.724; and predictive validity: .583-.868 (NWEA, 2012).

SC State Standardized Assessments: We will also use the current state standardized assessments, Palmetto Assessment of State Standards (PASS) for grades 3-8 in writing, English/language arts, mathematics, science, and social studies and the End-of-Course Examination Program (EOCEP) for grades 9-12 in Algebra/Math, English, US History, and Biology, until the Smarter Balanced common core standardized assessments are implemented in 2014-15. Reliability across all tested grades and subjects are: .865-.928 for PASS; and .767-.899 for EOCEP (SCDOE, 2011).

These rigorous assessments employ a normal curve equivalent (NCE) standardization procedure, an important factor when calculating student academic gains using the value-added method, as it helps avoid scaling issues and ensures rigor and comparability of assessments in calculating value-added gains (Sanders, 2006).

3. High-Quality Plan for Multiple Educator Observations

Teachers undergoing evaluations receive at least four unannounced *classroom observations* as part of the state educator formal evaluation process for teachers. Additional unannounced classroom observations and walk-throughs are permitted by evaluators. A classroom observation

must last for at least one class period or lesson (to be no less than 45 minutes) and cover a minimum of 90 working days across two semesters. Each evaluation team is comprised of at least one school-based administrator (assistant principal or principal) and at least one school-based administrator or teacher, or district administrator.

► ***Classroom Observation Tool (COT):*** As described earlier, CCSD created this tool to include a four-point differentiated rating scale (e.g., highly effective, effective, minimally effective, ineffective) in response to the state-provided tool which uses a binary evaluation format. Our tool is aligned to SC Department of Education (SCDOE) teacher standards and includes sections for evaluators to provide evidence for each rating and recommend professional learning resources. Teachers undergoing classroom observations must demonstrate evidence of five specific performance standards in each lesson observed, covering SC ADEPT performance standards 4-9 (e.g., High Expectations for Learners; Using Instructional Strategies; Providing Content; Monitoring, Assessing, and Enhancing Learning; Maintaining a Learning Environment; Managing the Classroom). CCSD has conducted COT training for district administrators and school-based evaluators and will continue to provide annual training on its use and alignment with state teaching standards and the behaviors and competencies associated with each COT performance level to ensure consistency of use. The COT was used at all instructional levels in 2011-12 with ten CCSD schools chosen for a COT reliability study. Staff from CCSD's Offices of Teacher and Principal Effectiveness simultaneously observed teachers and immediately compared ratings and discussed their ratings rationale. This study found inter-rater reliability to be strong, ranging from .80 to .90. CCSD's Offices of Teacher and Principal Effectiveness will continue to conduct inter-rate reliability assessments in our district to ensure consistency of usage and inter-rater reliability. See *Appendix G* for the COT tool and state teacher standards.

► ***Multiple Evidence Examples:*** Teachers undergoing formal evaluations via ADEPT are required to submit professional dossiers that are reviewed by at least two state-certified evaluators. For teachers, this includes reflections following each classroom observation;

evidence of long-range instructional plan(s) including one or more unit work sample identifying major learning objectives and rationale for objective selection; a unit instructional plan with key activities, strategies, and resources the teacher will use; unit assessments to determine student progress and achievement; assessment results (aggregated by subgroup and/or individual performance levels); and formative uses of assessment data to inform future instructional plans. Other required evaluation elements include a professional self-assessment to inform and develop the educator’s individual professional learning growth plan.

► **Evaluator Training:** Evaluators must possess a valid SC professional educator certificate and be recommended for evaluator training by a district or school official. They must complete at least 21 hours of state-approved training to obtain state-level evaluator certification, and additional annual training that includes an in-depth overview of the behaviors and competencies associated with each performance level within each state standard.

4. Experience Measuring Student Growth

CCSD’s prior experience in measuring student growth is detailed below in *Table 5*.

Table 5. CCSD Prior Piloting of ECHO Program Elements

► **Student Academic Growth:** TOP was a two-year program that focused on rewarding teachers whose students’ academic growth exceeded expectations on MAP in grades 3-8. Bonuses were paid for by a local philanthropy group, Focus Partners.

► **Multi-Measure Evaluations Including Student Growth:** CCSD is currently a partner in a Promise Neighborhood project, ACE, using multiple evaluation measures, including value-added student growth, to award PBCS incentives. Measures include: (1) multiple classroom observations by internal and external evaluators; (2) professionalism and collegiality through self-assessment; (3) schoolwide student achievement gains; and (4) classroom-level student achievement gains for teachers in tested subjects (reading and math) in four elementary schools. A survey of targeted teachers found that 70% believed these multi-component evaluation measures impacted their classroom instructional practices.

Table 5. CCSD Prior Piloting of ECHO Program Elements

► **Educator Salary Based on Academic Growth:** CCSD’s superintendent and our district’s board have made initial steps to increase accountability for student academic growth beginning with CCSD administrators. In 2012-13, approximately 40 of our district’s most senior leaders will be awarded only a partial salary increase, with savings set aside to implement performance-based compensation for these employees beginning in 2013-14 based upon successful attainment of districtwide academic growth markers in the previous school year.

5. Teacher Evaluations Based on Student Growth

i. Bases the overall evaluation rating for teachers, in significant part, on student growth.

► **Multi-Component Teacher Evaluation:** ECHO will implement new evaluation protocols in TIF targeted schools beginning in 2013-14 for core academic teachers (math, science, social studies, and English/language arts) expanding to include all CCSD educators in 2014-15, including teachers in non-tested subjects. Evaluation components will include: (1) SC required teacher evaluation, ADEPT; (2) student achievement growth, at the schoolwide and classroom levels measured by value-added scores and student learning objectives (SLO) which will account for 50% of the evaluation score, and (3) parent perception/engagement surveys. Scores on each component of the teacher evaluation will be used to calculate an overall educator effectiveness rating (e.g., exemplary, proficient, needs improvement, unsatisfactory) to award performance-based compensation. *Table 6*, below, identifies tentative evaluation weights, by educator role and evaluation components to be confirmed during the 2012-13 school year.

Table 6. ECHO Teacher Evaluation Components				
	SC Teacher Evaluation	Classroom Growth	Schoolwide Growth	Schoolwide Parent Survey
PreK, K-1 Teacher	40%	30% SLO	20% Value-Added	10%

Table 6. ECHO Teacher Evaluation Components				
2-8 Teacher, Tested Subject	40%	30%	20%	10%
2-8 Teacher, Non-tested Subject	40%	30% SLO	20% Value-Added	10%
9-12 Teacher, ELA, Math, Science, and Social Studies	40%	30% Value-Added	20% Value-Added	10%
9-12 Teacher, Non-tested Subject	40%	30% SLO	20% Value-Added	10%

► **Calculating Value-Added Growth:** For teachers in tested subjects, *ECHO* will use a value-added model based upon the Tennessee Value-Added Assessment System (TVAAS) to assess student growth. TVAAS uses scores on all existing assessment data (all grades and subjects, up to five years prior) to calculate a student’s growth pattern. As described earlier, the student’s expected rate of academic growth is then compared to their actual growth, measuring student progress between two points in time. Teachers whose students performed as well as predicted are considered “average” teachers, which correlates to a value-added score of three, indicating the teacher (or school) achieved an average of one year’s growth for all students. For a teacher (or school) to be labeled as “significantly below” or “significantly above” average, the score must be two standard errors below or above predicted performance, respectively, with a one (two standard errors below one year’s growth) for “significantly below” average and a five (two standard errors above one year’s growth) for “significantly above” average.

► **Student Learning Objectives:** For teachers in non-tested subjects, classroom level performance will be assessed on development and achievement of student learning objectives (SLO). SLO have been identified as a reliable measure of teacher effectiveness as it improves instructional practices while positively impacting student achievement (USDOE, n.d). SLO development includes seven key elements (e.g., student population, specific time period, assessment method, target, rationale, strategies to be employed). *ECHO* will require teachers to

develop two SLO a year in alignment with school and district improvement goals. This process will involve: (1) teacher review of current student data; (2) teacher development of one or more SLO, based on their data analysis, that are ambitious but attainable; (3) principal review, feedback, and approval on SLO and targets; (4) mid-course checks on teacher progress conducted by the principal and the school's professional learning team; (5) principal final review of SLO targets as part of the teacher's annual performance review; (6) use of SLO results as part of the teacher's overall evaluation score in measuring student academic growth and determining PBCS awards; and (7) a teacher and principal meeting at the end of the year to discuss next steps in adjusting or setting new SLO for the following school year (USDOE, n.d.). SLO attainment will be assessed using a four-point Rigor Rubric seen in *Appendix G*.

ii. Evaluates practice of teachers, including general education teachers and teachers of special populations, in meeting the needs of these special populations.

One identified issue of using value-added growth in calculating educator effectiveness is linking teachers responsible for special student subgroups, such as those with disabilities (SWD) and English Language Learners (ELL), as typically, these teachers are responsible for smaller student groups, which produce statistically less reliable results. *ECHO* will use linkage software incorporating a data verification process allowing for fractional attribution of these students. For example, in a typical classroom, teachers would claim 100% of their students, but using linkage software, the general education classroom teacher would claim 80% of the student while the special education teacher would claim 20%. The student's standardized test scores are then linked with the two teachers using those percentages in value-added calculations proportionally (Goe & Holdheide, 2011). This also helps attribute students who move in and out of classes or schools during the school year, important to *ECHO* as our targeted schools have highly mobile student populations (Battelle for Kids, 2009).

6. Principal Evaluations Based on Student Growth

i. Bases the overall evaluation rating for principals, in significant part, on student growth.

CCSD has spent the last year extensively redesigning our principal evaluation system to align with our long-term strategic goals. Beginning in 2012-13, 50% of the total weight of principal evaluations will be based on schoolwide student achievement growth. For *ECHO*, principal competence and effectiveness will be measured using the PADEPP that will account for 15% of the evaluation score. We will add a 360 degree feedback tool to assess principal effectiveness and core competencies, including gaining multiple stakeholder perspectives via surveys completed by school and district staff, parents, students, and community members, and value-added student growth model and student learning objectives (SLOs) to calculate academic growth at the schoolwide and classroom levels as seen in *Table 7 (Requirement 6)*.

Table 7. ECHO Principal Evaluation Components			
Component	Measure	Tool(s)	Weight
Principal Effectiveness	360 Degree Assessment	360 Rubric, Stakeholder Surveys	35%
	SC Evaluation: PADEPP	PADEPP Rubric	15%
Student Growth	Schoolwide value-added gains	TVAAS	50%

ii. Evaluates a principal's practice in:

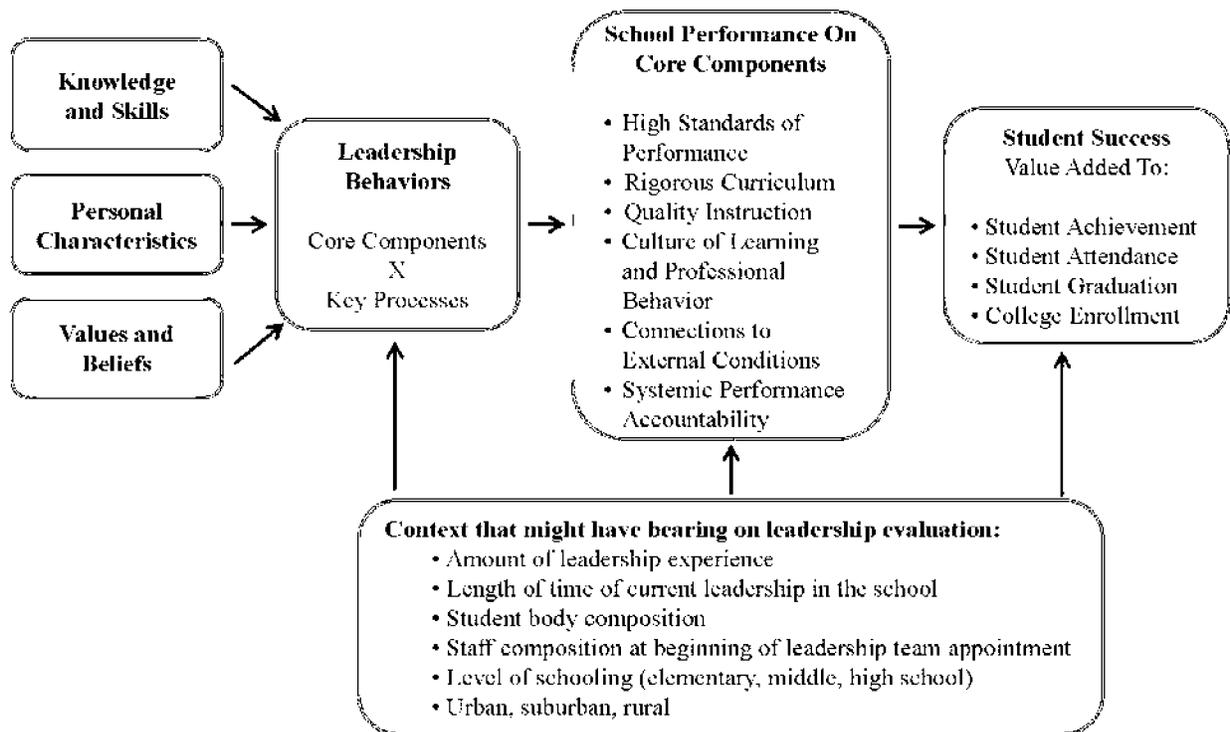
(A) focusing every teacher and the school community generally on student growth; and

(B) establishing a collaborative school culture focused on continuous improvement.

Learning Centered Leadership Evaluation Framework: *ECHO's* school leader evaluation system uses formative and summative assessments from multiple perspectives to evaluate performance and effectiveness while assessing potential areas for improvement and identifying professional learning needs. As seen in *Figure 4*, school leaders' knowledge and skills, personal characteristics, and values and beliefs inform the leadership behaviors exhibited by the school leader and directly impact student and teacher performance. These behaviors then lead to school

performance on core components, such as curriculum and instruction, which in turn, lead to student success (Porter, et al., 2008).

Figure 4. School Leader Evaluation Conceptual Model



ECHO will use multiple methods to assess principal performance, including the following:

► **Schoolwide Value-Added Student Growth (50% of evaluation):** *ECHO* will use a value-added model based upon the Tennessee Value-Added Assessment System to assess schoolwide student growth in our school leader evaluations in our *ECHO* targeted schools.

► **360 Degree Evaluation (35% of evaluation):** *ECHO* will use this evidence-based multi-rater feedback tool to measure leader effectiveness in behaviors known to directly influence teachers' performance and positively impact student learning (Condon & Clifford, 2009). Adhering to ISLLC standards, the tool assesses core principal performance and competencies in 72 items in six core components and key processes subscales, including those principals must have to improve academic and social learning for all students, which include: high standards for student learning, rigorous curriculum content, quality instruction, culture of learning and professional

behavior, connections to external communities, and performance accountability. In addition, it assesses how school leaders *create* these core components through *key processes* including planning, implementing, supporting, advocating, communicating, and monitoring by using feedback from multiple perspectives such as peers, direct reports, central office leadership, parents, and other stakeholders gathered through surveys and focus groups (Goldring, et al., 2009). See *Appendix G* for a copy of the 360 performance standards and evaluation framework.

► **PADEPP (15% of evaluation):** The SC Department of Education (SCDOE) required school leader evaluation, PADEPP (Program for Assisting, Developing, and Evaluating Principal Performance), assesses school leader competence and effectiveness using a three-level rubric (e.g., exemplary, proficient, improvement needed) detailing performance in nine research-based performance standards (Vision, Instructional Leadership, Effective Management, Climate, School and Community Relations, Ethical Behavior, Interpersonal Skills, Staff Development, and Principal’s Professional Development). Evaluators are trained by the SCDOE on collection and documentation of data relative to a principal’s performance; data analysis to identify strengths and weaknesses; feedback, counseling, coaching, and assistance to improve effectiveness; and ensuring the validity and reliability of the formal evaluation process. CCSD associate superintendents conduct all principal evaluations within our district. This is a year-long process which requires the evaluator to meet with the principal at least three times per year including an orientation meeting, at least one progress check, and a year-end summative conference. *Appendix G* contains a complete copy of the PADEPP standards and rubric.

► **Effectiveness Ratings:** Final scores on each evaluation component will be calculated to derive an overall educator effectiveness rating (e.g., unsatisfactory, needs improvement, proficient, exemplary). Only those rated as proficient or above will receive PBCS bonuses or raises.

ii. (C) Evaluates principals practice in supporting needs of special student populations.

PADEPP and the 360 degree evaluation tool assess the degree to which school leaders support the academic needs of special student groups, including special education students and limited

English proficiency students who comprise 13% and 14% of our targeted schools' population, respectively. As seen in *Appendix G*, PADEPP and 360 degree evaluation components addressing support of special needs students include ensuring a rigorous curriculum, appropriate instructional services, monitoring, and advocating for special needs students.

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1. Identify Professional Development Needs

► ***Data-Based Decision-Making:*** A key feature of *PALMS* (HCMS) implementation was gaining the ability to enter results of classroom observations, walkthroughs, and other evaluation tools using digital tablets to wirelessly transmit results directly to our data systems, enabling almost immediate access to results by the teacher or principal being evaluated. As *ECHO* evaluation tools were designed to align with teacher or principal standards, areas of concern will be flagged, allowing for immediate identification of the specific area(s) educators need additional professional learning to refine. Another feature of our data reporting system is its ability to use prescriptive technology to produce suggestions for professional learning opportunities aligned to identified weakness in each teacher or principal standard, based upon educator evaluation results. For example, if a classroom observation indicated weaknesses in providing differentiated instruction, the school's professional learning team (described below in *Section 2*), would study the evaluation results and work with the teacher (or principal) to refine their professional growth and development plan (PGD) including identifying appropriate supports (e.g., seminars, videos, peer observations, reading research-based practices) to build their skill set in the identified area(s). *PALMS* can produce on-demand, weekly, monthly, quarterly, or annual reports, at the individual, classroom, subject, grade, school, or districtwide level, using multiple sources of data (e.g., educator evaluations, classroom observations, walkthroughs) to identify areas of concern and inform professional learning. This timely and valuable information can assist in gauging the effectiveness of professional learning and its impact on students including where (e.g., grade level, school, subject area, professional learning

team, whole district) and for whom (e.g., teachers, leaders) professional development is needed. Weaknesses can be identified at the schoolwide or subject/grade team level, to inform professional learning refinements. Student achievement records (e.g., formative and benchmark assessments, state standardized tests, common assessments) will also be used to assess successful implementation of professional learning strategies in the classroom.

2. Providing Timely Professional Development

► ***ECHO Professional Learning Team:*** *ECHO* funding will provide a full-time Professional Development Director (**Requirement 6**) at the district level who will be responsible for guiding the design, development, and implementation of professional learning activities in *ECHO* schools. They will be responsible for management and oversight of our full-time Professional Development Coordinators. Coordinators will be responsible for developing, coordinating, and providing in-school and summer professional learning opportunities for instructional staff at the individual, team, and school levels. They will work closely with the school principal to develop and implement school-level professional learning in alignment with school and districtwide improvement plans. *ECHO* will employ one coordinator per TIF school in Years 1 and 2. In Year 3, we will employ one coordinator per two schools, and in Year 4, a total of three coordinators will serve all 14 *ECHO* schools. This is part of our sustainability strategy, as we will use educator effectiveness ratings to identify, recognize, and reward highly effective educators with Master Teacher promotions, beginning in Year 3. Individuals chosen for Master Teacher positions will be released from instructional responsibilities and will eventually replace the TIF targeted school's Professional Development Coordinator in Years 3-5 as part of our long-term sustainability strategy to build internal capacity within each high-need school. The PLT will also include a part-time (0.5 FTE) Instructional Coach, paid through Title 1 funding, who will provide professional learning centered on CCSD's four *Vision 2016* instructional focus areas.

► ***On-Demand Professional Development:*** Our educators will be able to access identified professional learning opportunities anywhere, anytime, through online, on-demand professional

development resources created by our district's Office of Professional Development, Office of Teacher Effectiveness, and Office of Principal Effectiveness, and educational experts. Resources include videos of best practices demonstrated in the classroom by Master Teachers, review of sample lesson plans aligned with common core state standards, research articles, books, or suggestions for external learning opportunities approved by the district.

3. School-based, Job-embedded Opportunities to Transfer New Knowledge into Instructional and Leadership Practices

► ***School-Based, Job-Embedded Professional Development:*** Each school's PLT will work closely with CCSD's Offices of Teacher and Principal Effectiveness and Professional Development, to coordinate professional learning activities for each school. The PLT will use mentoring, modeling, coaching, and demonstration of effective instructional practices to provide educators the opportunity to observe and practice new strategies, associated with positive changes in teacher instruction (Wei, et al., 2010). This could include guidance in creating standards-aligned lesson plans and units, using data analysis to inform instruction, providing differentiated instruction based upon identified student needs, planning assessments, and progress monitoring. The Professional Development Coordinator and/or Master Teacher will regularly provide each teacher with one-on-one coaching and feedback. For example, they would observe the teacher planning and delivering a lesson, then meet with them to facilitate reflection and discussion of strengths and challenges. Group learning activities could include a small group of teachers observing a fellow teacher conducting a lesson, then meeting afterwards to discuss specific instructional techniques used. Research has shown educators learn best through these types of applied learning situations combining practice of a new skill or technique along with constructive, supportive feedback (Coggshall, et al., 2011).

► ***Coaching Model:*** CCSD has worked extensively with the South Carolina Center for Educator Recruitment, Retainment, and Advancement (CERRA) and the New Teacher Center to provide on-going training programs for professional learning facilitators, such as our Master Teacher,

Instructional Coach, and Professional Development Coordinator positions. This training includes coaching and observation, analysis of student work, and providing support for special education teachers aligned to the SC teaching and principal standards. *ECHO's* PLT members, along with school administrators, will receive professional development in Cognitive Coaching, which is designed to support ongoing development of educators allowing them to become increasingly self-directed and reflective in their job role. Coaches learn to provide structured coaching designed to expand thinking about three critical elements: planning, reflection, and problem-solving. It has been shown to encourage team building at both the school and district level as it uses a problem-solving model which requires sharing strategies utilizing a peer support approach (Lindsey & MacDonell, 2011). Our PLTs will meet as a group, once a week, to identify common issues, problem-solve, and plan professional learning activities for instructional staff. They will meet monthly with their school's principal, using student assessment data and other indicators, to assist in the development of School Improvement Plans.

4. Provide Professional Development to Improve Instructional and Leadership Practices

► ***Teacher Curriculum Teams*** have been established in each *ECHO* school. These same-grade, or same-subject teams meet weekly to collaborate and analyze practices, and develop strategies on common issues related to curriculum, assessment, and content specific instructional strategies. Each PLT will work with their school's curriculum teams to provide professional learning on development of collaborative skills, including coaching, lesson studies, action research on a specific issue, and peer observations. Incorporating these strategies in job-embedded professional development helps create shared responsibility for student performance, while exposing educators to new instructional strategies and content knowledge (Wei, et al., 2010).

► ***District Goals Alignment:*** Professional learning topics will include those articulated in CCSD's *Vision 2016* strategic plan, including (1) implementation of the new Common Core Standards; (2) Use of technology in instruction; (3) Literacy-based instruction; and (4) CCSD's Mastery Teaching Model, which will be coordinated and delivered by the part-time Title I

Instructional Coach in each *ECHO* school beginning in 2012-13. CCSD's Mastery Teaching Model is research-based (Hollingsworth & Ybarra, 2008; Hunter, 2004) and requires teachers to complete a series of modules designed to assist them in developing and delivering effective lesson plans to significantly improve achievement for all learners, including English language learners and those with special needs. Strategies include checking for understanding; setting lesson objectives; activating prior knowledge; developing students' skills through explaining, modeling, and demonstrating; presenting content; and using guided practice. Other modules center on incorporating rigorous standards-based instruction, teaching for meaning and retention, and teaching for transfer to real-life situations.

► ***Standards-Based Professional Learning:*** *ECHO* will include professional learning opportunities centered on the SC performance standards, ADEPT (teachers) and PADEPP/360 degree (principals) which stress planning (e.g., assessment and planning), instruction (e.g., learning development, content knowledge, instructional practice), classroom environment, and professionalism (e.g., leadership and collaboration). Standards-based professional learning is an effective approach as it provides a common language and set of expectations for coaching, mentoring, and evaluation (Goe, et al., 2012). For example, our Classroom Observation Tool (COT) is aligned to the SC teacher standards. In addition, our HCMS data system will flag teacher deficiencies in a particular standard(s), information which will then be used by the educator and Master Teacher to develop a Professional Growth and Development Plan focusing on standards where teachers are experiencing difficulties. These plans will explicitly link a specific teacher standard(s) with the knowledge or skills the teacher needs to develop related to that standard. Our PLT will work with our teachers to improve their educator dossiers, which are incorporated in the teacher state-required evaluation process. Dossier evidence-collection includes: long-range instructional plan(s); unit work samples, assessments, data analysis to promote student learning. This will aid in informing teacher strengths and weaknesses, information the PLT will use to refine professional learning activities (Kane & Staiger, 2012).

► ***Student Data:*** Master Teachers and other professional learning facilitators will provide TIF-targeted teachers and administrators with professional learning on the use of student data including identifying trends and gaps in student mastery of content and how to develop targeted plans to address identified trends (Goe, et al., 2012). This will include experiences designed to build their capacity to (1) explore basic value-added data terms; (2) understand value-added analysis including progress measures and school and classroom effectiveness calculations; (3) identify student learning needs; and (4) use data to establish professional learning goals. Classroom Artifacts, including teacher assignments and resulting student work, will be used in professional learning experiences to assist in identification of student understanding about key curriculum concepts, and to facilitate discussion on how teacher practice and instructional decisions could lead to improved student outcomes (Goe, et al., 2012). *ECHO* teachers will be eligible to receive mini grants as a professional development incentive for conducting data-based inquiry using a problem-based learning model to improve student achievement which positively impact student academic achievement.

► ***National Board Take One!:*** The National Board for Professional Teaching Standards (NBPTS) has created a targeted high-need initiative (THNI) as a way to increase the number of National Board Certified Teachers in high-need schools. Through *Take One!*, teachers can “bank” their entries one component at a time. Educators are required to create video portfolios or entries with direct evidence of teaching and commentary describing, analyzing, and reflecting on the evidence-based practices used, which are then scored by the NBPTS. *Take One!* is available to any PreK to 12 educator including teachers new to the profession, principals, administrators, and mentors. This job-embedded, sustained professional learning approach helps build stronger school learning communities through ongoing collaboration and reflection with peers, critical components in teacher and student growth. It also builds a common language and community of practice built upon standards-based learning within each participating school.

► **District Learning Communities (DLC):** CCSD has created learning communities—groups of schools organized by level (e.g., early learning, elementary, secondary) or need (e.g., Innovation Zone, charter schools). Each DLC is led by an associate superintendent with expertise specific to the schools they supervise. These associate superintendents provide peer assistance to administrators and school staff within their learning community including developing schoolwide learning plans and planning professional development aligned with our district strategic plan and the school’s improvement plan. This approach assists our district with the delivery of a consistent message about expectations for student performance, teacher effectiveness, and school leadership practices (Dufour, et al., 2010). It also helps provide a sense of community for teachers and administrators, which improves morale by sharing of common goals and challenges.

► **Principal Observation and Coaching Skills:** To build administrator capacity and offer a continuum of professional learning support for school leaders, CCSD has created the Leadership Academy. The CCSD Leadership Academy targets both existing school leaders and teachers who wish to hold leadership positions, as well as assistant principals, central office staff new to a supervisory position, new and veteran principals, and our district’s senior level leadership. *Table 8*, below provides an overview of these professional learning programs.

Table 8. Charleston County Schools’ Leadership Academy Overview
Recruiting and Hiring Effective Leaders
Aspire: Recruits and identifies teachers without certifications in administration who wish to become school administrators for a two- year program combining seminars, shadowing current school leaders, book studies, and other professional learning activities.
Aspire Plus: Selects teachers certified in administration and provides them with monthly seminars, shadowing opportunities, and book studies for one year.

Table 8. Charleston County Schools’ Leadership Academy Overview

Principals for Tomorrow: Screens and selects current assistant principals and administrators who are highly motivated to become CCSD principals, with a two-year program of seminars, book studies, principal panels, shadowing, and journaling.

On-Boarding and Support for New Leaders

New Principal Institute: Creates an infrastructure to develop, support, and retain new principals in their first year of leadership through mentor coaching, roundtable discussions with other administrators, and monthly professional learning seminars.

Management College: Provides professional learning opportunities for district employees who wish to grow their leadership, supervisory, and management skills.

Growing and Supporting Effective Leaders

Assistant Principal Institute: Develops knowledge, skills, and leadership strategies.

Principal Institute: Assists veteran principals in refining their skills and knowledge and staying current with best practices in school leadership and administration.

Recognizing and Retaining Leaders

Performance Management Project: CCSD’s Human Capital Development Department is currently developing a performance management professional learning program for all teachers and leaders in CCSD.

Principal Roundtable: CCSD’s superintendent meets monthly with principals regarding their identified issues and concerns.

Principal Institute: Identifies outstanding lead principals in our district with demonstrated records of success who wish to serve as mentors to other school leaders by providing them with key skills in mentoring, coaching, observation, and evaluation.

1. Educators Involved in PBCS and Evaluation System Design and Will Continue to Be

Stakeholder involvement is essential to the design, implementation, and effectiveness of performance-based compensation systems (PBCS) (Eckert, 2010). While teacher unions are not a

factor in South Carolina, as we are not a collective bargaining state, CCSD has sought the active involvement and support of our teachers and school leaders in designing *ECHO* (**Requirement 2**). The following educator stakeholder groups were involved in the *ECHO* project design and will continue to be involved throughout its implementation as our project leaders review and analyze suggestions from these diverse stakeholders are used to make program refinements.

► ***Educator Design Teams***: Part of CCSD’s strategic planning process was the formation of five separate educator review teams to provide input on planned reforms, including implementation of multiple-component educator evaluations, based in large part, on student academic growth, to inform human capital decision-making. Participants were chosen by their peers to represent their schools, which met regularly in the summer of 2011. These teams consist of a *Lead Project Team*, led by our district’s Deputy for Human Capital Development, Audrey Lane; Melissa Matarazzo, Executive Director of Achievement and Accountability, the team’s resource on subject matter; and Anita Huggins, from the Offices of Teacher, Principal Effectiveness, who provided input on our instructional priorities and teacher evaluation tools. The *Student Outcomes, K-5 Team* consists of four teachers, one Learning Specialist, and one principal, representing six district elementary schools who worked to identify the value that student outcomes would have in educator evaluations, including assessments to be used for schoolwide and classroom level growth as well as to calculate student growth. Similarly, our *Student Outcomes, 6-12 Team* considered these same elements for our middle and high school level educators. This team consists of three teachers, one Learning Specialist, two principals, and one assistant principal from six district schools. The *Classroom Observations Team* includes five teachers, a district Retention Specialist, and one school principal at both the elementary and secondary levels. They worked to assist in the design of CCSD’s Classroom Observation Tool (COT), which will be used in *ECHO*, and throughout our district as a part of the multi-component educator evaluation process. The *School-Based Performance Team* comprises four teachers, one principal, and one assistant principal, at both the elementary and secondary level.

They were responsible for identifying factors such as school climate and parent involvement and their weight in designing educator evaluations. The *Professionalism Team* consists of four teachers, an assistant principal, and principal, from elementary and secondary schools in our district, responsible for providing input on factors such as professional growth, collaboration, planning, and other related issues.

As part of the *ECHO* planning phase, these Educator Design Teams were tasked to answer the following questions within their team's focus area: (1) what should be the inputs for the focus area that will be fair and transparent for teachers, administrators, and other stakeholders; (2) why these inputs and not others; (3) what supports (professional learning) exist today that increase the results of your suggested inputs; (4) what supports or tools would need to be created to increase the results that are needed to increase student achievement; and (5) what research did you use to support your conclusions? Each team-member was asked to provide input into the percentage weights of each component of the educator evaluation, potential implementation barriers, and their insight on stakeholder communication planning. These teams have met several times to discuss outcomes and progress towards implementation of these initiatives within our district. They will continue to meet to inform key components of *ECHO* implementation.

► ***CCSD Teacher Forum:*** CCSD's Teacher Forum is composed of ten Honor Roll Teachers (Teacher of the Year, 1st Runner Up, and finalists for CCSD Teacher of the Year) from each of the two prior school years who meet monthly to provide feedback on projects and initiatives within CCSD. Following each monthly meeting of the Teacher Forum, the group meets with the superintendent, as part of her Teacher Roundtable. Each member serves two years with the current and year prior Teacher of the Year serving as Chair and Vice-Chair. Moving forward, these teams will provide valuable feedback regarding *ECHO*.

► ***Monthly Superintendent Roundtables:*** CCSD superintendent, Dr. McGinley, conducts monthly teacher, principal, district administrator, and parent/community "Roundtables." Teacher Roundtable meetings are meant to ensure that information and expectations from the

superintendent are communicated via the Teacher of the Year in each CCSD school while providing teachers with the opportunity to express opinions and inform district-decision making regarding key initiatives. Similarly, the Principal Roundtable allows principals from each CCSD school the opportunity to discuss current issues facing our schools and district. Several members on the *ECHO* Steering Committee are members of the District Administrator Roundtable, providing them with an additional opportunity to regularly meet with Dr. McGinley on issues related to *ECHO* implementation. Dr. McGinley makes weekly visits to schools in the district conducting classroom walkthroughs and meeting with teachers and administrators to gain their input. She will meet at least quarterly with the *ECHO* Steering Committee which is responsible for providing oversight, strategic direction, and decision making for this project.

► ***Educator Focus Groups:*** Our district will conduct semi-annual educator focus groups for both school administrators and teachers, conducted by a third-party independent evaluator to gauge educator support for key district initiatives and their impact in our TIF-targeted schools, including factors inhibiting or supporting implementation of project elements.

► ***Educator Perception Surveys:*** Our district has included confidential educator perception surveys as a key element of principal evaluations. These surveys will ascertain teacher opinions on key *ECHO* aspects and provide the opportunity to offer additional input on specific project elements and ascertain annual stakeholder satisfaction.

2. Evidence of Educator Support
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► ***Union Input:*** South Carolina is not a collective bargaining state, therefore CCSD did not have to consider this in support of each PBCS element in *ECHO*. However, we used several different means to gain input from a diverse group of teachers, principals, assistant principals, and paraprofessionals at both the elementary and secondary levels, from a broad cross-section of schools in our district. This included the following:

► ***Educator Design Teams:*** As described in *Section 1*, above, our district formed Educator Design Teams comprised of primary and secondary educators who provided input into *ECHO*

program components, including classroom observations, student outcomes, school-based performance, and professionalism. *Appendix H* contains a list of these educators, a rubric to guide educator discussions regarding program elements, and a results summary. *Table 9*, below, summarizes key input and decision points from each of these teams.

Table 9. Results of Educator Design Teams
<p><i>Student Outcomes, K-5 Team:</i> The team suggested the value of student growth be 25% and using team level or schoolwide growth versus individual classroom results. They requested professional learning on the new Classroom Observation Tool. Barriers identified included fully defined system components prior to district roll-out.</p>
<p><i>Student Outcomes, 6-12 Team:</i> This team suggested setting student growth at 10-25% with use of schoolwide, grade or team levels rather than classroom growth indicators. They requested professional learning in implementation of CCSD’s Mastery Teaching Model. Barriers of implementation identified included the lack of standardized assessments at the high school level, using student growth versus student outcomes, and teacher-buy in. They were enthusiastic about piloting program elements in TIF schools before district-wide implementation.</p>
<p><i>School-Based Performance Team:</i> The team recommended that schoolwide growth account for 15% of overall evaluation scores. They requested professional learning on the new educator evaluation system. Barriers identified included funding and districtwide roll-out.</p>
<p><i>Classroom Observations Team:</i> This team recommended classroom observations comprise 45% of evaluations. They were enthusiastic about its alignment with teaching practices and content knowledge, but felt it needed adaptations for special needs, non-tested subjects. They requested additional training on ADEPT, CCSD’s Mastery Teaching Model, formative assessment, and data analysis to inform instruction. They suggested a gradual implementation of program elements. Potential barriers included a realistic timeline for project roll-out including a districtwide communication plan and the inter-rater reliability of the COT.</p>

Table 9. Results of Educator Design Teams

Professionalism Team: This team felt professionalism should comprise 40% of educator evaluations. They felt that issues such as attendance, professional growth, and planning should be included. They asked for additional professional learning in data-based school decision making and the educator evaluation components. They suggested use of multiple platforms as part of the stakeholder communication plan including open houses, newsletters, community meetings, and a media campaign. Barriers identified included funding; training; infrastructure; and parent, student, and teacher buy-in.

► **Support Documentation:** Appendix C contains a Commitment Memorandum of Understanding from principals in our targeted schools expressing their support for *ECHO*. Other educator support letters include those from the Center for Educator Recruitment, Retention, and Advancement, the Charleston Education Network, Students First, CCSD’s Teacher of the Year, and our Board of Trustees, among others.



1. Roles and Responsibilities of Key Personnel

► **ECHO Project Director:** A full-time educational professional will be hired to direct day-to-day operations for *ECHO*, providing leadership in project implementation at the district level by coordinating the efforts of the *ECHO* Steering Committee and *PALMS* (Personal Achievement Learning Management System) HCMS teams. They will serve as a conduit between the district and target schools to guide implementation of our reforms including educator evaluations, performance-based compensation, and school-based professional development. They will coordinate with the independent evaluation team to evaluate the program, guide sustainability planning efforts, disseminate information on key project accomplishments and results to key stakeholders, and serve as our primary contact person with the US Department of Education. This individual will be required to have a master’s degree in school administration or leadership

and prior experience in implementing large scale school reform with an emphasis on improving teacher and administrator quality (see job description in *Appendix D*).

► ***ECHO Project Specialist:*** A full-time educational professional will support the *ECHO* Project Director facilitating communications, coordinating meetings, managing contracts, monitoring timelines, documenting activities, supporting data collection, preparing reports, reviewing budgets, and overseeing time and effort reporting for *ECHO* (see job description in *Appendix D*).

► ***ECHO Compensation Analyst:*** Two full-time professionals will be hired to work at the district-level in Years 2-5 to oversee duties and tasks related to implementation of our planned performance-based compensation reforms including identification of best practices, as well as coordination of accurate employee databases and report and dissemination development.

► ***ECHO Professional Development Director:*** A full-time master's level educator will serve at the district level to guide the design, development, and implementation of professional learning guided by *ECHO* goals and objectives. This includes identification and dissemination of best practices in content and methods to improve coordination and align delivery of professional learning designed to positively impact and increase teacher and school leader effectiveness. They will assess and procure resources to support *ECHO* professional development and facilitate implementation of a comprehensive school-based professional learning strategy in each targeted TIF school, including overseeing our Professional Learning Coordinators in each school (see *Appendix D* for a job description).

► ***ECHO Steering Committee*** will meet monthly to ascertain and drive implementation of key program elements at the district level including overall programmatic decision-making, guidance, and management related to: (1) use of the Teacher/Leader Professional Learning Cycle for prioritizing the recruitment, induction, development, evaluation, promotion, and recognition of educators based on effectiveness; (2) implementation of a districtwide evaluation and performance-based compensation system that recognizes and prioritizes educator performance; (3) strategic staffing to drive school improvement in high-need schools; (4) increase exposure of

high-potential students to highly effective educators. They will also help secure resources for long-term program sustainability. This committee was key to *ECHO* project development and is comprised of senior district administrators, and will be co-led by Audrey Lane, CCSD's Deputy for Human Capital Development and Melissa Matarazzo, Executive Director of Achievement and Accountability. Each will devote 0.2 FTE to *ECHO*, as an in-kind contribution. Ms. Lane completed the Broad Residency for Urban Education, earned her Master's of Business Administration from DePaul University, and is a former executive with BP, International Paper, and Xerox. Ms. Matarazzo earned her Masters' degrees in Education Policy and Management and School Leadership from Harvard, and is currently pursuing a Ed.D. degree from Harvard's Urban Superintendents Program. Other members include: Allen Milburn, Director of Budgeting; Christine Ryan, Director of Professional Development; Ruth Taylor, Assistant Associate Superintendent of the Elementary Community; Latisha Vaughn-Brandon, Principal on Special Assignment in the Innovation Zone Learning Community, and Amanda Hobson, a teacher representative (please see *Appendix D* for resumes). Other key members of the Steering Committee will include the *ECHO* Project Director and CCSD's Director of Principal and Teacher Effectiveness (paid with CCSD funds, to be hired for 2012-13 school year).

► ***Coordination with Existing CCSD Work Groups:*** Members of the *ECHO* Steering Committee include representatives who serve on our district's standing work groups, teams, and committees that oversee critical elements of *ECHO* implementation. This includes the *PALMS-HCMS Implementation Team*, described earlier in the narrative on *page 11*. Both the *ECHO* Steering Committee and the *PALMS-HCMS* Implementation Team are chaired by our district's Deputy for Human Capital Development, Audrey Lane. Other committees who provide representatives to the *ECHO* Steering Committee include our district's Teacher/Leader Professional Development Cycle Team and Salary Review Committee.

2. Sufficient Human Resources

District-level administrators identified in *Section 1* will support *ECHO* project implementation in each targeted TIF school along with:

► **Professional Development Coordinators:** *ECHO* will employ one full-time, school-based Professional Development Coordinator to work directly with the principal and other administrators to coordinate the project launch and successful implementation. They will lead each school's *professional learning team*, and will facilitate identification of professional learning needs in each school, including planning and coordinating delivery of school-based professional development aligned with *ECHO* goals and objectives. Professional learning will include areas such as orientation to the new educator evaluation system, job-embedded professional learning, coaching to improve instructional practices, implementation of teachers' professional growth and development plans, and in-school and summer professional learning opportunities. We will employ one coordinator in each school during Years 1 and 2. Seven coordinators will be employed in Year 3 (one per two schools). Three coordinators will be employed in Year 4 and no coordinators in Year 5 as part of our project's long-term sustainability strategy. Fewer coordinators will be needed in each successive year of the project as we use our evaluation system to identify and deploy Master Teachers in TIF targeted schools to take on professional learning duties provided by the coordinators.

► **Master Teachers:** *ECHO* will employ a full-time Master Teacher at each targeted school in Years 3-5, for an average Master Teacher to teacher ratio of 1:34. The teachers rated as proficient or exemplary through our multi-component educator evaluation system will be targeted to assume this leadership position in their school. They will be released from their instructional duties to provide full-time, in-depth coaching, mentoring, and feedback to the school's instructional staff. They will oversee development and implementation of individual, team, and school-level professional growth and development plans and lead regularly scheduled in-school and summer professional learning programs.

► **Mentor Administrators and Associate Principals:** Our district will identify school administrators in our TIF targeted schools, who are rated as proficient or exemplary by educator effectiveness ratings, to mentor other principals in our high-need *ECHO* schools by providing peer mentoring, support, and coaching to new and struggling administrators. To increase the quality of school administrators and augment our Mentor Administrator strategy, we will create a new Associate Principal leadership role in our targeted schools. Under the direction of the principal, these aspiring administrators will learn and implement best practices to provide instructional support and guidance to educators, advocate for students, and provide critical release time for Mentor Administrators. Newly identified Associate Principals will assume some responsibilities and roles typically associated with the school principal position. Increasing the capacity of these school leaders in their new roles will also strengthen CCSD’s ability to implement long-term succession planning in these high-need schools.

3. Measurable Objectives and Performance Measures
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Our performance measures have been written in the “*SMART*” format (Specific, Measurable, Attainable, Realistic, and Timed) to maximize the validity of the data reported in our annual performance reports. Annual benchmarks have been added to enable us to monitor our progress, and they reflect the annual increases we anticipate as our project matures and service delivery becomes more refined. Ceiling levels indicate the upper limits of expected performance on the measures. Our goals are developmentally tailored to the planning and implementation phases of *ECHO*. All project objectives reflecting GPRA requirements are listed in *Table 10*, below.

Table 10. <i>ECHO</i> Goals and Objectives
GPRA Performance Measures
Performance Measure 1: Effectiveness of Teachers and Principals. At least 75% ^a of teachers and principals will be rated as proficient or exemplary at the end of Year 2, increasing by 3% in each of Years 3-5, or until 85% of all teachers and principals are so rated. Measure: <i>Teacher and principal evaluation data, compiled annually beginning in Year 2.</i>

Table 10. ECHO Goals and Objectives

Performance Measure 2: Teacher Effectiveness in a High-Need Field. At least 75%^a of teachers in a high-need field or subject will be rated as proficient or exemplary at the end of Year 2, increasing by 3% in each of Years 3-5, or until 85% of all teachers are rated as exemplary. *Measure: Teacher and principal evaluation data, compiled annually beginning in Year 2.*

Performance Measure 3: Retention of Effective Teachers and Principals. At least 75%^a of the teachers and principals who were rated as proficient or exemplary at the end of Year 2 will be retained the following year, increasing by 3% in each of Years 3-5, or until 85% of all exemplary teachers and principals are retained each year. *Measure: HCMS and educator evaluation data, compiled annually beginning in Year 2.*

Performance Measure 4: Data-Driven Human Capital Decision-Making. By the end of Year 2, and each year thereafter, CCSD will use its educator evaluation system to inform no fewer than three of the following HCMS decisions: recruitment, hiring, placement, retention, dismissal, professional development, tenure, or promotion. *Measure: HCMS data and school and district-level administrator reports, compiled annually beginning in Year 2.*

Project-Specific Measures of Progress on Goals and Objectives

Goal 1: Create, disseminate, and formally adopt a final PBCS plan by the end of Year 1.

Performance Measure 5: Stakeholder Involvement. At least 90% of survey respondents (e.g., teachers and principals) will report having had direct or indirect input into the development of the PBCS by the end of Year 1. *Measure: Evaluator constructed survey.*

Performance Measure 6: Effectiveness of PBCS Communication Plan. By the end of Year 1, no less than 90% of survey respondents (e.g., teachers and principals) will demonstrate a clear understanding of the PBCS system. *Measure: Evaluator constructed questionnaire testing knowledge of PBCS.*

Performance Measure 7: Create a Comprehensive HCMS. By the end of Year 1, CCSD will have in place a comprehensive human capital management system capable of linking data from educator evaluations, professional development, human resources, and student achievement. *Measure: Operational HCMS.*

Table 10. ECHO Goals and Objectives

Goal 2: Implement and Sustain a Fair, Consistent, and Effective PBCS in Years 2-5^b.

Performance Measure 8: Professional Development Needs Addressed. By the end of Year 3, at least 75% of teachers and principals will have completed the professional development activities prescribed in their effectiveness evaluation of the previous year, increasing by 5 percentage points in each of Years 4-5, or until 85% of all teachers complete the prescribed professional development activities each year. *Measure: HCMS professional development menu and registration system, confirmed by sign-in sheets, compiled annually.*

Performance Measure 9: Clear, Fair, and Achievable PBCS. By the end of Year 2, at least 75% of teachers and principals will report the PBCS to be clear, fair, and achievable, increasing by 5 percentage points in each of Years 3-5, or until 90% of all teachers report sharing this opinion. *Measure: Evaluator constructed survey, administered annually.*

Performance Measure 10: Effectiveness Data Identifies Professional Development Needs. By the end of Year 2, at least 75% of teachers and principals will report that the data generated from their performance evaluation is “very useful” in identifying their professional development activities for next year, increasing by 5 percentage points in each of Years 3-5, or until 90% of all teachers report this opinion. *Measure: Evaluator constructed survey, administered annually.*

Performance Measure 11: Reduce Turnover in High-Need Schools. By the end of Year 2, no more than 10% of teachers rated proficient or exemplary will request a transfer out of our high-need schools, decreasing by 2 percentage points in each of Years 3-5, or until less than 5% of all teachers request a transfer. *Measure: Data extracted from HCMS, compiled annually.*

Performance Measure 12: Increase Effectiveness of Struggling Teachers. 50% of teachers scoring below proficient in Year 2 will advance at least one level in Year 3, increasing by 5 percentage points each subsequent year, or until the percentage of struggling teachers demonstrating improvement is 60%. *Measure: Data extracted from HCMS, compiled annually*

Performance Measure 13: Achieving Performance-Based Incentives. By the end of Year 2 and each year thereafter, no less than 75% of all teachers will earn a performance-based incentive. *Measure: Data extracted from HCMS, compiled annually.*

Table 10. ECHO Goals and Objectives

^a This is our best professional judgment of what the baseline would be in Year 2 using a more discriminating system. However, when baseline data are available from Year 1, we will reassess our estimate based on actual evidence of the starting point.

4. Effective Evaluation Plan

► **Logic Model to Align Theory of Change with Program Design and Evaluation:** The main components of the evaluation can best be depicted via our logic model (see *Appendix E*) which will be used to guide the design and development of the program from beginning to end. The model provides a logical base from which to conduct the program evaluation, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, activities, outputs, and the extent to which activities have targeted their intended audience (W.K. Kellogg Foundation, 2004). The theory of change underlying our logic model is based on motivation theory—that people will change their behavior to increase the likelihood they will receive an incentive. Agreement on a working logic model sets the stage for a successful evaluation by clarifying expectations, identifying key evaluation questions, and ensuring alignment between the activities and the performance goals and objectives (Whitham, et al., 2011).

► **Formative and Summative Evaluation:** Efforts will be directed toward both formative and summative evaluation in each of the five years of the program to assess progress in achieving program outcomes and objectives and provide valuable feedback to guide implementation and make mid-course corrections. The extent to which any program achieves its desired outcomes is clearly linked to the fidelity of implementation (Carroll, et al., 2007). Thus, in the formative evaluation, we will assess the type, quality, and quantity of activities being delivered (expressed in terms of frequency, intensity, and duration); the extent to which targeted participants are exposed to and are engaged in these activities; and the reactions of key stakeholder groups, such as *ECHO* administrators, teachers, and K-12 students, to these activities. Reactions are defined as participants' cognitions, opinions, and beliefs that would be expected to change with program

graphical illustration of measuring impact with the SITS-C design. Although this type of summative data will not be available until 2015-16, we are committed to assessing our program's impact and, to the extent possible, data for grade levels in addition to grades 4, 7, and 8 will be added to capture variation between grades.

► **Qualitative and Quantitative Methods:** Our evaluation incorporates a mixed-methods approach that will triangulate our data and significantly contribute to validity of the evaluation process (Creswell & Clark, 2007). Combining qualitative and quantitative methods will increase the depth of our information and provide feedback that will enable us to make critical mid-course corrections and program adjustments in a timely manner. Quantitative data sources include student course grades and standardized test scores; teacher attendance, promotion, turnover, and retention rates; and surveys that include scale items measuring teacher's cognitions, opinions, and beliefs. Qualitative data sources include interviews, focus groups, open-ended survey questions, and project meetings minutes. Interviews with key school- and district-level leaders, including the Project Director, principals, and the Steering Committee, will assess their role in building awareness, communicating goals, promoting effective communication strategies, supporting implementation of the program, and will gauge their perceived outcomes of the program, including its effects on teaching and any unexpected or unintended consequences. Teacher focus groups will be conducted to assess general reactions to the program, identify areas of concern and how best to address these concerns, and assess the extent to which the PBCS influences teaching, as well as the decision to return to (or leave) the high-need school.

► **Data Analysis:** Quantitative data will be analyzed using descriptive statistics (means, standard deviations, frequencies, and percentages). Parametric and non-parametric inferential statistics (chi square, t-tests, ANOVAs) will be used where appropriate, and effect sizes will be computed between groups. Results will be reported in aggregate and disaggregate by school to promote utilization at the school-level. Hierarchical linear modeling will be used in the analysis of the

SITS-C summative data. Qualitative data will be coded and analyzed thematically to gain a richer and deeper understanding of stakeholder reactions.

► **Feedback:** The success of this project relies heavily on continuous high-quality evaluation feedback. The independent evaluator will participate in monthly meetings of the *ECHO* Steering Committee to build consensus on the critical evaluation questions, methods, instruments, data collection protocols, and reporting formats that will define the evaluation. Evaluation results will include interim and annual reports, survey briefs, snapshots, and in-person briefings provided by our independent evaluator to the school board, district administrators, principals, and project staff. This participatory approach builds key stakeholders ownership, increasing the likelihood that results will be used to improve the program and ultimately to achieve positive outcomes.

5. Realistic and Achievable Timeline

i. Implementing key components.

Table 11, below, identifies our implementation timeline for key *ECHO* program components.

Table 11. <i>ECHO</i> Key Component Implementation Timeline		
Date	Task	Responsibility
Human Capital Management System (HCMS)		
2011-12	<i>Vision 2016</i> strategic plan approved	Superintendent, Board;
	<i>Teacher/Leader Professional Learning Cycle</i> approved	<i>Completed</i>
	HCMS data vendor procurement approved	
	HCMS data project kick-off, roll-out, discovery, configuration, data integration, and migration with existing CCSD data systems (e.g., MUNIS, Novell, Data Central, SC ADEPT, PowerSchool)	Office of Information Technology; <i>In-Progress</i>
	Establish annual district Professional Learning Plan	Office of Professional Development

Table 11. ECHO Key Component Implementation Timeline

Date	Task	Responsibility
2012-13	Teacher and principal evaluation and mentor data imported, configured, and tested	Offices of Information Technology; Teacher Effectiveness; Principal Effectiveness; and Professional Development
	Professional Learning Management System imported, configured, and tested	
	Complete HCMS roll-out and data migration	
	Conduct weekly team meetings with Professional Development Coordinators	ECHO Professional Development Director
	Conduct weekly school-level PLT meetings	Professional Dev. Coordinators
2013-14	Establish yearly educator professional growth and development plan	Prof. Dev. Director; Office of Professional Development
	Conduct weekly team meetings with PLT	Professional Dev. Director
	Conduct weekly school-level PLT meetings	Professional Dev. Coordinators
	Implement feedback loop to state IHE's via monthly reports on number of teacher candidates who applied, were screened, approved, interviewed, and hired by CCSD	Offices of Teacher and Principal Effectiveness
2014-15 to 2016-17	Establish yearly educator professional growth and development plan	Prof. Dev. Director; Office of Professional Development
	Conduct weekly team meetings with PLT	Professional Dev. Director
	Conduct weekly school-level PLT meetings	Professional Dev. Coordinators
Performance-Based Compensation System (PBCS)		
2011-12	Conduct educator focus groups, monthly Roundtables, Educator Design Team meetings, and Teacher Forums to inform PBCS component design	HCMS Implementation Team; <i>Completed</i>
	Commission salary classification and compensation study	Salary Review Committee; <i>In-Progress</i>

Table 11. *ECHO* Key Component Implementation Timeline

Date	Task	Responsibility
2012-13	Salary classification and compensation study completed	Salary Review Committee
	Conduct study of PBCS salary models	
	Finalize performance-based compensation bonus structure for core teachers in TIF targeted schools to be accrued in 2013-14	<i>ECHO</i> Steering Committee
2013-14	Confirm design of performance-based compensation bonus structure for non-core teachers and other personnel to be accrued in 2014-15	<i>ECHO</i> Steering Committee
	Confirm design of PBCS salary schedule for TIF targeted schools	Salary Review and <i>ECHO</i> Steering Committees
	Finalize PBCS salary model for all CCSD schools	
	Approve salary reclassification structure	CCSD Board
2014-15	Award PBCS bonuses in TIF targeted schools based upon 2013-14 educator effectiveness ratings	<i>ECHO</i> Steering Committee
	Obtain SC Department of Education waiver to implement PBCS/Salary Restructure in all CCSD schools	<i>ECHO</i> Steering Committee
2015-16	Award PBCS bonuses in all <i>ECHO</i> schools based upon 2014-15 educator evaluation results	<i>ECHO</i> Steering Committee
	Implement PBCS Salary Structure in all TIF targeted schools	
2016-17	Implement PBCS Salary Structure in all CCSD schools	CCSD Board
Educator Evaluation/Effectiveness Ratings		

Table 11. ECHO Key Component Implementation Timeline

Date	Task	Responsibility
2011-12	Develop rigorous screening and interview tools to identify highly-qualified teacher and leader candidates	Offices of Teacher Effectiveness; Principal Effectiveness; and Professional Development <i>Completed</i>
	Design new school leader evaluations, based upon student achievement results	
	Pilot new multi-dimensional teacher evaluations including use of Classroom Observation Tool	
2012-13	Conduct annual training on CCSD’s Classroom Observation Tool and ADEPT teaching standards for all school-based administrators	Offices of Professional Development; Teacher Effectiveness; and Principal Effectiveness
	Pilot incorporation of student value-added data in school leader evaluations	<i>ECHO</i> Steering Committee
	Implement new school leader evaluation system in targeted TIF high-need schools	
	Assign educator effectiveness ratings using data results of principal evaluations	
2013-14	Implement new teacher evaluation system in targeted TIF high-need schools incorporating value-added data to assess student academic growth	<i>ECHO</i> Steering Committee
	Assign educator effectiveness ratings using data results of teacher and principal evaluations	<i>ECHO</i> Steering Committee
2014-15	Implement new teacher evaluation system in all CCSD schools incorporating value-added data to assess student academic growth	<i>ECHO</i> Steering Committee

Table 11. ECHO Key Component Implementation Timeline		
Date	Task	Responsibility
	Use results of educator effectiveness ratings in TIF targeted schools to identify candidates for <i>Master Teacher, Mentor Administrator, and Associate Principal</i> positions in TIF targeted schools	Project Director
	Conduct interviews, select <i>Master Teachers, Mentor Administrators, and Associate Principals</i> for <i>ECHO</i> schools	Project Director, <i>ECHO</i> Steering Committee
2015-16	Use results of educator effectiveness ratings in all CCSD schools to identify candidates for <i>Master Teacher, Mentor Administrator, and Associate Principal</i> positions	Project Director, <i>ECHO</i> Steering Committee
2016-17	Conduct interviews, select <i>Master Teachers, Mentor Administrators, and Associate Principals</i> for <i>ECHO</i> schools.	<i>ECHO</i> Steering Committee, Project Director

ii. Completing tasks and achieving objectives.

Table 12, below, outlines our overall project implementation timeline.

Table 12. ECHO Implementation Timeline		
Date	Task	Responsibility
2012-13	Receive notification of grant award, announce award to media	Superintendent
	Advertise for <i>ECHO</i> Project Director	Human Resources
	Interview and hire Project Director, Professional Development Director	<i>ECHO</i> Steering Committee, Human Resources
	Provide grant orientation for district office staff	<i>ECHO</i> Steering Committee

Table 12. ECHO Implementation Timeline

Date	Task	Responsibility
	Provide grant orientation for TIF targeted schools and parents in these schools	Superintendent, <i>ECHO</i> Steering Committee
	Conduct monthly <i>ECHO</i> Steering Committee meetings	Project Director
	Conduct monthly Superintendent Roundtables with teachers, principals, and senior staff	CCSD Superintendent
	Conduct quarterly meetings with Superintendent	<i>ECHO</i> Steering Committee
2013-14	Work with independent evaluator to prepare annual US Department of Education performance reports	Project Director, Independent Evaluator
	Conduct monthly <i>ECHO</i> Steering Committee meetings	Project Director
	Conduct monthly Superintendent Roundtables with teachers, principals, and senior staff	CCSD Superintendent
	Conduct quarterly meetings with Superintendent	<i>ECHO</i> Steering Committee
	Implement Common Core Standardized Assessments	Office of Professional Development
2015-16 to 2016-17	Work with independent evaluator to prepare annual US Department of Education performance reports	Project Director, Independent Evaluator
	Conduct monthly <i>ECHO</i> Steering Committee meetings	Project Director
	Conduct monthly Superintendent Roundtables with teachers, principals, and senior staff	CCSD Superintendent

Table 12. <i>ECHO</i> Implementation Timeline		
Date	Task	Responsibility
	Conduct quarterly meetings with Superintendent	<i>ECHO</i> Steering Committee

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1. Sufficient Resources During and After Grant

Adequacy of Support from Charleston County School District: CCSD will leverage a number of funding sources to enhance program services and activities including the use of local, state, and federal funding to support *ECHO* implementation efforts in our high-need, high-poverty targeted schools, which could potentially total more than \$1 million per year. For example, CCSD’s Office of Professional Development has consolidated piece-meal professional development on a wide variety of subjects, to a sustained professional learning program focusing on the four strategies for effective teaching identified in our district’s *Vision 2016* strategic plan. Reallocation of this funding will mean approximately \$100,000 per year in Title II funding to support professional learning in *ECHO* targeted schools as well as the use of Title I funds to provide Instructional Coaches at 0.5 FTE to provide professional learning in these schools. Personnel resources include CCSD senior-level district personnel who will serve on the *ECHO* Steering and *PALMS*-HCMS Committees. *ECHO* Steering Committee co-chairs Audrey Lane, Deputy for Human Capital Development, and Melissa Matarazzo, Executive Director for Achievement and Accountability will each devote .20 FTE to *ECHO*. Other CCSD resources to support *ECHO* include the purchase of a data-integration system as part of our HCMS implementation plan. Roll-out of this system will be completed in the 2012-13 school year, giving our district a tremendous advantage in kick-starting our planned performance-based compensation reform strategies. HCMS implementation has established the foundation for several other key components that will be integrated into the *ECHO* project design, including our

Teacher/Leader Professional Learning Cycle. CCSD will also fund a full-time Performance Management Officer position to coordinate our HCMS data platform roll-out and create, coordinate, and facilitate delivery of training modules for teachers, principals, administrators, and district personnel. Also, the cost of computer software to calculate value-added gains will be funded by the South Carolina State Department of Education in four of our targeted schools that are part of the state's Palmetto Priority program, indicating their inclusion in the state's School Improvement Grant applications to the US Department of Education (see *Appendix B* for priority schools). CCSD has also previously contracted with experts who assisted our district in laying the groundwork for critical *ECHO* program components including development of our multi-component educator evaluation system and a job classification and compensation study.

ECHO's planned transition of our current single-schedule salary structure to a performance-based compensation system will realign an estimated \$13 million beginning in Year 4 towards long-term project sustainability through reallocation of funds to PBCS including funds from our General Operating Fund, Special Revenue, SC's state Education Improvement Act, and food services. Odden and Wallace (2007) identified such salary system overhauls as "the best route for solidifying the new salary structure in the future."

Study of project evaluation findings will assist in identifying which *ECHO* program elements had the greatest impact on student achievement growth and teacher effectiveness as well as identifying what elements were the most cost-effective. This will enable CCSD to determine resource needs and their potential funding sources including those from LEA, state, federal, private, and public funding streams. It will assist school and district administrators in identifying which project elements to retain after federal funding has ended and will provide essential guidance in development of our district's long-term strategic planning efforts.

During *ECHO* monthly Steering Committee meetings, members, which include senior district officials, will explore financial and non-financial resources in developing a long-term plan for building internal capacity to sustain key program elements. This process will result in a written

sustainability plan by the beginning of Year 4 to ensure there are no gaps in program services. It will increase the likelihood that our program model will serve as a guide to others nationwide seeking to increase student academic achievement and teacher effectiveness through implementation of performance-based compensation, human capital management systems, and related program elements. Key strategies to be outlined in our long-term sustainability planning will include, as recommended by research on performance compensation reforms (Guthrie & Prince, 2008), the following: (1) redeployment of current school, district, and/or state resources; (2) redirection of future resources; (3) seek and/or redirect additional public funding; and (4) seek philanthropic or corporate support from funders such as the Coastal Community Foundation and the Charleston Philanthropic Partners association, among others.

2. Sustained Systems after Grant Period

Continued Support for Program Strategies after Federal Funding Ends: As indicated throughout our program proposal, we intend for our *ECHO* schools to serve as an incubator for key program strategies including implementation of a human capital management system, performance-based compensation system, and school-based professional learning plans centered on improving educator effectiveness and positively impacting student academic achievement. These key program components will initially be implemented in targeted schools, using TIF funding. These strategies, based on lessons learned from our TIF project, will then be expanded throughout our district, using district funds. *ECHO* will help our district develop communities of practice within our schools by building the capacity of our instructional staff to positively impact student academic achievement as our TIF-targeted teachers will receive scientifically-based professional development in the four professional learning focus areas articulated in CCSD's *Vision 2016* strategic plan: implementation of the new Common Core State Standards, use of technology in instruction, literacy-based instruction; and CCSD's Mastery Teaching Model (i.e., the development and delivery of effective, standards-based lesson plans; teaching for meaning and retention; transfer to real-life situations; explicit and differentiated instruction). This

professional learning model will be infused through every stage of our Teacher/Leader Professional Learning Cycle and will help provide a continuity of instructional strategies from teacher to teacher, class to class, grade to grade, throughout all schools within our district. Since the bulk of our professional growth and development plan is school-centered and includes job-embedded activities provided during regularly-scheduled meetings of our Teacher Curriculum Teams, teachers within these schools will develop communities of practice, creating a self-sustaining cycle of professional learning to assist new teachers in the implementation of effective instructional practices in the classroom. To support this long-term strategy, our Master Teachers will work with Teacher Curriculum Team members to develop collaborative team-building skills, including how to provide coaching, provide peer observations, and conduct action research on specific issues, a best practice recommended by education research (Wei, et al., 2010). This strategy will then be replicated throughout other schools, which will enable our district in the long-term to recoup savings in professional development costs, funding which can then be redirected to providing performance-based compensation such as bonuses to teachers and school leaders who are identified as highly effective in promoting student academic achievement. Anticipated increases in student academic achievement should result in reductions in funding currently expended on providing extensive remediation and tutoring for high-risk students. These savings could then be redirected into performance-based compensation.

Our district hopes to dramatically increase teacher retention in our TIF targeted schools, as well as our district overall. Increasing our districts' educator retention rates will result in cost savings to our district in the form of savings realized through decreased professional learning, providing mentor teachers to new hires, and the costs associated with recruitment, screening, and hiring.

Conclusion: Please help the Charleston County School District improve educator effectiveness and implement performance-based compensation systems to improve student academic outcomes in our district through **ECHO: Evaluation and Compensation for High-quality Outcomes.**

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendix A: Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>			
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 1: Vision of Instructional Improvement</p>	<p>Pages 2-3</p>	<p>Appendix F: Charleston County School District's Vision 2016 Strategic Plan</p>

<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Number of Effective Educators; Subcriteria i-v</p> <p>Section c: Professional Development Systems to Support Teachers and Principals, Subsection 1: Identify Professional Development Needs, Title: Data-Based Decision-Making</p>	<p>Pages 3-15</p> <p>Pages 29-30</p>	<p>Appendix F: Charleston County School District's Vision 2016 Strategic Plan</p>
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2- Likely to Increase the Number of Effective Educators; Subcriteria i-TLPC Element 1-7;</p> <p>Subcriteria v: adequacy of financial and non-financial strategies and incentives</p>	<p>Pages 3-8</p> <p>Pages 12-15</p>	<p>Appendix F: Charleston County School District's Vision 2016 Strategic Plan</p>

<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 1- Vision of Instructional Improvement, Title: Human Capital Management System</p> <p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2- Likely to Increase Number of Effective Educators, Subcriteria iv: CCSD's Commitment to implementing the described HCMS, including all its components</p> <p>Section e: Project Management; Subsection 5- Realistic and Achievable Timeline, Subcriteria i: Implementing Key Components, Table 11</p>	<p>Page 3</p> <p>Pages 10-12</p> <p>Pages 51-55</p>	
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Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	<p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsections 1-6</p>	Pages 15-29	Appendix G: Educator Evaluation Standards, Tools, and Rubrics
<p>(1) The frequency of evaluations, which must be at least annually;</p>	<p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsections 3: High-Quality Plan for Multiple Educator Evaluations</p> <p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems, Subsection 6: Principal Evaluations based on Student Growth; Subcriteria ii-a and b: Title: PADEPP</p>	<p>Pages 20-22</p> <p>Page 28</p>	Appendix G: Educator Evaluation Standards, Tools, and Rubrics
<p>(2) The evaluation rubric for educators that includes at least three performance levels and the following--</p>	<p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsection 1: High-Quality</p>	Pages 15-17	Appendix G: Educator Evaluation Standards, Tools, and Rubrics

	<p>and Reliable Educator Evaluation Systems; Subsection 2: Consideration and use of Student Growth Models, Subcriteria ii: Evidence supports growth model choice and rigor and comparability of assessments</p> <p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems, Subsection 6: Principal Evaluations Based on Student Growth, Subcriteria i; Bases the overall evaluation rating for principals, in significant part, on student growth</p>	<p>Pages 25-28</p>	
<p>(iii) Additional factors determined by the LEA;</p>	<p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsection 1: High-Quality Evaluation Rubric; Title: State Required Evaluations</p> <p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsection 1: High-</p>	<p>Pages 15-16</p> <p>Pages 16-17</p>	<p>Appendix G: Educator Evaluation Standards, Tools, and Rubrics</p>

	<p>Quality Evaluation Rubric; Title: Multi-Dimensional Educator Evaluations</p> <p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsection 3: High-Quality Plan for Multiple Educator Observations; Title: Classroom Observation Tool</p> <p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems; Subsection 3: High-Quality Plan for Multiple Educator Observations; Title: Multiple Evidence Examples</p> <p>Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems, Subsection 6: Principal Evaluations Based on Student Growth, Subcriteria i-ii</p>	<p>Page 21</p> <p>Pages 21-22</p> <p>Pages 25-29</p>	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in	Section b: Rigorous, Valid, and Reliable Educator	Pages 23-25	Appendix G: Educator Evaluation

<p>significant part, on student growth; and</p>	<p>Evaluation Systems; Subsection 5: Teacher Evaluations based on Student Growth, Subcriteria i-Bases the overall evaluation rating, for teachers, in significant part, on student growth; Section b: Rigorous, Valid, and Reliable Educator Evaluation Systems, Subsection 6: Principal Evaluations Based on Student Growth, Subcriteria i: Bases the overall evaluation rating for principals, in significant part, on student growth</p>	<p>Pages 25-26</p>	<p>Standards, Tools, and Rubrics</p>
<p>(4) The applicant’s timeline for implementing its proposed LEA-wide educator evaluation systems.</p>	<p>Section e: Project Management, Subsection 5: Realistic and Achievable Timeline, Subcriteria i: Implementing Key Components; Title: Table 11: Key Components Implementation Timeline</p>	<p>Pages 51-55 *Educator evaluation timeline in table begins on Page 53</p>	

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this	Page Number(s) on which this requirement	Attachment on which this priority

	priority or requirement is discussed	or priority is discussed	or requirement is discussed
<p>Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	Not Applicable	Not Applicable	Not Applicable
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;</p>	Not Applicable	Not Applicable	Not Applicable
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>	Not Applicable	Not Applicable	Not Applicable

(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	Not Applicable	Not Applicable	Not Applicable
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	Not Applicable	Not Applicable	Not Applicable
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	Not Applicable	Not Applicable	Not Applicable
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	Not Applicable	Not Applicable	Not Applicable

Competitive Preference Priority 4

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	Title: Charleston County School District	Page 1	

(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	Not Applicable	Not Applicable	Not Applicable
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Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to Increase the Number of Effective Educators, Subcriteria v- Adequacy of the financial and non-financial strategies and incentives; Title(s): Salary Schedule Realignment</p>	Pages 12-15	
<p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to Increase the Number of Effective Educators, Subcriteria v- Adequacy of the financial and non-financial strategies and incentives; Title: Effectiveness Ratings</p>	Page 14	

<p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to Increase the Number of Effective Educators, Subcriteria v- Adequacy of the financial and non-financial strategies and incentives; Title: Performance-Based Compensation System</p>	<p>Pages 12-14</p>	
<p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to Increase the Number of Effective Educators, Subcriteria iii- HCMS feasibility</p> <p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to Increase the Number of Effective Educators, Subcriteria iv: CCSD’s Commitment to implementing the HCMS including all of its components</p>	<p>Pages 9-10</p> <p>Pages 10-12</p>	

	<p>Section a: Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to Increase the Number of Effective Educators, Subcriteria v: Adequacy of the financial strategies and incentives</p> <p>Section d: Involvement of Educators; Subsection 1: Educators involved in PBCS and Evaluation System Design and Will Continue to Be</p> <p>Section d: Involvement of Educators; Subsection 2: Evidence of Educator Support</p> <p>Section e: Project Management, Subsection 1, Roles and Responsibilities of Key Personnel</p> <p>Section e: Project Management, Subsection 5, Realistic and Achievable Timeline, Subcriteria i: Implementing Key Components, Title: Table</p>	<p>Pages 12-14</p> <p>Pages 36-39</p> <p>Pages 39-41</p> <p>Pages 41-43</p> <p>Pages 51-55 (PCBS section begins on page 52)</p>	
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	Section f: Sustainability ; Subsection 1: Sufficient Resources During and After Grant	Pages 57-59	
	Section f: Sustainability ; Subsection 2: Sustained Systems After Grant Period	Pages 59-60	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Section a- Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to increase the number of effective educators; Subcriteria i: Range of Human Capital Decision; Title: TLPC Element 6	Pages 6-7	
	Section a- Coherent and Comprehensive Human Capital Management System; Subsection 2:	Pages 12-15	

	Likely to increase the number of effective educators; Subcriteria v: Adequacy of the financial and non-financial strategies and incentives;		
<ul style="list-style-type: none"> Design Model 1 or 2 	<p>Design Model 1: Section a-Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to increase the number of effective educators; Subcriteria v: Adequacy of the financial and non-financial strategies and incentives; Titles: Teacher/Leader PBCS Bonuses; Recruitment to High-Need Schools; and Leadership Roles</p>	Pages 14-15	Appendix D: Resumes and Job Descriptions
<ul style="list-style-type: none"> PBCS Optional Features 	<p>Section a-Coherent and Comprehensive Human Capital Management System; Subsection 2: Likely to increase the number of effective educators; Subcriteria v: Adequacy of the financial and non-financial strategies and incentives; Titles: Teacher/Leader PBCS Bonuses; Recruitment to</p>	Pages 14-15	<i>Appendix D:</i> Resumes and Job Descriptions

	High-Need Schools; Leadership Roles		
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Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	<p>Section d: Involvement of Educators</p>	Pages 36-41	<p>Appendix C: Memorandum of Understanding and Support Letters</p> <p>Appendix H: Teacher Design Team Input</p>
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	<p>Section d: Involvement of Educators; Subsection 1: Educators involved in PBCS and Evaluation System Design and Will Continue to Be</p> <p>Section d: Involvement of Educators; Subsection 2: Evidence of Educator Support</p>	<p>Pages 36-39</p> <p>Pages 39-41</p>	<p>Appendix C: Memorandum of Understanding and Support Letters</p> <p>Appendix H: Teacher Design Team Input</p>
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>Section a: Coherent and Comprehensive Human Capital Management</p>	Page 10	

	<p>System, Subcriteria iii: HCMS Feasibility; Title: LEA Policies that inhibit or facilitate use of educator effectiveness in human capital decisions</p> <p>Section d: Involvement of Educators; Subsection 1: Educators involved in PBCS and Evaluation System Design and Will Continue to Be</p>	Pages 36-37	
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Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	Title: Charleston County School District	Page 1	<i>Appendix B:</i> High-Need Schools Documentation
(a) A list of high-need schools in which the	Title: Charleston County	Page 1	<i>Appendix B:</i> High-

proposed TIF-supported PBCS would be implemented;	School District		Need Schools Documentation
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i>	Title: Charleston County School District	Page 1	Appendix B: High-Need Schools Documentation
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.			Appendix B: High-Need Schools Documentation

APPENDIX B: Documentation of High-Need Schools

Charleston County School District			
Participating School	Persistently Lowest-Achieving School¹	High Poverty School²	Priority School³
Jane Edwards Elementary School		83.0%	
Blaney Elementary School		92.5%	
Minnie Hughes Elementary School		92.1%	
Ellington Elementary School		86.5%	
Dunston Primary School		94.8%	
Midland Park Primary School		92.3%	
North Charleston Elementary School		90.8%	
Pinehurst Elementary School		94.5%	
Malcolm C. Hursey Elementary School		88.4%	Yes
Edmund A. Burns Elementary School		91.6%	Yes
Morningside Middle School	Tier I	92.0%	Yes
Baptist Hill Middle/High School		93.0%	
North Charleston High School	Tier I	85.2%	Yes
Military Magnet Academy		87.4%	
¹ SIG-Eligible Tier I & Tier II Schools (FY09 & FY10) at www2.ed.gov/programs/sif/index.html ² CCSD 2011-12 Free or Reduced-Price Lunch Subsidies (135 th day) ³ 2011-12 Palmetto Priority Schools (see supporting documentation on following pages 2-5)			

**Summary and List of Palmetto Priority Schools
2011–12**

There have been 58 schools identified as Palmetto Priority Schools (PPS) beginning with the 2006 report cards. Three of these schools are dual report card schools.

There were 16 original schools identified as PPS from the 2006 school report cards. One of these 16 PPS has dual report cards: Burke High School has middle and high dual report cards. Brentwood Middle School closed at the end of the 2008–09 school year, and Whitlock Junior High School closed at the end of the 2009–10 school year.

There were no additional schools identified as PPS from the 2007 school report cards.

There were 24 additional schools identified as PPS from the 2008 school report cards. One of these 24 PPS has dual report cards: Blenheim Elementary/Middle School has elementary and middle dual reports cards. Fraser Elementary School and R.D. Schroder Middle School closed at the end of the 2008–09 school year. Dennis Intermediate School closed at the end of the 2010–11 school year.

There were 3 new schools identified as PPS from the 2009 school report cards.

There were 15 new schools identified as PPS from the 2010 school report cards. One of these 15 PPS has dual report cards: Hunter-Kinard-Tyler School has elementary and middle dual reports cards.

The Palmetto Priority Schools staff is currently monitoring 30 schools during the 2011–12 school year (30 + 1 dual report card = 31 report card levels).

- 8 of the original PPS from 2006 (16 + 1 dual report card = 17 report card levels)
 - o 7 met expected progress.
 - o 2 closed.
- 6 of the additional PPS from 2008 (24 + 1 dual report card = 25 report card levels)
 - o 17 met expected progress. [One of these 17 schools continues to receive PPS service in collaboration with School Improvement Grants (SIG).]
 - o 3 closed.
- 1 of the additional PPS from 2009 (3 + 0 dual report card = 3 report card levels)
 - o 2 met expected progress.
- 15 that were added from 2010 (15 + 1 dual report card = 16 report card levels)

See below a list of the PPS, along with the year that each school was identified.

District Names/School Names/Year Identified as PPS (2006/2008/2009/2010)

Allendale County Schools

Allendale Elementary School – 2010
Fairfax Elementary School – 2010
Allendale-Fairfax Middle School – 2006
Allendale-Fairfax High School – 2008

Bamberg County School District 2

Denmark-Olar Middle School – 2010

Blackville-Hilda Public Schools (Barnwell 19)

Blackville-Hilda High School – 2009 [Met expected progress]

Beaufort County School District

Whale Branch Elementary School – 2008 [Met expected progress]

Charleston County School District

Burke High School (High) – 2006 [Met expected progress]
Burke High School (Middle) – 2006
Edmund A. Burns Elementary School – 2010
Malcolm C. Hursey Elementary School – 2010
Morningside Middle School – 2008

- A.R.M.S. Academy at Morningside Middle School
- EXCEL Academy (Excellence in Creativity and Educational Leadership)

North Charleston High School – 2006
R.B. Stall High School – 2006 [Met expected progress]
Sanders-Clyde Elementary/Middle School (Elementary) – 2010
St. John's High School – 2009
Brentwood Middle School – 2006 [closed in June 2009]
Fraser Elementary School – 2008 [closed in June 2009] R.D.
Schroder Middle School – 2008 [closed in June 2009]

Clarendon School District One

Scott's Branch Middle School – 2008 [Met expected progress]

Colleton School District

Colleton Middle School – 2008 [Met expected progress]

Dillon School District Two

J.V. Martin Junior High School – 2008 [Met expected progress]

The School District of Fairfield County

Fairfield Middle School – 2008 [Met expected progress]
Fairfield Elementary School – 2010

Florence County School District Three

Lake City Elementary School – 2008 [Met expected progress]

Main Street Elementary School – 2010

Ronald E. McNair Middle School – 2008 [Met expected progress]

Florence County School District Four

Brockington Elementary School – 2008

Johnson Middle School – 2006 [Met expected progress]

The School District of Greenville County

Carolina Academy – 2008 [Met expected progress]

[Receives PPS service in collaboration with SIG] Lakeview Middle School – 2008 [Met expected progress]

Hampton County School District 2

Estill Elementary School – 2010

Estill Middle School – 2006 [Met expected progress]

Estill High School – 2006 [Met expected progress]

Jasper County School District

Hardeeville Middle/High School (Middle) – 2008 [Met expected progress]

Ridgeland Elementary School – 2010

Ridgeland Middle School – 2006

Lee County School District

Dennis Intermediate School – 2008 [closed in June 2011]

Lee Central Middle School (former Mt. Pleasant Middle School) – 2006

Lower Lee Elementary School – 2008 [Met expected progress]

West Lee Elementary School – 2010

Marion School District Seven

Creek Bridge High School (Middle) – 2008

Marlboro County School District

Bennettsville Elementary School – 2010

Bennettsville Middle School – 2008

Blenheim Elementary/Middle School (Elementary) – 2008 [Met expected progress]

Blenheim Elementary/Middle School (Middle) – 2008 [Met expected progress]

Clio Elementary/Middle School (Middle) – 2010

Orangeburg County Consolidated School District Three

Elloree Elementary School (Middle) – 2010

Orangeburg Consolidated School District Four

Hunter-Kinard-Tyler School (Elementary) – 2010

Hunter-Kinard-Tyler School (Middle) – 2010

Richland County School District One

Alcorn Middle School – 2006

C.A. Johnson High School – 2006 [Met expected progress]

Eau Claire High School – 2006 [Met expected progress]

Heyward Gibbes Middle School – 2006

W.A. Perry Middle School – 2006

W.G. Sanders Middle School – 2008 [Met expected progress]

Spartanburg School District Seven

Whitlock Junior High School – 2006 [closed in June 2010]

Cleveland Elementary School – 2008 [Met expected progress]

Sumter School District Two

Mayewood Middle School – 2008 [Met expected progress]

Sumter School District 17

Chestnut Oaks Middle School – 2008 [Met expected progress]

Williamsburg County School District

Kingstree Senior High School – 2009 [Met expected progress]

APPENDIX C: Memorandum of Understandings, Letters of Support

Memorandum of Understanding High-Need Schools Pages 2-4

Letters of Support:

Center for Educator Recruitment, Retention, and Advancement (CERRA) Pages 5-6

Charleston Metro Chamber of Commerce Page 7

Charleston County Council Page 8

Charleston County PTA Page 9

Charleston County School District Teacher of the Year Page 10

Charleston Education Network Pages 11-12

The Education Foundation Page 13

Friends of FOCUS Partners

Philanthropic Fund of the Coastal Community Foundation Pages 14-17

Students First Pages 18-19

Trident United Way Pages 20-21

Charleston Achieving Excellence: Vision 2016 has set a clear and bold direction for Charleston County School District (CCSD). Its goals and strategies are rooted in a firm belief: with the right supports, high expectations, and great teaching, every student can graduate from high school with the skills to succeed in college, the workforce, and life. Core to the success of this plan is *Educator Effectiveness*. Nothing matters more to a student’s success than a great teacher. To ensure effective teaching in every classroom—and in every school—you must also have great school leaders. CCSD has created *Evaluation and Compensation for High-quality Outcomes (ECHO)* to support the development and identification of high quality educators to ensure that the most effective teachers and principals are serving where they are needed most, and, ultimately, to improve teaching and positively impact student academic achievement.

We understand this transformation commands our full involvement to ensure successful implementation. The table below highlights the core components necessary for the successful execution of Charleston County School District’s (CCSD) Teacher Incentive Fund project. Key stakeholders have signed below to indicate their commitment to work as a team to ensure that our project is implemented with a high degree of fidelity and fully sustainable by the 2017-18 school year.

Core Elements of <i>Evaluation and Compensation for High-quality Outcomes (ECHO)</i>
Expand Charleston County School District’s emerging Human Capital Management System, PALMS (Personal Achievement Learning Management System), to inform human capital decisions, such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion.
Develop a rigorous, transparent, and fair evaluation system for teachers, principals, and other key personnel that differentiates effectiveness using multiple data-driven rating categories and takes into account: (1) South Carolina required educator evaluations; (2) multiple classroom observations conducted throughout the school year; (3) parent survey input; and (4) value-added student achievement growth at the classroom and school level as a significant factor.

Implement a performance-based compensation system (PBCS) and ultimately a new district-wide salary structure that offers financial rewards and school-based professional learning opportunities to all CCSD educators driven by a multi-dimensional evaluation system. In addition, the PBCS offers exemplary educators new leadership roles and responsibilities to improve instructional practice in positions such as a master teacher or mentor principal.

Increase educational equity in CCSD schools by providing additional compensation for exemplary educators willing to transfer to a high-need school in our district or join CCSD's workforce from another district to take an assignment in our high-need schools.

Participate in an open, inclusive, and ongoing process that offers educators multiple opportunities and avenues to provide input in decision-making processes of the *ECHO* Teacher Incentive Fund grant program.

Establish and promote a collegial environment and culture at the school building level, beginning in TIF targeted high-need schools, that encourages teachers, administrators, and other staff to work collaboratively in defining, implementing, and sharing effective practices to improve educator quality and effectiveness.

Commit to identify new public and private resources and deploy existing CCSD resources as needed to sustain *ECHO*.

Signature	Please Print Name, Title, CCSD Position
(b)(6)	Kala T. Goodwine, Ed.S. Principal Baptist Hill Middle High School
	Reggie M. Terry Principal C.C. Blaney Elementary School
	L. Lynn Owings Principal E.A. Burns Elementary School

	<p>Janice H. Malone Principal Matilda F. Dunston Elementary School</p>
(b)(6)	<p>Susan Miles Principal Jane Edwards Elementary School</p>
	<p>Karen M. Hollinshead-Brown Principal E.B. Ellington Elementary School</p>
	<p>Abigail D. Woods Interim Principal Minnie Hughes Elementary School</p>
	<p>Timothy G. Schavel Principal Malcolm C. Hursey Elementary School</p>
	<p>Elizabeth McCraw Principal Midland Park Primary School</p>
	<p>Anderson Townsend Principal Military Magnet Academy</p>
	<p>Joseph Williams Principal Morningside Middle School</p>
	<p>Robert Grimm Principal North Charleston High School</p>
	<p>Cindy Saulsberry Principal North Charleston Elementary School</p>
	<p>Dianne Benton Principal Pinehurst Elementary School</p>

July 23, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) is pleased to submit this letter of commitment on behalf of the Charleston County School District's (CCSD) application for the Teacher Incentive Fund (TIF) grant competition.

CERRA currently provides initial and advanced mentor training state-wide to support the efforts of public school districts, such as the CCSD, to provide beginning teachers with trained mentor support through their first year of teaching, as well as during times when teachers need additional support and assistance to address areas of performance concern. We believe this work is extremely important as we partner with the CCSD to transform public education.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve its four-year strategic plan, *Charleston Achieving Excellence: Vision 2016*, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD's graduation rate.

We specifically endorse the following measures in CCSD's proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to improve instructional practice and elevate student performance. Based on the direction that CCSD is going surrounding these matters, it is our belief that additional TIF resources will greatly accelerate the success of work that has already begun in this area.

CCSD's Vision 2016 strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district's success. We look forward to partnering with them during the planning and implementation phases of this project to ensure that together we create a sustainable model to increase educator effectiveness and student achievement across all schools in the district within five years. CERRA will continue to provide training and support opportunities through regional and on-site initial and advanced mentor training, as well as to offer opportunities for trained mentors to undergo further training so as to be able to conduct mentor training within the CCSD.

Please give strong consideration to Charleston County School District's TIF grant proposal. If you have further questions about our partnership with CCSD, please do not hesitate to contact me.

Sincerely,

(b)(6)

Jane Turner, Esq.
Executive Director



July __, ____

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The Charleston Metro Chamber of Commerce is pleased to submit this letter of commitment on behalf of the Charleston County School District's (CCSD) application for the Teacher Incentive Fund (TIF) grant competition.

Our organization represents more than 1,870 organizations in our region. Improvement of public education has been a top priority of our organization for many years. One of the most important initiatives of CCSD, that we support, is the development of a comprehensive system to evaluate teachers and increase teacher performance. We believe this work is extremely important as we partner with CCSD to transform public education in our community.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve its four-year strategic plan, Charleston Achieving Excellence: Vision 2016, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD's graduation rate.

We specifically endorse the following measures in CCSD's proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to improve instructional practice and elevate student performance. Based on the direction that CCSD is going surrounding these matters, it is our belief that additional TIF resources will greatly accelerate the success of work that has already begun in this area.

CCSD's *Vision 2016* strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district's success. We look forward to partnering with them during the planning and implementation phases of this project to ensure that together we create a sustainable model to increase educator effectiveness and student achievement across all schools in the district within five years.

Please give strong consideration to Charleston County School District's TIF grant proposal. If you have further questions about our partnership with CCSD, please do not hesitate to contact me.

Sincerely,

(b)(6)

Mary Graham, CCR, IOM, CCE
Senior Vice President, Business Advocacy

Teddie E. Pryor, Sr. — Chairman
J. Elliott Summey — Vice Chairman
Colleen T. Condon
Henry E. Darby
Anna B. Johnson
Joseph K. Qualey
A. Victor Rawl
Herbert R. Sass, III
Henry D. Schweers



Beverly T. Craven, Clerk
(843) 958-4030
1-800-524-7832
FAX (843) 958-4035
E-mail: bcraven@charlestoncounty.org

CHARLESTON COUNTY COUNCIL
LONNIE HAMILTON, III PUBLIC SERVICES BUILDING
4045 BRIDGE VIEW DRIVE
CHARLESTON, SOUTH CAROLINA
29405-7464

July 17, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As Chairman of Charleston County Council, I am pleased to submit this letter of support on behalf of the Charleston County School District's (CCSD) application for the Teacher Incentive Fund (TIF) grant competition. I believe the work of teachers in Charleston County's rural and urban high needs schools is extremely important and it is important to compensate teachers for creative uses of their talents to transform public education in our community. I know that the dollars invested in these poverty stricken areas of Charleston County will reap benefits in the future.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve its four-year strategic plan, *Charleston Achieving Excellence: Vision 2016*, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD's graduation rate.

I specifically endorse the following measures in CCSD's proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to improve instructional practice and elevate student performance. Based on the direction that CCSD is going surrounding these matters, it is our belief that additional TIF resources will greatly accelerate the success of work that has already begun in this area.

CCSD's Vision 2016 strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district's success. We look forward to partnering with them during the planning and implementation phases of this project to ensure that together we create a sustainable model to increase educator effectiveness and student achievement across all schools in the district within five years.

Please give strong consideration to Charleston County School District's TIF grant proposal. If you have further questions about our partnership with CCSD, please do not hesitate to contact me.

Sincerely,

(b)(6)

Teddie E. Pryor, Sr.
Chairman, Charleston County Council

Charleston County School District: ECHO

PR/Award # S374A120053

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Appendix C: Page 8 of 21

Charleston County



everychild.onevoice.®

“We’re Back!”

July 17, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The District IX PTA is pleased to submit this letter of commitment on behalf of the Charleston County School District’s (CCSD) application for the Teacher Incentive Fund (TIF) grant competition.

Our organization promotes the decision of having highly qualified teachers in every classroom and that all children will succeed. **ALL MEANS ALL!** We believe this work is extremely important as we partner with CCSD to transform public education in our city.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve its four-year strategic plan, *Charleston Achieving Excellence: Vision 2016*, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD’s graduation rate.

We specifically endorse the following measures in CCSD’s proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to improve instructional practice and elevate student performance. Based on the direction that CCSD is going surrounding these matters, it is our belief that additional TIF resources will greatly accelerate the success of work that has already begun in this area.

CCSD’s Vision 2016 strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district’s success. We look forward to partnering with them during the planning and implementation phases of this project to ensure that together we create a sustainable model to increase educator effectiveness and student achievement across all schools in the district within five years. District IX PTA believes that all students deserved highly qualified teachers in classrooms and world class instructional environments to learn in. Our priorities are Educator Effectiveness, Literacy-Based Learning, Innovative Schools and Systems and Partnerships. District IX PTA is proud to be a partner with CCSD. **ALL MEANS ALL!**

Please give strong consideration to Charleston County School District’s TIF grant proposal. If you have further questions about our partnership with CCSD, please do not hesitate to contact me.

Sincerely,

Marzel Thomas
District IX PTA President

Charleston County School District: ECHO

PR/Award # S374A120053

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Appendix C: Page 9 of 21

SCHOOL DISTRICT

July 25, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The Charleston County School District's Teacher Forum and Roundtable is pleased to submit this letter of support on behalf of our district's application for the Teacher Incentive Fund (TIF) grant competition.

As CCSD's Teacher of the Year, I have the honor to lead the Teacher Forum and Roundtable for our district. The Teacher Forum and Roundtable was created on the philosophy that victory is in the classroom. We strongly believe teacher quality is inextricably linked to improving student achievement and because of this we have created a forum in which one teacher from every school is selected to be an ambassador of education. Here, teachers participate in monthly roundtable meetings where articulation is encouraged and voices are heard among the superintendent, principals, and teachers. Our organization creates an environment in which principal and teacher effectiveness is not only a product of what people know, but an environment in which they work together to ultimately enable and improve student learning. We believe this work is extremely important as we partner with CCSD to transform public education in our city.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve our strategic plan, *Charleston Achieving Excellence: Vision 2016*, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD's graduation rate.

The Teacher Forum and Roundtable look forward to being active participants in the planning and implementation phases of this project to ensure that together we create a sustainable model to increase educator effectiveness and student achievement across all schools in our district within five years.

Thank you for your consideration to Charleston County School District's TIF grant proposal where we believe victory starts in the classroom.

Sincerely,

(b)(6)

Nancy Dabit
2012-2013 District Teacher of the Year

THE
CHARLESTON
EDUCATION
NETWORK

P.O. BOX 21966
CHARLESTON, SC
29413-1966

PH: 843-225-5301
FAX: 843-225-9095
CEN@charlestonednet.com

July 23, 2012

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

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The Honorable Joseph P. Riley, Jr.
Neil C. Robinson, Jr., Esq.,
Founding Chair
Theron Snype

Executive Director
Jonathan H. Butzon
cen@charlestonednet.com
843-478-1451 (cell)

Dear Secretary Duncan:

This Charleston Education Network (CEN) is pleased to submit this letter in support of the award of Teacher Incentive Fund (TIF) monies to the Charleston County, South Carolina, School District.

CEN has advocated vigorously for the past three years for the development of a teacher evaluation system in the school district that includes student academic outcomes as a major factor in teacher performance evaluation. Our efforts have included facilitating a cooperative connection between the school district and the previous state Superintendent of Education. We have been and remain committed to assisting in the development of an effective system of teacher and principal performance evaluation.

The current system of teacher evaluation, a system called ADEPT which is mandated by the S.C. Department of Education, is woefully inadequate for the improvement of teaching. As the research repeatedly tells us, by far the most critical factor in whether or not students learn to the necessary level is the knowledge and skill of the teacher. The ADEPT system does not include student achievement as a factor in teacher performance evaluation

Like practically every school district in America, we continue to develop and implement plans to improve student achievement. Race to the Top is a national level example of plans being written and implemented across the nation. Just like practically every school district in Americas, we have no objective sense whether or not we have the strength in our teacher corps to even climb to the top, much less race to the top. Our performance to date suggests we do not have the requisite strength to be successful in raising student achievement, especially among those students who we have failed most seriously and most often. This makes TIF funding especially critical to district success and the timely development of an effective teacher evaluation system a necessary element of the project.

The Honorable Arne Duncan
July 23, 2012
Page two

More important than district success, the improvement of our teacher corps is critical to student success . In a very real sense, we are advocating for this funding for our students.

We urge you to grant TIF funding to the Charleston County School District. If you have questions about this grant that you think I might be able to answer, please do not hesitate to contact me.

Most sincerely yours,

(b)(6)

Jonathan H. Butzon
Executive Director

843-478-1451 (cell)
CEN@CharlestonEdNet.com



4500 Leeds Avenue, Suite 100
North Charleston, SC 29405
843.577.2510 p
843.723.4853 f
www.edfound.net

July 23, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The Education Foundation is pleased to submit this letter of commitment on behalf of the Charleston County School District's (CCSD) application for the Teacher Incentive Fund (TIF) grant competition.

The Education Foundation is a community-based nonprofit dedicated to building career academies by connecting business and education – working every day to improve our region's schools, learning opportunities and workforce. Our organization has a long history of supporting professional development for teachers. We have several programs that provide business externships combined with pedagogical institutes that address teaching strategies that integrate project based learning with course content that meets state standards.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve its four-year strategic plan, Charleston Achieving Excellence: Vision 2016, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD's graduation rate.

We specifically endorse the following measures in CCSD's proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to improve instructional practice and elevate student performance. Based on the direction that CCSD is going surrounding these matters, it is our belief that additional TIF resources will greatly accelerate the success of work that has already begun in this area.

CCSD's *Vision 2016* strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district's success. We look forward to partnering with them during the planning and implementation phases of this project to ensure that together we create a sustainable model to increase educator effectiveness and student achievement across all schools in the district within five years.

We strongly support excellent teaching and recognizing teachers who most effectively prepare students for the realities of today's highly competitive world. We will do all that we can to support attainment of the goals of this grant. The business community expects results and we wholeheartedly support teacher accountability.

Sincerely,

(b)(6)

Allen Wutzdorff
Executive Director

John Luther
12 Bradley St
Westport, CT 06880

July 25, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support as a member of Friends of FOCUS Partners philanthropic fund of the Coastal Community Foundation, on behalf of the Charleston County School District's (CCSD) application for the Teacher Incentive Fund grant competition.

FOCUS Partners assisted CCSD in the design and funding of the district's first performance-based compensation project, Teacher Outstanding Performance (TOP). TOP was instrumental in launching the discussion about performance-based educator compensation in Charleston. See attached newspaper article about the TOP project.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district. We specifically endorse the following measures in CCSD's proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to improve instructional practice and elevate student performance.

CCSD's Vision 2016 strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district's success. We strongly support the work that CCSD is doing to bring high-quality educators into every school, every day.

Please give strong consideration to Charleston County School District's proposal. If you have further questions, please do not hesitate to contact me.

Sincerely,

(b)(6)

John Luther

The Post and Courier

Sweet success

Diette Courrégé

Posted: Wednesday, February 24, 2010 12:01 a.m.

UPDATED: Friday, March 23, 2012 11:40 a.m.



Grace Beahm / Fourth-grade teacher Trisha Strong is being recognized by the county for helping her students succeed at Stono Park Elementary School.

Stono Park Elementary School teacher Trisha Strong commands her students' attention while guiding them through tricky word problems of long division and remainders.

Instruction begins the moment her fourth-graders enter her room, and Strong hooks them into the lesson with questions and an interactive SmartBoard.

Her classroom is a model for the district. For the second consecutive year, at least 80 percent of her students met their growth goals in reading and math when compared with a similar group of students nationally.

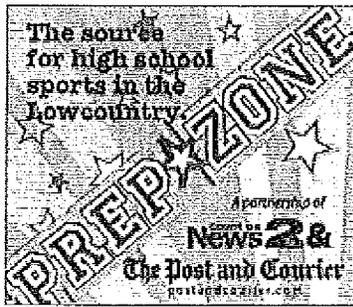
Strong is one of only three teachers in Charleston County schools to see this kind of

Charleston County School District: ECHO

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PR/Award # S374A120053

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repeated success with her students, and she'll receive \$1,000 today in recognition for her work.

The school district will honor more than 100 of its best teachers based on their students' academic growth at a ceremony today. One in six elementary school teachers and one in 16 middle school math teachers eligible for the reward will be recognized.

Businesses and community groups have donated the \$250 to \$1,000 awards teachers will receive. They also will cover the costs of the award ceremony's venue and food.

"This is a step in the process of moving to a system where teacher evaluation and teacher recognition is really tied to growth in student performance," said School Superintendent Nancy McGinley.

Nationally, research shows that decades of experience in a classroom doesn't necessarily correlate to improved student achievement, and the country's top education leaders support shifting to a system of evaluating and recognizing teachers based on outcomes.

The school district started its Teacher Outstanding Performance program last year by comparing its second- through fifth-graders' test scores on the reading and math portions of the Measures of Academic Progress test with a group of similar students nationally. This year, the district expanded the program to include math and literacy teams in middle schools.

McGinley would like to see the program grow to recognize teachers in other subjects and grades, but the impediment has been identifying ways to measure student growth for students at different achievement levels. The district needs to be transparent and objective in the ways it measures growth, she said.

"It's all about the numbers," she said. "It's all about the evidence that this group of children were at this level, and by the end of the year, I moved them to this level. What we have to develop is a way of measuring the gains that are achieved during the year."

The state already has a teacher evaluation system, but McGinley said the district, with board support, could add additional performance-based criteria to what the state requires.

She'd like the district to eventually pay for the performance bonuses, but she's grateful to local businesses for covering those costs until all district teachers are eligible for recognition and the district's budget is less constrained.

At Stono Park Elementary, Strong said she likes the idea of performance recognition, and
Charleston County School District: ECHO

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she thinks it will be motivation for younger teachers to stay in the profession. Still, she said some teachers say it's not fair because it doesn't extend to all grades or subject areas.

Strong credits her SmartBoard with engaging students, making learning fun, and encouraging them to work harder. She works with students in small groups and challenges her highest and lowest students each day, she said. She's known as a strict teacher who "doesn't play," and she said that allows her to maximize the time spent on instruction.

And, perhaps not so coincidentally, Strong did her student-teaching under Stono Park Elementary teacher Victoria Rusnock, one of the other two district teachers who's being recognized today with a platinum award.

July 20, 2012

Dear Secretary Duncan,

On behalf of StudentsFirst and as a teacher in a high-need school, I strongly support Charleston County School District's application for the Teacher Incentive Fund.

This grant program is a critical step at ensuring that every student has an effective teacher. StudentsFirst believes that all students can achieve at high levels when they have effective teachers. As an educator in a high-need school in Charleston County School District I have seen the power of an effective teacher in the lives of our poorest students. I have also seen dismal student outcomes as a result of poor instruction. Charleston County School District is ready and able to implement a performance-based compensation system for teachers, principals, and other personnel in high-need schools to increase educator effectiveness and student achievement. A strong evaluation system will offer teachers the relevant, specific feedback they need to grow and improve in their practice.

Charleston County School District has carefully sought input from teachers to ensure that all stakeholders are invested in improving our educator evaluation process. At StudentsFirst we agree that districts should work with teachers to develop evaluation systems. We know that teacher input

and involvement in their evaluation and development strengthens the outcomes.

Great teachers make a difference for all children. Charleston County School District needs a strong evaluation and compensation system to ensure that students in high-need schools have effective teachers. If I can answer any questions or provide additional information, please do not hesitate to contact me.

All my best,

Amanda Hobson

**Bold
Community
Change**

Education

88% of students graduate high school

Financial Stability

30% more local residents are financially stable

Health

25% more residents adopt a healthy lifestyle

Trident United Way
6296 Rivers Ave.
North Charleston, SC
29406

(843) 740-9000
(843) 566-7193 fax
email: tuwc@tuw.org
www.tuw.org

LIVE UNITED.

July 25, 2012

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

Trident United Way is pleased to submit this letter of commitment on behalf of the Charleston County School District's (CCSD) application for the Teacher Incentive Fund (TIF) grant competition.

Since 2007, Trident United Way (TUW) has partnered with CCSD in promoting enhanced student outcomes, school turn-around and family stabilization through the LINKS to Success collaborative. This partnership establishes community learning centers in high poverty, low performing schools, bringing school-selected community services that are research based, outcome driven and coordinated by a full-time site coordinator to the school to assist in meeting the needs of the whole child. Referrals for all LINKS services are coordinated with each school's Leadership and School Improvement teams; therefore, TUW staff has become well acquainted with the operational challenges faced by these teams.

One of the most serious problems impeding school turn around and student outcomes is the inability to recruit and retain highly qualified teachers. Our most effective and engaged teachers often leave the district to pursue alternate fields of employment because their commitment and competence is not recognized by merit or incentive pay, and their salaries have not kept pace with the cost of living in our area. We believe keeping high achieving teachers in the classroom is integral to school turn around and student success, therefore, we support CCSD's application for this funding, which will support the district in continuing to transform public education in our county.

If selected for funding, we believe the grant activities will greatly increase the capacity of CCSD to improve educator effectiveness across the district and achieve its four-year strategic plan, *Charleston Achieving Excellence: Vision 2016*, to (1) elevate overall academic achievement, (2) close the achievement gap, and (3) increase CCSD's graduation rate.

We specifically endorse the following measures in CCSD's proposal that will create a significant change in how CCSD makes human capital decisions to increase educator effectiveness and ultimately student achievement: a) fair and equitable educator evaluations; b) increased compensation for high quality instructional personnel and leaders; c) incentives for educators that take on more challenging assignments in high-need schools; d) better decision making on instructional programs using value-added student achievement data; and e) enhanced and targeted professional learning to

improve instructional practice and elevate student performance. Based on the partnerships CCSD has effectively engaged in transforming outcomes in Title I schools, it is our belief that additional TIF resources will greatly accelerate the success of work that has already begun and will contribute to enhancing the learning environment for all students.

CCSD's Vision 2016 strategic plan has clearly identified that partnerships between schools, families, students, and other key community stakeholders is essential to the school district's success. We are pleased to have partnered with CCSD in creating Vision 2016, as well as in the implementation, evaluation and expansion of the LINKS collaborative. We look forward to continuing to partner with the district during the planning and implementation phases of this project to ensure that, together, we create a sustainable model that increases educator effectiveness and student achievement across all schools in the district within five years.

Toward this goal, TUW has engaged community service providers and the school district in shared, standardized performance measures for targeted academic, behavioral and family support interventions; planning for a Cradle to Career community report card initiative; and increasing the proportion of students in LINKS schools who are receiving 2 or more support services from 1/3 of the student population (currently) to 1/2 of the student population by 2018. Additionally, TUW is working with community partners and the district to develop funding models for extended day and expanded school year programs that will further address the achievement gap for students and families in economically disenfranchised areas.

We urge you to consider to Charleston County School District's TIF grant proposal favorably. If you have further questions about our partnership with CCSD, please do not hesitate to contact me.

Sincerely,
(b)(6)

Christopher F. Kerrigan
President and CEO

APPENDIX D: Resumes and Job Descriptions

Resumes:

Audrey Lane, Deputy for Human Capital Development.....Pages 2-4
Melissa Matarazzo, Executive Director of Achievement and Accountability.....Pages 5-7
Allen Milburn, Director of Budgeting.....Pages 8-9
Christine Ryan, Director of Professional Development.....Pages 10-12
Ruth Taylor, Assistant Associate Superintendent of the Elementary Community.....Pages 13-14
Latisha Vaughn-Brandon, Principal in the Innovation Zone Learning Community.....Pages 15-17
Amanda Hobson, Teacher Representative.....Pages 18-20

Job Descriptions:

ECHO Project DirectorPage 21
ECHO Project SpecialistPage 22
Performance Management Coordinator (paid for with District-Funds).....Pages 23-24
ECHO Professional Development Director (District-Based)Pages 25-26
ECHO Professional Development Coordinator (School-Based)Page 27
Title I Instructional Coach (Paid for with Title I funds)Pages 28-29
Master TeacherPages 30-31
Mentor AdministratorPages 32-33
Compensation AnalystPage 34
Associate Principal.....Page 35
Evaluator QualificationsPages 36-37

AUDREY K. S. LANE

(b)(6)

PROFESSIONAL EXPERIENCE

2008–present Charleston County School District **Charleston, SC**
(\$350 Million budget; 45,000 students; 80 Schools)

Office of the Superintendent, Deputy for Human Capital Development

- Aggressively closing the achievement gap in Charleston County School District by improving the effectiveness of the organization in the areas of Performance Management, School Choice, and Grants/Development
- Created, implemented, and managed phased district-wide Performance Management Program utilizing Educator Effectiveness as a strategic lever and creating a comprehensive system that links employee performance to student outcomes
- Led the Office of Teacher Quality including 9 staff members responsible for implementing the state teacher evaluation system with fidelity for district's 3500 teachers; this office was responsible for the district's inaugural gala fundraiser, "An Evening with the Stars" recognizing teachers and proceeds from this event funded the inaugural Teacher Quality Symposium with over 50+ sessions providing professional development to 350 school and district professionals
- Facilitated teacher communications on behalf of Superintendent including monthly Teacher Roundtable (80 representatives) and District-wide Teacher Email Listserv (3500+ recipients)
- Provided oversight to the district-wide school choice plan creating greater access to all students through marketing tools, compliance, and skillful engagement with critical stakeholders
- Created and implemented successful Parent Information Fair with over 1,400 attendees learning about school choice options, parenting services, SES providers, and other student support services
- Facilitated the creation of the Charleston Promise Neighborhood (501(c)3) with other local city and county leaders; currently facilitates school district's efforts including fiscal contribution and school program development ensuring that barriers to students' success are eliminated
- Coordinated district's \$3.5M consolidation effort that strengthened the district's educational program, provided greater access to schools of choice, and expanded services and offerings through the reinvestment of resources

2001 – 2008 BP (formerly BP Amoco) **Warrenville, IL**
(\$142 Billion; 79,000 employees)

US Pipelines & Logistics, Business Development & Commercial Coordinator

- Led cross-functional teams to develop business opportunities and investments through robust commercial analysis, project management and strategic alignment
- Championed \$59M Net Present Value project to acquire new asset; associated responsibilities include coordinating due diligence, Sr. management reviews and approvals, and ensuring cross-business unit alignment

- Led team to divest and transfer assets resulting in the termination of the operating agreements 6 months ahead of schedule and savings to the business unit of \$2.5M
- Supported business development of Joint Ventures (JV) by facilitating board meetings, disseminating communications and creating agreements necessary to meet existing and new business opportunities for the JV
- Facilitated project evaluations as a collaborative effort between business line and corporate functional areas including Tax, Legal and Finance
- Core Team Leader for implementing a National BPAAN (BP African-American Network); Led minority vendor exposition in collaboration with the Supplier Diversity Organization resulting in 2 long-term contracts with Minority Business Enterprises selected as BP vendors.

Integrated Supply & Trading (IST), Contract Specialist

- Provided contract documentation support and problem resolution for refined product trade transactions
- Demonstrated efficient quality service regarding daily product trading transactions by establishing effective relationships with traders, schedulers, credit, compliance, legal, accounting personnel and third-party business partners
- Developed, managed and maintained monthly performance management metrics utilized by management team to analyze the individual and collective performance of the team resulting in a more accurate depiction of areas of opportunity and best practices

Integrated Supply & Trading, Contractor

- Resolved system interface errors utilizing internal financial trading system & SAP resulting in the successful and timely completion of contracts
- Facilitated the correction of pricing errors with business teams that contributed to the accuracy of product movements

2000-2001 International Paper
(\$13 Billion, 59,500 employees)

West Chicago, IL

Product Development Leader

- Provided product development team with strategic direction for new product concepts and joint ventures
- Produced new product and joint venture concepts through the application of "voice of the customer" initiatives, trend analysis and idea generation
- Created new concept proposals through the use of a stage-gate process based on primary market research resulting in 3 products entering prototype and design to manufacture stage

1996-1999 Xerox Corporation
(\$10 Billion, 139,650 employees)

Rochester, NY

Asset Management Program

- Member of Asset Management Program (Technical Leadership Program), a three-year rotational program to provide key developmental assignments for engineering graduates

Asset Recycle Engineer

- Deployed progressive line initiative resulting in a 30% increase of equipment output
- Provided training to forward product design teams incorporating recycling capabilities and environmental standards into original product designs resulting in reduced time to market for refurbished products

Production Supervisor

- Managed logistics receiving operations with an inventory valued at \$2M
- Implemented quality processes to maintain the accurate flow of materials within automated warehouse to the production lines reducing inventory by \$500K
- Led 17 direct reports to maintain cycle audit results with a 0.2% net error and 0.7% gross error for the year

Production Applications Engineer

- Utilized Failure Modes & Effects Analysis and Taguchi Methods to develop processes for assembling electro-mechanical prototype parts for forward products

EDUCATION

Broad Residency for Urban Education 2008-2010

DePaul University, Chicago, IL

Master of Business Administration – Marketing Management May 2006

Florida Agricultural & Mechanical University, Tallahassee, FL

Bachelor of Science – Mechanical Engineering August 1996

PROFESSIONAL DEVELOPMENT

- SC State DOE – SAFE-T Trained and district representative on ADEPT Upgrade Taskforce
- Charleston County School District – Mastery Teaching Model, Making Rigor Work
- Harvard University's Public Education Leadership Project
- Liberty Fellowship Forums Summit 2010
- Harlem Children's Zone - Changing the Odds: Learning from the Harlem Children's Zone
- New Day for Learning Site Visits sponsored by the Mott Foundation
- Kellogg School of Management Sales and Marketing Leadership Academy
- BP - Leaders Program; Root Cause Analysis; Financial Decision Making; Evaluation
- Xerox - Industrial Relations; Design for Manufacturing & Assembly; Elementary and Intermediate Spanish; New Product Development; Planning and Developing New Products and Markets; Business to Customer Sales Experience

PROFESSIONAL ACCOMPLISHMENTS AND INVOLVEMENT

- The Broad Residency in Urban Education – Alumni Advisor
- Royal Foundation – Board Member
- BP- Two Awards of Excellence, BP African-American Network Governance Board Member
- Xerox - Customer First Award
- National Society of Black Engineers Alumni – Chapter President; Regional VP of the Year

Melissa F. Matarazzo

(b)(6)

EDUCATION

Present Ed.D. Candidate, Urban Superintendents Program

Harvard University Graduate School of Education

- Current GPA: 4.0
- Earned Massachusetts and South Carolina Superintendent Licensure, all levels
- Teaching Assistant in “Strategic Reform for Urban School Districts and Schools” and “Strategic Management for Public Purposes”

2010 Master of Education, Education Policy and Management

Harvard University Graduate School of Education

- Course work in instructional leadership, district-wide reform, adult development, qualitative and quantitative research, and
- Field research on school closures performed for Boston Public Schools
- School walkthrough reports prepared for Boston and Cambridge Public Schools

2005 Master of Education, School Leadership

Harvard University Graduate School of Education

- Earned Massachusetts Principal/Assistant Principal Licensure, grades 5-8
- Course work in teacher evaluation, inclusive education, school reform, school finance, and instructional leadership

1998 Bachelor of Arts, History

Brown University

- Honored as magna cum laude graduate with GPA of 3.8
- Received Community Partnership and Public Service Award
- Obtained Rhode Island teaching certification in Social Studies, grades 7-12

1993-1994 Wellesley College

- Awarded First Year Distinction for GPA of 3.7

PROFESSIONAL EXPERIENCE

July, 2011-Present Charleston County School District, SC

Executive Director, Achievement & Accountability

- Lead Teacher and Leadership Development through Induction/Mentoring, Teacher Evaluation, Incentive Pay Pilot Program, and Principal Preparation and Professional Development

- Supervise Office of Assessment and Evaluation, including analysis, and interpretation of state testing results, AYP results, and State Report Cards
- Review and approve requests to conduct research in school district
- Member of Student Achievement Team and Senior Leadership Team

2009-2011 Charleston County School District, SC, Peabody, MA & Amesbury, MA

Educational Consultant

- Charleston County School District: Serving as superintendent’s liaison on land/property issues; facilitating implementation of school quality reviews; member of Senior Leadership Team and Superintendent’s Cabinet
- Peabody Public Schools: Mentored middle school principal through induction to new role
- Amesbury Public Schools: Developed and facilitated adoption of new middle school master schedule

July, 2010-Jan., 2011 Charleston County School District, SC

Intern to the Superintendent

- Mentored by Dr. Nancy McGinley in preparation for superintendent’s licensure
- Developed and facilitated implementation of school quality reviews
- Assisted in the development of measurable, annual improvement targets for district’s strategic plan

2005-2009 J. Henry Higgins Middle School, Peabody, MA

Principal

- Led instruction for Massachusetts’s largest middle school with 1500 students, grades 6-8
- Evaluated and coached 150 staff, including 4 assistant principals, 100 teachers, 21 paraprofessionals, and additional support staff
- Developed and managed school budget of approximately \$5.5 million
- Oversaw annual school improvement planning that included new master schedule, restructuring of special education delivery, creation of core values and school mission statement, implementation of formative assessment system, integration of online grading and communication, and development of individualize and collaborative goal setting
- Hired and inducted 13-35 new staff annually, due to significant retirement
- Organized professional development offerings for teachers: 3 full days and 4 half days

2007-2008 Programs in Professional Education, Harvard Graduate School of Education

Group Leader, “The Art of Leadership” Institute

- Facilitated small group discussions and personal reflection among school leaders as they participated in 2-week HGSE summer professional institute
- Supported institute goals and objectives through collaboration with faculty advisor, presenters, and other group leaders

2007 American International College, Springfield, MA

Adjunct Professor

- Taught “Introduction to School Administration” course in cohort-based Masters’ program in Peabody, Massachusetts

D. Allen Milburn
Director of Budgeting
Charleston County School District
Office of District Budgeting

PROFESSIONAL EXPERIENCE

CHARLESTON COUNTY SCHOOL DISTRICT

Budget Director (May, 2005 - Present)

- Manage Budget Office & Budget staff of 9 personnel
- Manage General Operating Fund (GOF) Budget of \$357M
- Special Revenue accounting of \$113M, collectively (127 special revenue funds)
- Prepares reconciling schedules and coordinates with external Audit staff on annual audit
- Manages annual budget development process
- Manages charter school categorical funding disbursements

BRYAN COUNTY SCHOOL DISTRICT

Director of Finance (August 1998 - April, 2005)

- Managed and Directed Entire Financial Operations (9 schools, 7,200 students)
- Directly responsible for: HR, Budget, Payroll, Accounts Payable, and Procurement
- \$52.6M Budget (FY 2005), 783 Full-Time Employees
- Project Manager For MUNIS Accounting System Conversion, FY 2001
- Monitoring And Financial Reporting Of over 120 State, Local, Federal Grants
- Interim Technology Director (FY 2002)
- MUNIS IT Coordinator (UNIX Platform)
- Develop, Plan and Administer Annual Operating Budget (General Fund, Special Revenue Funds, Capital Projects Funds and Debt Service Funds)

STATE OF GEORGIA, DEPARTMENT OF AUDITS AND ACCOUNTS

Auditor-In-Charge, Supervisory Capacity (July 1997 - August 1998)

Principal Auditor (October 1997 - August 1998)

Advanced Staff Auditor (December 1995 - October 1997)

Staff Auditor (December 1993 - December 1995)

PROFESSIONAL MEMBERSHIPS

- South Carolina Association of School Business Officials
- Southeastern Association of School Business Officials
- Charleston County Chamber of Commerce, Leadership Charleston Program

EDUCATION

UNIFORM C.P.A. EXAM

- Successfully Completed (November 1997)
- Lapsed license in Georgia

GEORGIA SOUTHERN UNIVERSITY

Bachelor of Business Administration, Accounting (1993)

- Dean's List, multiple quarters
- Presidential Academic Fitness Award (1993)
- Beta Alpha Psi Honorary Accounting Organization (Fall 1992)
- Golden Key National Honor Society
- Gamma Beta Phi Honor Society

Christine Ryan

(b)(6)

EDUCATION:

August 2007 M.A. Educational Leadership
The Citadel, Aspire II Cohort, Charleston, SC

1989 M.Ed Reading Education
University of Florida, Gainesville, Florida

1982 B.S. Education, IL Certification: Elementary Education & Special Education (K-12)
Illinois State University, Normal, IL

WORK EXPERIENCE:

2009 – Present Charleston County School District, Charleston, SC

Director of Professional Development: Feb. 2012-Present

- Supervise 18 Curriculum Specialists, 3 Classified Employees, 5 Administrative Assistants and 1 Budget Technician responsible for:
 - English Language Learners & Parenting Programs
 - Physical Education, Athletics & Wellness
 - ROTC
 - Media Specialists
 - Textbooks
 - Artistically and Academically Gifted
 - Educational Technology
 - Science Resource Center
 - ELA, Math, Science, Social Studies
- Manage budgets totaling approximately \$8M
- Plan and Implement Third Grade Academy as Program Director
- Plan and Implement Summer Leadership Institute as Project Director
- Chair Several Committees including Instructional Support Team
- Develop Professional Development for the District
 - Instructional Model – Mastery Teaching Model
 - District Professional Development
 - School-based Professional Development
 - Everyday Math
 - Workshop Model

Academic Development: February 2009-February 2010

- Served as the Chief Academic Officer's Project Manager
- Acted as CCSD Liaison/Manager for Several Projects with Local Colleges
- Planned and Organized Summer Leadership Institute
- Facilitated Literacy Committee Meetings
- Managed Third Grade Academy as Program Director

- Provided Staff Development as Requested
- Facilitated Address Verification Process
- Organized & Implemented Principal for a Day Event
- Coordinated Teacher Recognition Project (TOP), 2009-2010 School Year
- Directed Summer Quick Start Elementary, Middle and High School Programs
- Assisted with Planning and Implementing Year-long Programs
- Served on CD Task Force

Learning Specialist: 2008-2009 School Year

- Supervised 4 Instructional Coordinators for 2008-2009 School Year
 - Facilitated Learning Community Professional Development
 - Conducted Instructional Classroom Observations
 - Facilitated Instructional Planning
- Coordinated Project Read Trainings in ARLC and CRLC
- Provided Training on Coherent Curriculum Documents and State Support Documents
- Provided Six Traits + 1 Training
- Evaluated Common Benchmark Math Assessments for Grades 2-5
- Conducted Monthly Professional Development for Principals
- Collected and Reported Learning Community Data
- Facilitated Academic Support Team Meetings
- Collaborated on Learning Community Mathematics Professional Development
- Served on NPT Team for Mt. Zion
- Conducted Summer Professional Development on Common Assessments
- Conducted Induction Teacher Training: Mathematics and MAP

Learning Specialist: 2007-2008 School Year

- Supervised 14 Teacher Coaches
 - Coordinated Teacher Coaches and Teachers in 18 Schools and one Program
 - Facilitated Learning Community Teacher Coach Meetings
 - Coordinated Learning Community Professional Development
- Assisted with planning for District-wide Teacher Coach Meetings
- Participated in District-wide Six Traits + 1 training by NWREL
 - Conducted Six Traits training in schools without Teacher Coaches
 - Earned Six Traits Train-the-Trainer Certification
- Assisted Principals with TA and Title I Plans
- Collected and reported Learning Community Data

Teacher Coach: 2005 – 2007 Laing Middle School, Charleston, SC

- Facilitated Teacher Curriculum Team meetings
- Assisted in the development of Draft 3 of the Mathematics Curriculum
- Assisted in the development of the CCSD RIT Band Instruction Lesson Bank
- Conducted professional development for all teachers at assigned school on the following:
 - Classroom Instruction that Works –Marzano’s Nine Best Instructional Processes
 - Effective Implementation of RIT Band Instruction
 - Creating Highly Effective Formative & Summative Assessments
 - Reciprocal Teaching Strategies

- Understanding Rigor Based on Bloom's Taxonomy
- Creating and Utilizing Instructional Calendars
- Understanding MAP Testing and Utilizing MAP Results
- NWEA Dynamic Reporting Suite, Microsoft Excel, PowerPoint & Word, EBSCO Host, Lexile.com, SASI InteGrade Pro
- Conducted professional development training on: Creating and Utilizing Instructional Calendars, and Creating Highly Effective Formative Assessments
- Constructed and utilized MAP Data Wall
- Served on the following teams/committees: Laing Middle School Leadership Team, CORE Team, PBS Committee, SREB Committee, Advisory Committee, Literacy & Numeracy Teams, Professional Development Team (Chairperson)
- Presented at the following conferences:
 - Middle Grades Matter – Building Background Knowledge (2006)
 - SREB – RIT Band Instruction (2007)
 - Charleston County Summer Leadership Institute – RIT Band Instruction (2007)

Special Education/ELA/Mathematics Teacher: 1995-2005

Horry County School District/Catholic Schools Myrtle Beach, SC

- Middle School Language Arts and Mathematics Teacher – St. Michael Catholic School, 2003-2005, School Improvement Committee
- Middle School LD Resource Teacher – Forestbrook Middle School, 2000-2003
- Elementary School Teacher – St. Andrew Catholic School, 1996-2000
- Wellman, Inc. Golden Apple Award – Teacher of the Year, 1998-1999
- Conducted Professional Development on Implementation of Reading Groups
- LD Resource Teacher – Saint James Middle School/Socastee High School, 1995-1996

Reading/ED Self Contained Teacher: 1993-1995

Leavenworth County School District/Catholic School Leavenworth, KS

- Reading Teacher – Immaculata High School, 1993-1995
- ED Self-Contained Teacher – Richardson School (K-12) 1993-1995

Elementary School Teacher: 1983-1988

Alachua/Kane County School Districts Gainesville, FL/Aurora, IL

- Fifth Grade Teacher – Brentwood School, 1984-1988
- LD Self-Contained Teacher (4th & 5th grades) – Krug Elementary, 1983-1984

Instructor – Post High School: 1990 & 1998-2000

Central Texas College/Horry-Georgetown Technical College

- Child Development Recertification Course – 1990
- Adult Reading Course designed to prepare students for college level reading – 1998-2000

PROFESSIONAL MEMBERSHIPS:

- International Reading Association
- Association for Supervision and Curriculum Development
- National Staff Development Council
- National Council of Teachers of Mathematics

Ruth Bowers Taylor

(b)(6)

Professional Work Experience

2010-Present: Assistant Associate Superintendent of the Elementary Community
Work collaboratively with the Associate Superintendent in all facets of academic and operations support as we supervise 38 schools and programs in the Elementary Learning Community

2005 –2010: Principal, Stono Park Elementary School, Charleston, South Carolina
Stono Park demographics:

- Nationally Distinguished Title 1
- NCLB Blue Ribbon
- Palmetto “Gold” recipient for “Closing the Achievement Gap (multiple years)
- Meets AYP annually
- PBIS award winner

Major Responsibilities:

- Plan, organize and direct activities of the school
- Utilize data to develop and monitor educational goals and initiatives that promote improved academic achievement for all students
- Supervise the instructional program and assists teachers in personal growth development
- Assume responsibility for the overall direction, coordination and evaluation of all activities within the school
- Plan and monitor school budgets

Current Leadership Involvement:

- Member of 2009-10 Superintendent’s Principal Roundtable
- Co-facilitator for District 10 Literacy Cluster
- Co-facilitator for “Second In Command” assistant principals’ leadership development program
- Member of 2009-10 Summer Leadership Institute planning committee

Current and on-going Professional Development:

- South Carolina School Leadership Executive Institute
 - Center for Creative Leadership’s Development Program
 - USC’s Basic Management Workshop
 - USC’s High Performance Coaching Workshop
- Completed two-year Administrators Professional Development sponsored by the State Department: Data Driven Decision Making lead by Dr. Kathy L. Brown, Citadel
- Completed both the State and Charleston County School District’s Principal Induction Program

- 1999 – 2005:** Assistant Principal, Beech Hill Elementary School, Summerville, SC
- 1992 – 1999:** Certified Parent Educator, Stono Park Elementary School, Charleston, SC
- 1989 – 1991:** Second Grade Teacher, Branch Elementary School, Edwards AFB, CA
- 1988 – 1990:** Part-time Business Instructor, Antelope Valley College, Lancaster, CA and Cerro Coso Community College, Edwards AFB, CA
- 1984 – 1987:** Chair of Business Department, Robinson High School, Tampa, FL
- 1977 – 1987:** Business Education Instructor, Robinson High School, Tampa, FL
- 1978 – 1980:** Part-time Business Instructor, Franklin Adult Education Center, Tampa, FL

Education

- 1994** Master's + 30, Concentration in Guidance and Elementary Education
- 1990** Elementary Education certification, Chapman College, Orange, California
- 1979** Master's in Administration & Supervision (all levels), University of Tampa, Tampa, Florida
- 1976** Bachelor's in Business Education, University of South Florida, Tampa, Florida

Professional Memberships & Activities

- South Carolina Association of School Administrators
- Alpha Delta Kappa Professional Educators Sorority—Alpha Tau
- Association for Supervision and Curriculum Development
- International Reading Association
- Charleston Reading Council
- Leader 1-2-3---NASSP Leadership Development participant
- “Closing the Achievement Gap” Task Force—Chairperson for Scheduling & Grading
- Grant writing—Funded EIA, Community Foundation, Drug-Free Schools, BiLo, Trident United Way grants
- Application writing—Exemplary Writing Award (awarded), Red Carpet (awarded), NCCC AmeriCorp (awarded)
- Presenter/Facilitator for multiple state and national Family Literacy/Parenting conferences and workshops

LATISHA VAUGHN-BRANDON

(b)(6)

HIGHLIGHT OF PROFESSIONAL ACHIEVEMENTS

- Led at risk title one elementary school to achieve AYP status for the first time during the 2008-2009 and 2009-2010 school years.
- Created Exemplar Award winning Positive Behavior Interventions Systems (PBIS) learning environment in at risk title one elementary school.
- Collaborated with on site team to create state and school district award winning Response to Intervention (RTI) tiered intervention system.
- Mentor newly hired principals in New Principal Induction Program.
- Serve as principal liaison in Principal for Tomorrow program (PFT).
- Selected to participate in College of Charleston’s Principal Panel.
- Selected to serve on school review team to evaluate and provide feedback to leadership.
- Member of Principals’ Roundtable with the Superintendent of schools.

EDUCATION AND CERTIFICATIONS

Ed.D. , Educational Leadership, University of Phoenix, Phoenix, Arizona	2014
M.A. , Educational Leadership, Georgia State University, Atlanta, Georgia	2002
B.A. , Elementary Education, Park College, Parkville, Missouri	1996
B.S. , Accounting, University of Missouri, Kansas City, Missouri	1994
Certification in Elementary Principal, SC	2007
Certification in Secondary Principal, SC	2007
Certification in Elementary Supervisor, SC	2007
Certification in Secondary Supervisor, SC	2007
Certification in Elementary Education, SC	2007
Certification in Early Childhood Education, SC	2007
Certification in Education/ Language Arts/ Mathematics/ Science, Middle Grades, SC	2007
Certification in Educational Leadership, GA	2002
Certification in Elementary Education, GA	2000
Certification in Early Childhood Education, GA	2000
Certification in Education/ Language Arts/ Mathematics/ Science, Middle Grades, GA	2000

ADMINISTRATIVE EDUCATIONAL EXPERIENCE

Charleston County School District, Charleston, South Carolina **2011-Present**
Director of Educational Initiatives – Charleston Promise Neighborhood/Principal

- Serve as key member of Charleston Promise Neighborhood Leadership Team to determine educational initiatives across the four CPN schools.
- Partner with Charleston County School District, four CPN schools, and CPN leadership to drive change by focusing on improving student achievement, ensuring instructional leadership and professional development, using data to inform and direct decision-making, and aligning operations on all levels around common goals designed to improve academic learning.

- Focus on strengthening principal leadership, working closely with principals to recruit and retain high quality teachers, designing and monitoring a system of in-school supports to increase academic learning, expanding the school day and year, and increasing parental involvement in academics.

North Charleston Elementary School, North Charleston, South Carolina

2007-2011

Principal

- Instructional, operational and administrative leader for K4-5th grade Positive Behavior Interventions and Supports (PBIS) school with over 500 students and 70 staff members.
- Led leadership team to create positive learning environment that consecutively received district PBIS Exemplary Award and state recognition.
- Developed data informed academic and behavioral tiered intervention system based on RTI, which received district recognition.
- Increased teaching time on task leading to increased diagnostic test scores on Measures of Academic Progress (MAP) tests and state assessment indicated by school meeting Adequate Yearly Progress for first time in 2009 and again in 2010.
- Managed a budget from federal and state funding sources for a 96% Title I school.
- Served on district project teams including project manager of report card revision team, district leadership program team member and teacher quality symposium team member.

Georgia Charter Schools Association, Atlanta, Georgia

2005-2006

Staff Services Director

- Created new professional learning opportunities for teachers and built academic partnerships to help support these programs.
- Collaborated with Fielding University in Santa Barbara, California to provide leadership seminars for teachers on how to become charter school leaders.
- Fostered joint effort with Kennesaw State University to produce online development courses for teachers on classroom management and how to teach specific subjects.
- Conducted ongoing site visits to charter schools to enhance supportive relationships between association and member schools.
- Identified grant opportunities and wrote funding proposals to finance departmental goals.
- Prepared and taught courses for teachers and administrators on staff recruitment, special education, parental involvement, and community outreach.

Charles R. Drew Charter School, Atlanta, Georgia

2000-2005

Principal

2004-2005

- Provided instructional, operational, and administrative leadership for Edison-model elementary and middle school with more than 700 students K-8 and 100 staff.
- Directed curriculum, managed site operations, and promoted values of school culture; more than half of students attended after-school sessions.
- Led student and staff recruiting, faculty evaluations, development tours to demonstrate Edison model, and student discipline; emphasized core orderliness and campus safety.
- Managed million dollar annual budget; developed, implemented, and communicated new vision for school initiatives on campus and in surrounding community.
- Developed community partnerships to support initiatives such as student mental health evaluation and reading achievement.

Academy Director (Assistant Principal) 2002-2005

- Developed professional learning community on campus by emphasizing teaming among teaching staff on grade-level teams and in other, cross-functional groupings.
- Facilitated workshops for instructional staff to show how to use student-assessment data.
- Supervised and monitored classroom instruction for kindergarten through eighth grade.
- Participated on team that interviewed teaching applicants as one part of school's three-stage hiring process; oversaw activities of volunteer staff.

Director of Student Achievement 2001-2002

- Helped create Student Achievement Plan establishing standards for school performance.
- Created and led staff learning opportunities involving research-based best practices.
- Wrote and facilitated one-year mentoring program for new and beginning teachers.
- Created and presented workshops for parents.

Lead Teacher 2000-2001

- Ensured implementation of Edison school design throughout curriculum.
- Supported positive campus learning environment.
- Organized and led team meetings for teachers on subjects such as academics and benchmarks.
- Helped formulate and implement discipline plan with expectations, rules, and consequences.

TEACHING EXPERIENCE

Charles R. Drew Charter School, Atlanta, Georgia 2000-2001
First Grade Teacher/Team Leader

Allen Edison Village School, Kansas City, Missouri 1999-2000
Fourth-Grade Teacher/Reading Coordinator

Albert E. Brandeis Elementary School, Louisville, Kentucky 1998-1999
Fourth- and Fifth-Grade Teacher

Mary Harmon Weeks Elementary School, Kansas City, Missouri 1996-1998
Fourth-Grade Teacher

PROFESSIONAL AFFILIATIONS AND TRAINING

Member, Association of Supervision and Curriculum Development	2002-Present
Board Member, Raising Expectations Inc., Atlanta, Georgia	2003-2007
Member, Georgia Principals Center, Georgia State University, Atlanta, Georgia	2003-2005
Professional Learning Communities	2003
Positive Behavioral and Intervention Supports (PBIS)	2007, 2008
Response to Interventions (RTI)	2008
South Carolina Executive Leadership Institute	2008-2010
Center for Creative Leadership	2008-2010
Courage to Lead	2010
Member, National Association of Black School Educators	2011
Member, South Carolina International Reading Association	2011
Instructional Rounds, Harvard Graduate School of Education	2011

Education

Harvard Graduate School of Education

Masters Degree, Risk and Prevention, Focus: Childhood

May 27, 2010

Charleston Southern University

Bachelor of Science, Early Childhood Education

May 5, 2007

South Carolina Teaching Fellow

September 2003/Present

Teaching Experience

South Carolina Teaching Certificate

Valid until: June 2014

Area of Certification: Early Childhood

StudentsFirst Teacher Fellow, Charleston, SC

July 2012/Present

Adjunct Professor of Education

- Provide input into education policies and organize teachers around policy issues.

Charleston Southern University, Charleston, SC

August 2011/Present

Adjunct Professor of Education

- EDUC 324 – Methods for Teaching Fine Arts and Creativity: prepare pre-service teacher candidates to use integrated strategies that promote teaching through the arts.

Sanders-Clyde Elementary School, Charleston, SC

August 2011/Present

First Grade Teacher, CCSD, Charleston Promise Neighborhood School

- Facilitate student learning in ELA, Math, Science, & Social Studies
- Communicate with parents through phone, e-mails, conferences, & notes
- ELA Liaison: draft a series of Mini-Lessons to support Focus of Study for Literacy Workshop
- Charleston Promise Neighborhood Liaison: wrote pre-k-2nd grade college bound curriculum currently being used by the four CPN schools

Harlem Children's Zone, New York, NY

July 2010/August 2011

First Grade Teacher, Promise Academy 1

- Facilitated student learning in ELA, Math, Science, & Social Studies
- Communicated with parents through phone, e-mails, conferences, & notes
- Managed five teaching assistants
- Trained by Teacher's College in Reading and Writing Workshop

Harlem Children's Zone, New York, NY

September 2010/June 2011

Bridging the Gap After School Program, Promise Academy 1

- Facilitated small group reading instruction for remedial students

AMANDA HOBSON

(b)(6)

Knightsville Elementary School, Summerville, SC August 2007/June 2009
First Grade Teacher, Title I School, Dorchester School District II

- Implemented Positive Behavior Improvement System
- Collaborated on a committee of six to align Math and Science content across grade levels
- Analyzed data quarterly with grade level team and administration

Goose Creek Primary School, Goose Creek, SC January 2007/April 2007
Student Teacher, Title I School, Berkeley County School District

- Taught, assisted, and observed first grade students in ELA, Math, Science, & Social Studies

Teaching and Learning Program, Ghana, West Africa July of 2005, 2007, 2011
First and Third Grade Teacher, CSU Teaching Mission

- Taught in three villages during the summers of 2005, 2007, & 2011
- Provided teaching materials to village schools
- Participated in Fulbright trip in 2011 which also included: narrative writing, Fante' lessons, and travel to the Northern Region of Ghana

Completed 124 Practicum Hours, Charleston, SC August 2003/December 2006
Practicum Student, Title 1 Schools, Grade levels: Pre-K, First Grade, and Fourth Grade

- Observed and interviewed cooperating teachers
- Assisted with instruction of individuals, small groups, and whole group instruction

Internships

Boston Public Schools, Department of Extended September 2009/May 2010
Learning Time, Afterschool, & Services (DELTAS)

- Managed project on building capacity for a new after school program at the Louis Agassiz Elementary School for grades K-2
- Helped to secure \$250,000 Statewide Literacy Grant submitted to the Department of Early Education and Care

Reading Buddies and Lectores y Amiguitos Program September 2009/May 2010
Office of Student Affairs, Harvard Graduate School of Education

- Coordinated program for 36 at risk urban students at the Amigos Elementary School
- Managed 55 volunteer mentors, provided literacy training and behavior management

Senator DeMint's Charleston Office June 2005/July 2006
Charleston, SC

- Worked close with constituents
- Completed research for casework

AMANDA HOBSON

(b)(6)

Mentor Experience

Volunteer- Metanoia Freedom School **June 2009/July 2009**

- Taught ballet to 2nd through 5th grade urban students and assisted with the performance

Volunteer- Seacoast Dream Center Leader **January 2009/July 2009**

- Taught small groups of urban middle school aged students in high poverty area

Assistant Dance Team Coach- Knightsville Elementary School **August 2007/June 2009**

- Free program for at risk 4th and 5th grade students
- Taught dance routines once a week and team performed throughout the school year

Volunteer- Callen-Lacey Center for Children **June 2008/August 2008**

- Spent time playing and completing activities with children placed in emergency shelter

Jagettes Mentor- Knightsville Elementary School **October 2007/June 2008**

- Mentored at risk girls in 4th and 5th grade who needed extra academic and behavior support

Job Description for Project Director

Position Description

Project Director (PD) is responsible for directing the day-to-day operations of the ECHO (Evaluation and Compensation for High-quality Outcomes) Teacher Incentive Fund project. The PD is also charged with providing leadership in designing, developing, and implementing the ECHO project in Charleston County School District through efforts of the Steering Committee and PALMS (Personal Achievement Learning Management System) Implementation Team.

Leadership Duties and Essential Responsibilities

- Direct day-to-day operations of the ECHO project;
- Provide leadership in designing, developing, and implementing ECHO for the district;
- Serve as a conduit between the district and ECHO target schools to guide implementation of reformed educator evaluator process, performance-based compensation; and professional development strategy;
- Manage the coordination of professional development activities for project staff;
- Serve as a member of both the PALMS and the ECHO Executive Steering Committee;
- Coordinate with the independent evaluation team to collect school and district-level data;
- Lead sustainability planning efforts throughout the district;
- Disseminate information on key project accomplishments and results to key stakeholders;
- Serve as primary contact person with the U.S. Department of Education;
- Complete required reports for the district and the U.S. Department of Education;
- Engage in ongoing professional development;
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

The Project Director is required to:

- Hold a Master's degree in School Administration or Leadership from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Exhibit prior experience in implementing large-scale school reform and improvement projects; and
- Display excellent communication skills with students, teachers, administrators, parents, and community partners.

Compensation

The Project Director will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Project Specialist

Position Description

Project Specialist (PS) will support the Project Director of the ECHO (Evaluation and Compensation for High-quality Outcomes) Teacher Incentive Fund project. The PS is responsible for supporting the facilitation of communications, coordinating meetings, managing contracts, monitoring timelines, documenting activities, supporting data collection, preparing reports, reviewing budgets, and overseeing time and effort reporting.

Leadership Duties and Essential Responsibilities

- Provide administrative support for the ECHO project;
- Support the facilitation of project communications;
- Coordinate meetings;
- Manage contracts with vendors procured by Charleston County School District;
- Monitor grant management timelines;
- Document project implementation activities;
- Support data collection efforts in cooperation with the independent evaluation team;
- Prepare reports required by Project Director, district, stakeholders, and the U.S. Department of Education;
- Review grant budgets with the Project Director;
- Oversee time and effort reporting documentation;
- Attend all ECHO project team meetings; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, the Project Specialist must:

- Hold a Bachelor's degree from a four-year college or university;
- Have prior experience in providing administrative work; and
- Display proficient written and verbal communication skills.

Compensation

The Project Specialist will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Performance Management Coordinator

Position Description

The Coordinator for Performance Management is a critical role in the effective implementation of several strategic Human Capital initiatives for the district as it relates to the new Human Capital Data Management System and supporting Performance Management across the district. This role and these initiatives are strategic in significantly changing the trajectory of our students by maximizing our human capital, effectively managing resources, and increasing the access to timely data.

Leadership Duties and Essential Responsibilities

Initially the Performance Management Coordinator will be the primary liaison between the vendor and the district to facilitate an effective roll-out of the Human Capital Management System:

- Work alongside the technical project manager to lead/facilitate the cross-functional team that will ensure the system is implemented on time and according to the specific needs of the district;
- Facilitate the integration of the data elements into the system to include evaluation data, professional development resources, classroom observations, professional growth plans, induction teacher information, mentor teacher data, educator certification, and highly qualified credentials;
- Create, coordinate, and facilitate the delivery of all training modules for teachers, principals, administrators, and all employees;
- Create a knowledge management system that documents the implementation of the system for future use across the district;
- Ensure that the Deputy for Organizational Advancement, Organizational Advancement department, Superintendent, and Senior Leadership team are fully aware of the development and implementation of the system;

As the system becomes fully operational, the coordinator will become the district's subject matter expert for the system and will continue to offer on-going training and maintain the integrity of the data in the system:

- Ensure that data to external entities like the State Department of Education is accurate and easily available for our partners;
- Create and maintain effectiveness dashboards for the senior leadership team, student achievement team, and principals;
- Consult with administrators in the creation of robust evaluation documents and plans for improvement;
- Provide Deputy for Organizational Advancement trend analysis of parent and employee engagement survey data;
- Participate and contribute to Teacher and Leadership Development Cycle project teams;
- Collaborate with district departments and organizations;
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, the Performance Management Coordinator must:

- Hold a Master's degree in Education from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Have five years of supervisory administrative experience including team leadership and coaching;
- Demonstrate experience building district/school relationships and managing back-office operations preferred;
- Have excellent project management skills, organization, and strong attention to detail;
- Be able to thrive in results-oriented, fast-paced and entrepreneurial environment;
- Be knowledgeable and sensitive to the needs of the client base - superintendent, senior leaders, teachers, principals, and employees;
- Work collaboratively with internal and external stakeholders;
- Display relentless pursuit to find solutions to problems in order to move the project forward;
- Be able to translate between the very technical aspects of the system to more simplistic terminology for the end-user;
- Execute under high-pressure situations with competing priorities; and
- Be customer service orientated and possess excellent oral and written communication skills.

Compensation

The Performance Management Coordinator will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Professional Development Director

Position Description

A full-time educator will serve at the district level to guide the design, development, and implementation of a new professional development system guided by ECHO goals and objectives. They will identify and disseminate best practices (content and methods) to improve coordination and delivery and increase impact of teacher and administrator professional development aligned with our new educator evaluation system. They will assess and procure resources to support the ECHO professional development strategy and facilitate implementation of a comprehensive professional learning strategy in each TIF targeted high-need school.

Leadership Duties and Essential Responsibilities

- Ensure compliance with the Standards for Professional Development from the National Staff Development Council and alignment with the Charleston County School District's Vision 2016 strategic plan;
- Analyze and use data to identify professional development needs and to evaluate, improve, and report on program effectiveness;
- Develop, coordinate, and oversee professional learning programs in TIF targeted schools and their alignment with district goals and initiatives;
- Develop, coordinate, and oversee project-level events to celebrate the achievement of grant and district goals and initiatives;
- Develop annual professional learning activities calendar in consultation with the TIF Professional Learning Teams and the Department of Curriculum, Instruction, and Professional Learning;
- Participate in the development of the district school calendar to ensure adequate professional learning time;
- Communicate the goals, plans, and progress of the district professional learning program;
- Establish strong working relationships with TIF-funded schools and district staff;
- Communicate available professional learning activities to TIF-targeted schools;
- Develop and conduct district professional learning activities to meet the differentiated needs for TIF-targeted schools and school staff;
- Collaborate on the design and implementation of a comprehensive Professional Development Program for all staff;
- Coordinate professional learning activities in TIF schools with the district's teacher induction and on-boarding programs;
- Assist TIF-funded schools with development of their Professional Development Plans;
- Collaborate on the coordination of Summer Professional Learning activities for TIF-targeted schools;
- Provide Director of Continuous Improvement with support documents and materials for budget preparation;

- Visit all school locations as necessary to fulfill job responsibilities;
- Communicate effectively with a variety of clientele;
- Demonstrate respect for student, teachers, parents, and support staff;
- Use sound judgment on sensitive issues;
- Attend and lead various meetings, including evenings and weekends;
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, the Professional Development Director must:

- Hold a Master’s degree in Education from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Have a minimum of ten years effective teaching experience;
- Have at least five years of professional experience related to the planning and implementation of staff development activities;
- Demonstrate success at leading continuous improvement efforts including the establishment of data priorities to raise student achievement;
- Have experience with designing and implementing professional development;
- Demonstrated excellence in written communication; and
- Display excellent interpersonal and communication skills with staff, parents and patrons.

Compensation

The Professional Development Director will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Professional Development Coordinator

Position Description

Professional Development Coordinators (PDC) will collaborate with the school principal and the Project Director of the ECHO (Evaluation and Compensation for High-quality Outcomes) Teacher Incentive Fund project to identify and coordinate professional development workshops and trainings based on the needs of the instructional staff.

Leadership Duties and Essential Responsibilities

- Collaborate with school principal and the ECHO Project Director to determine professional development needs of teachers at assigned school;
- Share new and advanced research-based materials and instructional methods;
- Identify professional development providers;
- Create an annual professional development calendar based upon input of ECHO Project Director, school principal, and teacher instructional needs;
- Provide resources to strengthen teachers' knowledge of common core standards;
- Coordinate the design and delivery of research-based professional development, including in-school learning programs and summer professional learning;
- Work closely with independent evaluation team to gather data;
- Engage in ongoing professional development;
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, Professional Development Coordinators must:

- Hold a Bachelor's degree in Education from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Have a minimum of five years effective teaching experience;
- Demonstrate expertise in content, student learning, and professional development; and
- Display excellent communication skills with adults.

Compensation

Professional Development Coordinators will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Instructional Coach

Position Description

This individual provides instructional support and assistance to increase student achievement in Title 1 schools.

Leadership Duties and Essential Responsibilities

- Act as an instructional coach for assigned schools based on education, year's experience, and expertise;
- Assist and support district instructional initiatives aligned with CCSD Vision 2016 at assigned schools;
- Assist with and support professional development at the school level and learning community as it relates to countywide literacy and math initiatives; as well as implementation of the new Common Core State Standards; use of SMART Technology in instruction, Literacy-based instruction; and the district's Mastery Teaching Model;
- Coordinate with Department of Curriculum, Instruction, and Professional Learning for professional development;
- Attend school Teacher Curriculum Team meetings and school department meetings to monitor professional development support and interventions in these targeted focus areas;
- Meet with school principal regularly to set monthly priorities, communicate professional learning plans, and review data on student achievement;
- Serve as content and instructional support between Curriculum Compliance department, Associate Superintendents, and Learning Specialists;
- Provide instructional assistance using the Cognitive Coaching Model and demonstration lessons with a focus on induction teachers, annual diagnostic teachers and teachers on improvement plans from assigned schools;
- Assess effectiveness of instructional planning and assist with the development of effective instructional strategies;
- Conduct instructional walk-throughs on a regular basis, communicate instructional concerns to appropriate staff, and design plans to provide feedback and assist teachers with identified concerns;
- Maintain a monthly calendar of time and effort to meet T1 compliance regulations;
- Attend bi-weekly district level professional development;
- Attend summer professional development aligned with CCSD Vision 2016.
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, the Instructional Coach must:

- Hold a Bachelor's degree in Education from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Have a minimum of five years effective teaching experience;

- Be able to multi-task;
- Have excellent time management skills;
- Be familiar with Coherent Curriculum and State Standardized Tests; and
- Work collaboratively with teams of educators.

Compensation

The Instructional Coach will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Master Teacher

Position Description

Master Teachers (MT) are recognized proficient or exemplary classroom teachers that serve as a professional learning leader for a high-need school within the Charleston County School District. MTs are challenged to provide curriculum resources to classroom teachers that are hands on, relevant, and interesting to students to build skills necessary for academic success. MTs also deliver in-school learning programs, oversee annual summer professional learning, and provide monthly coaching to classroom teachers and other professional learning-focused responsibilities.

Leadership Duties and Essential Responsibilities

- Serve as a mentor to students, as well as teachers;
- Utilize student testing and related data to identify student strengths, weaknesses, instructional needs, and learning goals;
- Provide monthly instructional coaching to teachers;
- Demonstrate model lessons and instructional best practices;
- Oversee groups of teachers in developing goals, provide instructional interventions with proven results, facilitate teacher proficiency with new strategies through classroom-based follow-up, and ensure that the progression of teacher skill development is aligned with changing student learning needs;
- Share new and advanced research-based materials and instructional methods;
- Collaborate with other MTs to determine and develop the adoption of learning resources;
- Advance teachers' knowledge of common core standards;
- Lead the design and delivery of research-based professional development, including in-school learning programs and summer professional learning;
- Work with Principal and Mentor Administrators to develop curriculum, plan instruction and assessments, and continually assess instruction;
- Conduct and analyze classroom observations, evaluations, and conferencing for both formal and informal teaching observations;
- Work with independent evaluation team to gather data and disseminate findings;
- Engage in ongoing professional development;
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

MTs are required to have substantially more experience in curriculum development, professional development, and mentoring than a traditional teacher. At a minimum, a Master Teacher must:

- Hold a Bachelor's degree in Education from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;

- Have a minimum of five years effective teaching experience;
- Demonstrate mastery-level instructional practices as measured by proficient or exemplary performance evaluations;
- Serve as a role model to all other instructional staff;
- Demonstrate expertise in content, curriculum development, student learning, data analysis, mentoring, and professional development;
- Exhibit experience analyzing and utilizing student data to increase student achievement through specific instructional interventions;
- Demonstrate instructional expertise through model teaching and coaching; and
- Display excellent communication skills with students, adults, and parents.

Compensation

Master Teachers are released from all instructional responsibilities and receive a salary bonus of up to \$10,000 per year.

Job Description for Mentor Administrators

Position Description

Mentor Administrators (MA) are school leaders that are recognized for their effective leadership practices. MAs provide assistance, support, and encouragement to new and struggling principals and vice-principals in high-need schools within the Charleston County School District so that students will meet and exceed expected standards of performance. MAs are successful veteran principals approved by the Chief Academic Officer of Charleston County School District.

Leadership Duties and Essential Responsibilities

- Serve as a mentor to school principals through coaching and nurturing guidance;
- Attend orientation meeting and maintain ongoing contact with principal mentee;
- Document mentoring meetings on the Principal Support Program Contact Log;
- Provide feedback that promotes reflective practice;
- Communicate empathy, warmth, caring, and respect;
- Demonstrate active listening;
- Communicate in a concrete and specific manner;
- Participate in face-to-face meetings with principal partner on a regular basis to equal the required hours of contact time during the year (monthly meetings are recommended);
- Maintain regular contact by phone and email during periods between meetings;
- Review important district and school documents with principal partner, such as: policy manuals, operational calendar, federal requirements, employee information booklet, accreditation requirements, student code of conduct, textbook adoptions, external/internal review team reports, test results, school report card, school renewal plan, Title I plan, staffing plan, student and teacher handbooks, safety plan, discipline plan, evaluation plan, school schedules, meeting schedules for parent groups, communication plans;
- Discuss with principal partner transition and work with the following groups: teachers, support staff, PTA Executive Board, business partners, booster clubs, contractors, central office personnel, parents;
- Discuss with principal partner ways to ensure that there is an effective information distribution network in place in the mentee's school to keep teachers, support staff, parents, students, and the community informed;
- Review the 05-10 Performance Goals for the school;
- Share and discuss time management tips, systems, and school structure for managing the operations of the school effectively;
- Review and discuss special education requirements and procedures;
- Identify teachers on improvement plans;
- Discuss the instruments and procedures for evaluating all other staff in addition to teachers and the handling of problem employees and direction to HR for proper action;

- Identify and discuss any changes that the partner principal intends to make or needs to make at the school;
- Review the existing instructional program and identify strengths, weaknesses, and needs based on an examination and analysis of the data;
- Develop a plan to sustain the strengths of the instructional program and address the weaknesses and needs;
- Review the Charleston County School District Nine Step Plan for Continuous Improvement and the school's CPE Program Plan;
- Conduct instructional walks with the principal partner around the school building and identify a focus for observations;
- Discuss facility needs and management;
- Utilize self-assessment instruments to identify leadership styles and opportunities for personal and professional growth;
- Share information regarding local, state, and national professional organizations that promote appropriate professional development; and
- Plan and implement celebration activities.

Education and Required Qualifications

Mentor Administrators (MA) are recognized for their effective leadership practices. At a minimum, a MA must:

- Hold a Master's degree in School Administration from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Have a minimum of five years effective leadership experience as a school principal;
- Serve as a role model to principal and all instructional staff;
- Display excellent communication skills with students and adults; and
- Model desired professional behaviors.

Compensation

Mentor Administrators are compensated up to an additional \$5,000 per year for providing support to new and struggling administrators in Teacher Incentive Fund schools, in addition to the regular obligations at their assigned schools.

Job Description for Compensation Analyst

Position Description

Compensation Analysts (CA) are responsible for performing specialized duties and tasks related to educator contracts, compensation matters, maintenance of accurate employee databases, developing reports, and disseminating data for the targeted *ECHO* (Evaluation and Compensation for High-quality Outcomes) Teacher Incentive Fund schools.

Leadership Duties and Essential Responsibilities

- Work with the *ECHO* Project Director and the Executive Director of Human Resources for Charleston County School District to maintain accurate employee databases;
- Oversee educator contracts and compensation;
- Maintain a database for all classified and certified employees at targeted *ECHO* schools;
- Create specialized forms to assist in accurate calculation of salaries;
- Produce specialized reports for the *ECHO* Project Director, Executive Director of Human Resources and other administrators as requested;
- Update databases with new fiscal year salary data and forward to payroll for processing;
- Prepare Teacher and Administrator contracts and forward to appropriate department;
- Create a Letter of Intent for classified employees;
- Complete various reports relating to salary for Charleston County School District;
- Review all position and salary changes for employees at targeted *ECHO* schools;
- Create a database for responsibility level factors for all targeted *ECHO* schools based upon staff allocation sheets;
- Disseminate data for the targeted *ECHO* schools as requested; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, Compensation Analysts must:

- Hold an Associate's degree from an accredited institution of higher education;
- Have at least 5 years of experience with creating databases and spreadsheets;
- Demonstrate proficiency with Microsoft Office Suite;
- Exhibit strong analytical skills and problem solving abilities; and
- Display proficient written and verbal communication skills.

Compensation

Compensation Analysts will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Job Description for Associate Principal

Position Description

Associate Principals (AP) are responsible for providing guidance to students and leadership while ensuring the school meets the educational requirements of Charleston County School District, the South Carolina Department of Education, and the U.S. Department of Education.

Leadership Duties and Essential Responsibilities

- Provide leadership and guidance for the school and its students;
- Serve as an educational leader of the school;
- Ensure the school meets the educational requirements of Charleston County School District, the South Carolina Department of Education, and the U.S. Department of Education;
- Oversee the development and implementation of academic programs;
- Provide a nurturing and supportive environment for all students enrolled;
- Advocate for students when needed;
- Support the Principal with managing the school;
- Encourage professional development of all staff and teachers;
- Demonstrate professionalism at all times; and
- Complete other duties as assigned.

Education and Required Qualifications

At a minimum, an Associate Principal must:

- Hold a Master's degree in School Administration from a four-year college or university;
- Meet all South Carolina Department of Education certification requirements;
- Serve as a role model to all instructional staff;
- Display excellent communication skills with students and adults; and
- Model desired professional behaviors.

Compensation

Associate Principals will be compensated based upon level of education and experience as required by the Charleston County School District pay scale.

Independent Program Evaluation Qualifications

Position Description

The Charleston County School District, located within the state of South Carolina, will seek competitive bids from qualified for-profit firms, private non-profit organizations, universities, and independent consultants (Contractors) during a five-year period beginning October 1, 2012 and ending September 30, 2017. Services are needed from Contractors to conduct formative, summative, outcome, and other evaluations.

Scope of Services

Evaluation Planning and Implementation:

- Facilitate the development and implementation of a detailed evaluation plan through a participatory approach that will identify methods (quantitative and qualitative), design instruments, determine data collection protocols, and select reporting formats, tailored to the district's program model, goals and objectives, and evaluation needs.
- Employ a utilization approach to evaluation that will provide the district useful information that will assist in programmatic decision-making and grant success.
- Assign a senior-level evaluator with a preferred doctorate degree from an accredited university who will oversee the grant program evaluation and a designated evaluator to provide primary evaluation services.
- Provide trained and educated staff to assist with evaluation activity, including data collection.
- Have available expertise in the areas of research design, measurement, benchmarking, test and survey construction, data analysis, and reporting.
- Provide technical assistance as needed in areas related to program evaluation, including data collection, analysis, and with a commitment to accuracy, relevancy, and timeliness.
- Implement an evaluation that adheres to the Program Evaluation Standards of the Joint Commission on Standards for Educational Evaluation and to the Guiding Principles of the American Evaluation Association (AEA) for Systematic Inquiry.

Orientation and Monitoring:

- Facilitate initial grant evaluation meeting with district to verify approach, evaluation questions, design, and methodology.
- Provide team-oriented approach to grant evaluation that coordinates with grant implementation and management.
- Participate in initial grant orientation meetings and relevant follow-up meetings for program monitoring.

- Make adjustments to the evaluation plan, data collection strategies, and reporting formats based on district input and compile baseline information for monitoring progress and administrative reporting.

Evaluation Instruments:

- Develop evaluation instruments that are tailored to match project activities, answer key evaluation questions, and report on objectives.
- Provide any needed testing or training in the use of evaluation instruments to be used by project participants.
- Submit any adjusted instruments or plans to the district for approval prior to implementation.

Data Collection and Analysis:

- Collect, analyze, and present results from data collection activities (e.g., surveys, interviews, focus groups).
- Triangulate information from a variety of qualitative and quantitative data sources to produce results that are creditable and based on a convergence of evidence.
- Review annual performance data for accuracy.
- Use online survey technology, web-based data collection, management and analysis programs, and software packages for analysis of quantitative and qualitative data.
- Provide a staff member to handle data management.

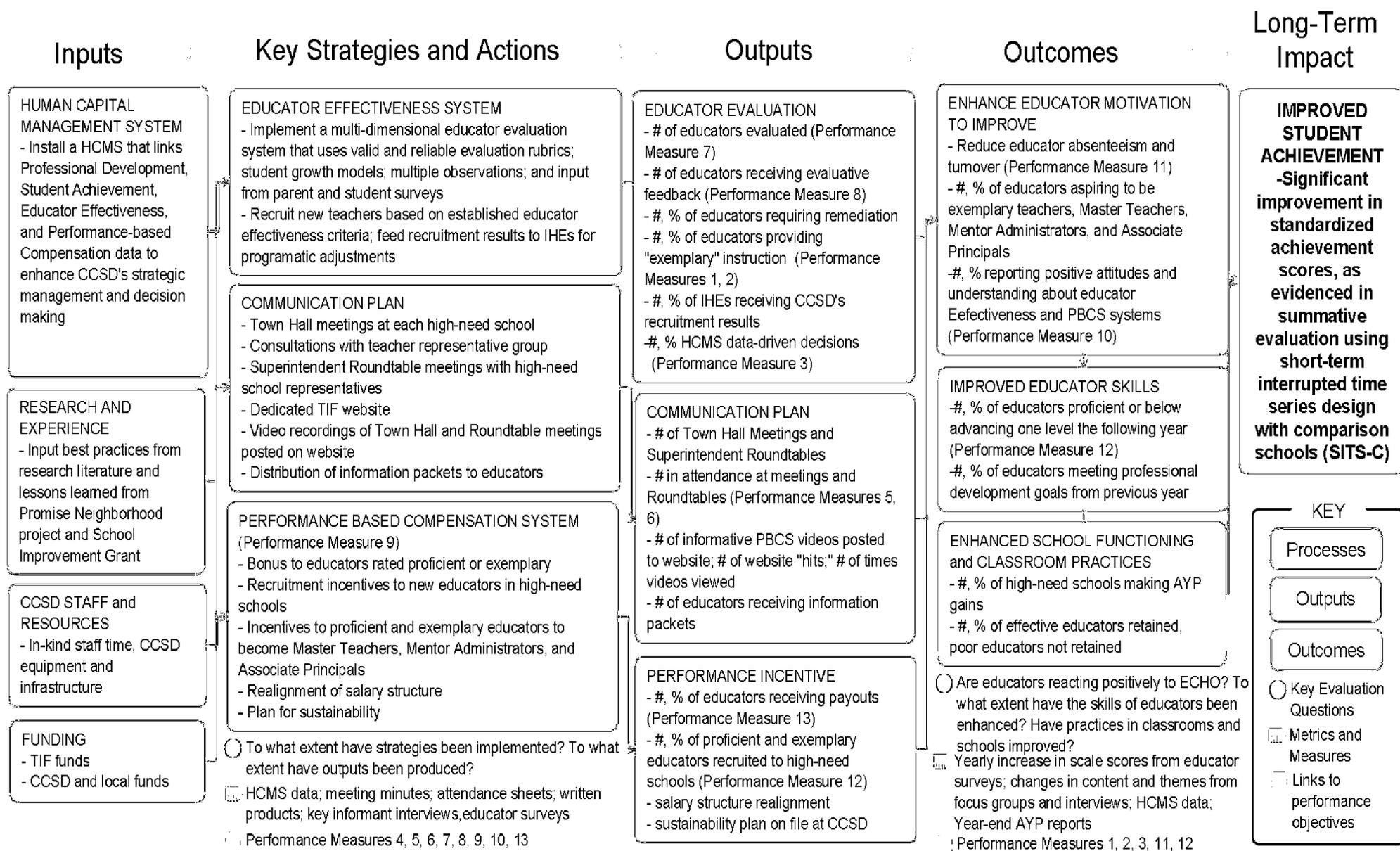
Evaluation Reporting:

- Provide timely and useful feedback for the purpose of informing decisions, including interim reports, end-of-year reports, survey briefs, snapshots, and in-person briefings.
- Prepare Annual Performance Reports (APR) for submission with the project director, incorporate needed changes, and ensure timely submission to the funding agency.
- Develop formal year-end evaluation reports, incorporating APR and evaluation data with the goal of linking findings and results to ongoing program improvements.

Consultation and Dissemination of Evaluation Results:

- Provide ad hoc consultation to the project director on matters related to program evaluation and the use of evaluation results to inform program improvements.
- Give assistance in identifying effective methods for disseminating evaluation results to key stakeholders.

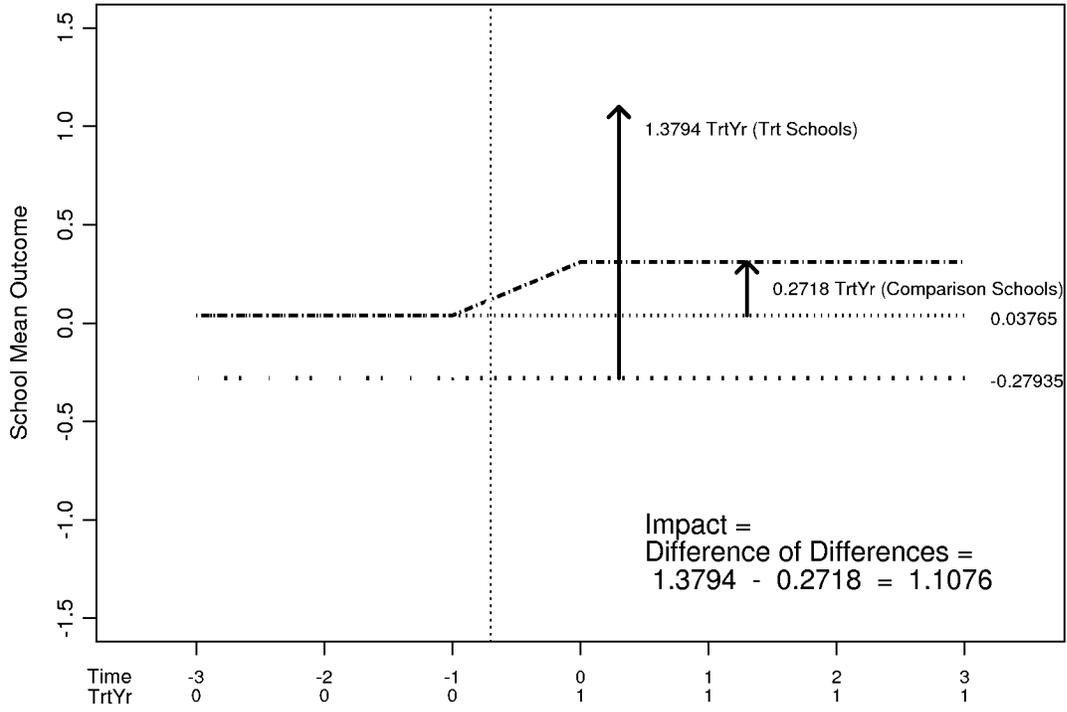
APPENDIX E: Logic and Impact Models



KEY

- Processes
- Outputs
- Outcomes
- Key Evaluation Questions
- Metrics and Measures
- ! Links to performance objectives

Example Graphical Representation of Results from SITS-C Impact Model





Overview

This plan represents a bold Vision of excellence for every child in Charleston County.

Its goals and strategies are rooted in a firm belief: with the right supports, high expectations and great teaching, every student can graduate from high school with the skills to succeed in college, the workforce, and life. It's a Vision of critical importance, because when we get this right, it will transform the lives of students and the future of our entire community.

Vision 2016 is built on a foundation of success and improvement. From 2008-2011, under the leadership of superintendent Dr. Nancy McGinley and the Board of Trustees, the Charleston County School District (CCSD) saw tremendous progress under its Charleston Achieving Excellence plan. Literacy academies boosted reading levels and narrowed achievement gaps in the early grades. CCSD moved more students to “Exemplary” on elementary and middle school PASS assessments than South Carolina districts did overall. Our high school students outperformed their state-wide peers on courses that test their knowledge in English, Algebra, and Science. The graduation rate increased. And parents—empowered with a diverse and expanding portfolio of school options—bought back into the public schools. Following ten years of decline, CCSD’s enrollment increased for four straight years between 2008 and 2011.

Charleston County School District: ECHO

In 2011, the final year of Charleston Achieving Excellence, CCSD earned its best state report card in history, with a “Good” absolute rating and “Excellent” growth rating. During the 2011-2012 school year, as district leaders, teachers, staff, parents and community members met to discuss the creation of a new five-year strategic plan, three things became very clear:

- ① It was time to extend, strengthen and revise the current plan.**
- ② More must be done to close the achievement gap and improve literacy.**
- ③ Parents, district leaders and community stakeholders were encouraged, but not satisfied, with the results of Charleston Achieving Excellence.**

The new plan needed bold achievement goals with annual targets. It had to build on what was working and get clearer in focus and strategy. It had to place students and teachers at its center, and hold everyone accountable for student success.

Appendix F: Page 2 of 20



The mission of the Charleston County School District, a dynamic system of challenging educational choices, is to increase student achievement overall and close achievement gaps in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

Every child will graduate from CCSD with the critical skills and knowledge necessary to succeed in college and the 21st Century global workforce.

Charleston County School District: ECHO

We will prioritize student achievement outcomes in everything we do, and align every strategy and action with a measurable goal.

All students—held to the highest expectations imaginable—will be provided with excellent instruction, enrichment opportunities, and challenging courses. Parents will be empowered with a full portfolio of great school choices.

Student success relies on partnerships between schools, families, and communities. We will encourage transparency, collaboration and feedback, and strengthen partnerships with every person, agency, and organization invested in our students.

We see diversity as a strength and an asset. Fostering an environment of dignity and respect, our students will be prepared for a competitive world and our employees will represent the community that we serve.



Achievement Goals

OUR GOALS

- 1 Close the achievement gap.
- 2 Elevate achievement overall.
- 3 Raise the graduation rate.

WHERE WE ARE

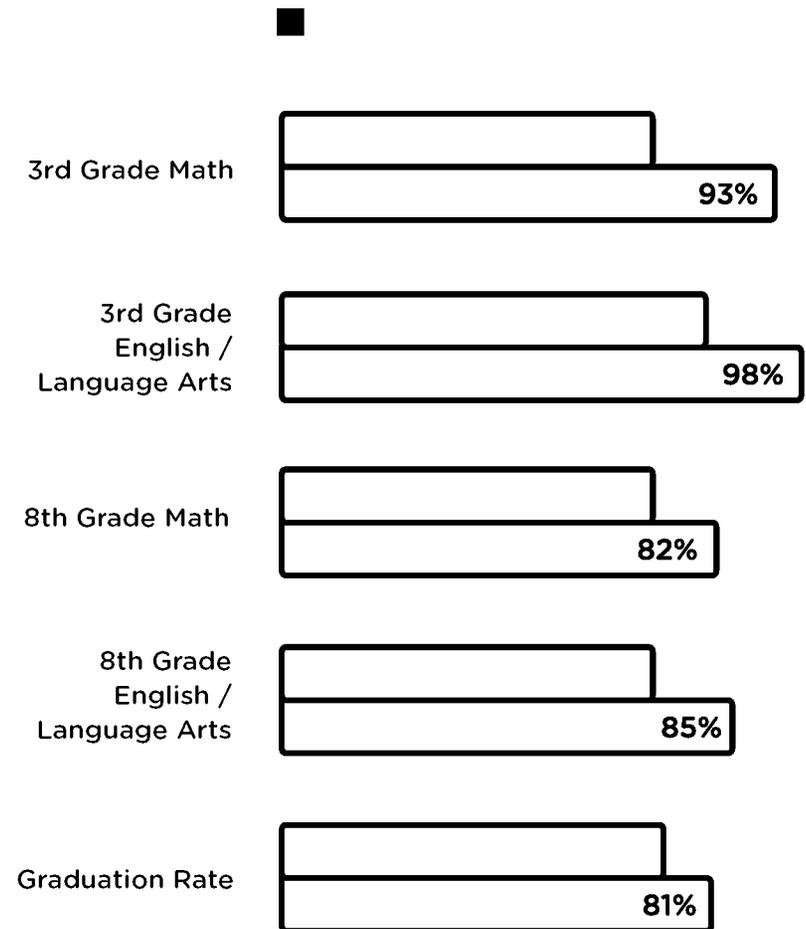
In 2011, following several years of improvement, CCSD schools and students are doing well—a “Good” absolute rating on the state report card, a rising graduation rate, and strong results in literacy academies. Fifty percent of students attend “Excellent” rated schools—nearly twice the state average. But achievement gaps have not closed, and far too many CCSD students are not graduating with the skills necessary to succeed in college, careers, and life.

WHERE WE’RE GOING

It’s time to aim even higher, and place a laser-like focus on closing the achievement gap. Vision 2016 is rooted in a core belief: with the right supports, high expectations and great teaching, every student can graduate from high school with the skills to succeed in college, the workforce, and life. Our achievement goals—centered on a few easy-to-understand measures—must reflect this belief.

Charleston County School District: ECHO

When you combine the right supports, high expectations, and great teaching, what do the five years of the plan look like for the students of Charleston County?



Vision 2016 is all about getting focused on what works. It's about simplifying. Vision 2016 builds on and improves the foundation of "Charleston Achieving Excellence," and centers the work of a large, complex organization on one truth: The Victory is in the Classroom! Vision 2016 has four focus areas:



Charleston County School District: ECHO

Literacy is the foundation of all learning.

Nothing matters more to a student's success than a great teacher.

Today's world demands placing an emphasis on innovation, data and communications systems, technology, and choice.

Students learn and perform better when schools, families, communities and districts work together and support common goals.



A student's ability to read, write, speak, and think critically is critical to the development of other skills—and to providing a foundation for success in the 21st Century. We will ensure all students have a strong foundation of literacy skills by the time they leave 3rd grade, and our overall approach to learning—across all subjects and grades—will emphasize and reinforce literacy.

Charleston County School District: ECHO

the Literacy-Based Learning Division to facilitate expanded Primary and Middle School Literacy Acceleration Academies, as well as high school supports for literacy.

teachers in grades K-2 to demonstrate literacy expertise through certification, professional development, or graduate coursework.

professional development in literacy that will enable CCSD teachers to infuse and reinforce literacy skills in their classroom.

technology into teaching and learning across all settings.

that literacy teams at every school identify, monitor, and intervene with struggling readers to ensure literacy mastery.

opportunities for rigorous instruction by strengthening Gifted and Talented and Advanced Placement programs.

all eligible pre-school students to attend high-quality early childhood programs, ensuring that they enter kindergarten ready to read and learn.

And in order to ensure effective teaching in every classroom—and in every school—you must have great leaders. We will reward, recognize, and promote effective teaching and leadership based on a combination of factors, including student growth. We will ensure that every school is led by an effective principal, and every student is taught by a highly effective teacher.



Charleston County School District: ECHO

in our people and recruit talented professionals with competitive salaries and benefits.

ineffective employees from our organization through collaborative efforts by Board, district, and school leaders.

a model to include student achievement growth in the definition and measurement of teacher and principal effectiveness.

our schools strategically, to increase the exposure of high-potential students to highly effective educators.

a new Director of Professional Learning to select, prepare, and deploy teaching and leadership coaches.

a district-wide performance management system that ties employee evaluation and compensation to students' academic achievement and other objective targets.

a Leadership Academy to recruit, prepare, and develop effective leaders for our schools and offices.

diversity among our teachers and leaders to be a responsive, representative organization in our community.



We will ensure equal access to high quality school choices and enrichment offerings in every zone of the county; infuse effective technologies into our teaching and learning practices; and use data and communications systems to empower our students, parents, staff, and partners with timely information.

Charleston County School District: ECHO

a portfolio of choices for families in each of our 4 zones, including Montessori, Arts-infused, Math and Science, and single-gender schools and programs.

our Career and Technical Education, Alternative Education, and English Language Learner offerings.

positive behavior supports for students in every school.

extended learning time when students need additional opportunities to meet their academic goals.

school enrollments through a new system for school capacity reviews and voluntary transfers.

a technological infrastructure to support efficient business practices.

Appendix F: Page 8 of 20

We will be a transparent, listening organization that actively pursues collaboration, encourages feedback, respects diversity, and promotes student achievement—and parent and community involvement—in everything we do.



Charleston County School District: ECHO

Parent University and other opportunities for families to learn throughout the district, targeting our highest-potential schools and families.

the number and impact of Family-School Partnerships through proactive teacher contact with every student’s family.

the mental health and family supports delivered at our schools.

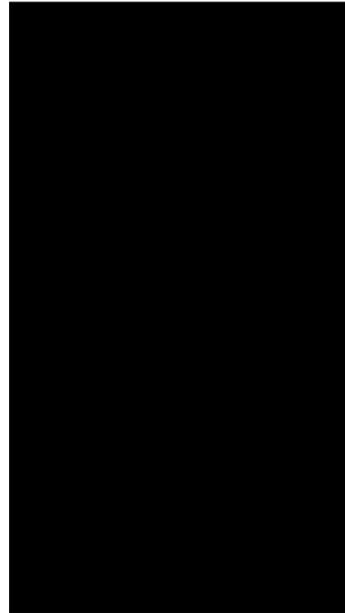
with institutions of higher education and non-profits to implement college and career preparation programs.

school partnerships with families, businesses, and faith-based and community organizations to expand the effective use of volunteers.

an integrated system of two-way communications — using traditional means, new technology, and social media—to listen, learn, and dialogue with all stakeholder groups.

Educator Effectiveness

Literacy-Based Education



Partnerships

**Teacher Development Cycle/
New Evaluation System**

Early Childhood Expansion

School Choice/ Four Zones

Charleston Promise Neighborhood

Innovation Zone

Accelerated Literacy Pathways (Literacy Academies)

Classroom Modernization

Strategic Volunteering

Diversity Initiative

Literacy Interns

2010-2015 Capital Program

Employee Wellness Initiative

Mastery Teaching Model

Sustainable Schools

Roundtables

Autonomous Schools

School and Results Based Budgeting

Parent and Community Engagement

Charleston Achieving Excellence: *VISION 2016*

A five-year plan to dramatically improve the achievement of
each and every student in Charleston County

Table of Contents

Overview

Who we are and what we believe:

Mission, Vision and Values

Where we've been and where we're going:

Achievement Goals

How we're going to get there:

Four Focus Areas

*Educator Effectiveness. Literacy-Based Learning.
Innovative Schools and Systems. Partnerships.*

Overview

This plan represents a bold Vision of excellence for every child in Charleston County. Its goals and strategies are rooted in a firm belief: with the right supports, high expectations and great teaching, every student can graduate from high school with the skills to succeed in college, the workforce, and life. It's a Vision of critical importance, because when we get this right, it will transform the lives of students and the future of our entire community.

Vision 2016 is built on a foundation of success and improvement. From 2008-2011, under the leadership of superintendent Dr. Nancy McGinley, the Charleston County School District ("CCSD") saw tremendous progress under its *Charleston Achieving Excellence* plan. Literacy academies boosted reading levels and narrowed achievement gaps in the early grades. CCSD students significantly outperformed their state peers on elementary, middle, and high school assessments. The graduation rate increased. And parents—empowered with a diverse and expanding portfolio of school options—bought back into the public schools. Following ten years of decline, CCSD's enrollment increased for four straight years between 2008 and 2011.

In 2011, the final year of *Charleston Achieving Excellence*, CCSD earned its best state report card in history, with a "Good" absolute rating and "Excellent" growth rating. During the 2011-2012 school year, as district leaders, teachers, staff, parents and community members met to discuss the creation of a new five-year strategic plan, three things became very clear:

- It was time to *extend, strengthen* and *revise* the current plan;
- More must be done to close the achievement gap and improve literacy; and
- Parents, district leaders and community stakeholders were *encouraged*, but not *satisfied*, with the results of *Charleston Achieving Excellence*.

The new plan needed bold achievement goals with annual targets. It had to build on what was working and get clearer in focus and strategy. It had to place students and teachers in its center, and hold everyone accountable for student success. This is that plan. This is *Charleston Achieving Excellence: Vision 2016*.

Mission, Vision, Values and Goals

Vision 2016 starts with who we are and what we believe. This drives our strategies, our actions, and our culture.

Our Mission

The mission of the Charleston County School District, a dynamic system of challenging educational choices, is to increase student achievement overall and close achievement gaps in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

Our Vision

Every child will graduate from CCSD with the critical skills and knowledge necessary to succeed in college and the 21st Century global workforce.

Our Values

- **Results:** We will prioritize student achievement outcomes in everything we do, and align every strategy and action with a measurable goal.
- **Access:** All students—held to the highest expectations imaginable—will be provided with excellent instruction, enrichment opportunities, and challenging courses. Parents will be empowered with a full portfolio of great school choices.
- **Partnership:** Student success relies on partnerships between schools, families, and communities. We will encourage transparency, collaboration and feedback, and strengthen partnerships with every person, agency, and organization invested in our students.
- **Diversity:** We see diversity as a strength and an asset. By our actions, words and deeds, we will promote diversity and ensure that our students are prepared for the diverse, competitive world they will inherit.

Our goals: 1) Close the achievement gap. 2) Elevate achievement overall. 3) Raise the graduation rate.

Where we are. In 2011, following several years of improvement, CCSD schools and students are doing well—a “Good” absolute rating on the state report card, a rising graduation rate, and strong results in literacy academies. 50% of students attend “Excellent” rated schools—nearly twice the state average—and CCSD students outperform their peers on nearly every major assessment. But achievement gaps have not closed, and far too many CCSD students are not graduating with the skills necessary to succeed in college, careers, and life.

Where we’re going. It’s time to aim even higher, and place a laser-like focus on closing the achievement gap. *Vision 2016* is rooted in a core belief: with the right supports, high expectations and great teaching, every student can graduate from high school with the skills to succeed in college, the workforce, and life. Our achievement goals—centered on a few easy-to-understand measures—must reflect this belief. When you combine the right supports, high expectations, and great teaching, what does the next five years look like for the students of Charleston County? [insert illustrations—all students, gaps closing]

3rd Grade Math

2011: 69.5% 2016: 95%

3rd Grade English/Language Arts

2011: 79.6% 2016: 98%

8th Grade Math

2011: 69% 2016: 82%

8th Grade English/Language Arts

2011: 69.5% 2016: 85%

Graduation Rate

2011: 72% 2016: 81%

(Note: add 5th grade, 7th grade, + state report card absolute/growth ratings)

How we're going to get there: Four Focus Areas

Our achievement goals make clear *where* we want to go. Our strategies—driving just four focus areas—provide the roadmap for *how* we're going to get there. *Vision 2016* is all about getting focused on what works. It's about simplifying. *Vision 2016* builds on and improves the foundation of "Charleston Achieving Excellence," and centers the work of a large, complex organization on one truth: *The Victory is in the Classroom!* *Vision 2016* has four focus areas:

Educator Effectiveness. Nothing matters more to a student's success than a great teacher. And in order to ensure effective teaching in every classroom—and in every school—you must have great leaders. *We will reward, recognize, and promote effective teaching and leadership based on a combination of factors, including student growth. We will ensure that every school is led by an effective principal, and every student is taught by a highly effective teacher.*

Literacy-Based Learning. Literacy is the foundation of all learning. A student's ability to read, write, speak, and think critically is critical to the development of other skills—and to providing a foundation for success in the 21st Century. *We will ensure all students have a strong foundation of literacy skills by the time they leave 3rd grade, and our overall approach to learning—across all subjects and grades—will emphasize and reinforce literacy.*

Innovative Schools & Systems. Today's world demands placing an emphasis on innovation, data and communications systems, technology, and choice. *We will ensure equal access to high quality school choices and enrichment offerings in every zone of the county; infuse effective technologies into our teaching and learning practices; and use data and communications systems to empower our students, parents, staff and partners with timely information.*

Partnerships. Students learn and perform better when schools, families, communities and districts work together and support common goals. *We will be a transparent, listening organization that actively pursues collaboration, encourages feedback, respects diversity, and promotes student achievement—and parent and community involvement—in everything we do.*

Priority #1: Literacy-Based Learning. We will ensure that all students have a strong foundation of literacy skills by the time they leave 3rd grade, and our overall approach to learning—across all subjects and grades—will emphasize and reinforce literacy.

Objectives

- **Students are ready to read and write early:** 100% of eligible four-year olds will attend high-quality early childhood programs, ensuring they enter kindergarten ready to read and learn
- **Everyone teaches literacy:** 100% of CCSD teachers, across all subjects and grades, will be certified/credentialed/trained in literacy
- **Literacy-rich content and enrichment in every classroom and learning environment:** Literacy will be infused and reinforced throughout the CCSD coherent curriculum (100% of subjects and grades)

Strategies

- All students will have “Individual Literacy Plans” to ensure literacy mastery through continuous identification, monitoring, support, and intervention
- Every school will create and follow Literacy and Numeracy plans based on the CCSD Balanced Literacy Framework
- All elementary schools will launch Primary Literacy Pathways plan for grades K-3
- Develop and expand continuing framework for Professional Development in Literacy to ensure all CCSD teachers are trained and supported in literacy
- Recognize and reward schools and teachers making significant strides in literacy

Priority #2: Educator Effectiveness. We will promote, recognize, and reward effective teaching and leadership based on a combination of factors, including student growth. We will ensure that every school is led by an effective principal, and every student is taught by an effective teacher.

Objectives

- **Great teachers in every classroom:** 100% of students will be taught by effective teachers.
- **Great leaders in every school:** 100% of schools will be led by effective principals.
- **Performance management:** The district will place a priority on its people—all staff will be recruited, developed, evaluated and recognized based on performance, to include student achievement goals.
- **Employee Satisfaction and Support:** (Increase to Studer 2016 survey goals)

Strategies

- Clearly define and measure teacher effectiveness using a combination of indicators, including student growth
- Clearly define and measure principal effectiveness using a combination of indicators, including school growth
- Implement the Teacher Development Cycle and prioritize the recruitment, induction, development, evaluation, and promotion/recognition of teachers based on effectiveness, not qualifications
- Create and implement a Leader Development Cycle that recruits, retains, trains and rewards top talent in schools and offices
- Create district-wide evaluation and compensation system that recognizes and prioritizes performance
- Ensure all staff have the resources and supports necessary to succeed at their jobs
- Create strategic staffing initiative to drive school improvement and increase exposure of high-potential students to highly effective educators
- Increase diversity: Be a responsive, representative organization

Priority #3: Innovative Schools & Systems. We will ensure equal access to high quality school choices and enrichment offerings in every zone of the county; infuse effective technologies into teaching and learning practices; and use data and communications systems to empower students, parents, staff and partners.

Objectives:

- **An excellent choice for every family:** In each of the four zones of the county—North, Central, East, and Southwest—parents will have equal access to a full menu of high-quality, motivating schools and programs that serve the diverse needs of every student
- **Safe and engaging 21st Century learning environments:** All schools will create and promote college-driven cultures of high expectations supported by blended learning opportunities and educational technologies, enrichment offerings, and systems of positive behavior supports
- **Data-driven accountability and decision-making:** All decisions and actions will be based on timely, transparent achievement and performance data
- **CCSD will be a leader in environmental stewardship,** significantly reducing its consumption of utilities, usage of paper, and production of solid wastes and pollutants
- **Financial leadership and empowerment:** CCSD will be recognized as a leader in fiscal management, funding schools based on student needs

Strategies:

- Expand access to and usage of educational technologies across all settings
- Expand Career and Technical Education, Alternative Education, Gifted & Talented, and English Language Learning offerings across the four zones
- Offer Montessori, Arts-infused, Math and Science, and single-gender schools and programs in each zone
- Build technological infrastructure to support efficient business practices
- Create a fair-student-funding formula to promote school-based budgeting, decision-making, autonomy and accountability
- Expand learning time for high potential schools and students
- Implement Positive Behavior Supports in every school

Priority #4: Partnerships. We will be a transparent, listening organization that actively pursues collaboration, encourages feedback, respects diversity, and promotes student achievement in everything we do. At every step of the way, we will involve parents and community members.

Objectives:

- **Increase the impact and number of Family-School partnerships:** 100% of schools have quality Family-School partnership agreements
- **Train and support parents:** Increase the number/percentage of parents participating in Parent University/parenting classes by (X number)
- **Empower volunteers:** 100% of schools have active, quality volunteers organized by a centralized, web-based volunteer program
- **Excellent customer service and communications:** Parent engagement surveys indicate a satisfaction rate of (2016 goal)
- **Strengthened collaboration:** District partnerships and collaborations will increase by 20%, and district partners will indicate an 80% satisfaction rate on partnership effectiveness

Strategies:

- Expand parent training programs and opportunities throughout the district, targeting highest-potential schools and families
- Increase every school's capacity to partner with families, businesses, and faith-based and community organizations
- Expand the effective use of volunteers across all schools, with priority given to high-potential schools
- Effectively manage and build partnership programs
- Expand usage of new/social media for parent/partner communication and interaction
- Celebrate and recognize partners
- Expand listening and learning opportunities with stakeholder groups
- Develop a complementary, integrated system/range of two-way communications channels and opportunities

APPENDIX G: Educator Evaluation Standards, Tools, and Rubrics

<i>ADEPT</i> Performance Standards for Teachers	Pages 1-18
<i>ADEPT</i> and <i>InTASC</i> Standards Crosswalk.....	Pages 19-27
Charleston County School District Classroom Observation Tool (COT)	Pages 28-29
<i>PADEPP</i> Performance Standards for Principals.....	Pages 30-32
<i>PADEPP</i> Rubric.....	Pages 33-43
<i>360 Degree</i> Evaluation Framework	Pages 44-63
<i>Student Learning Objectives (SLO)</i> Development Guide	Pages 64-66
<i>Student Learning Objectives (SLO)</i> Rubric	Pages 67-70

Revised ADEPT Performance Standards for Classroom-Based Teachers

Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

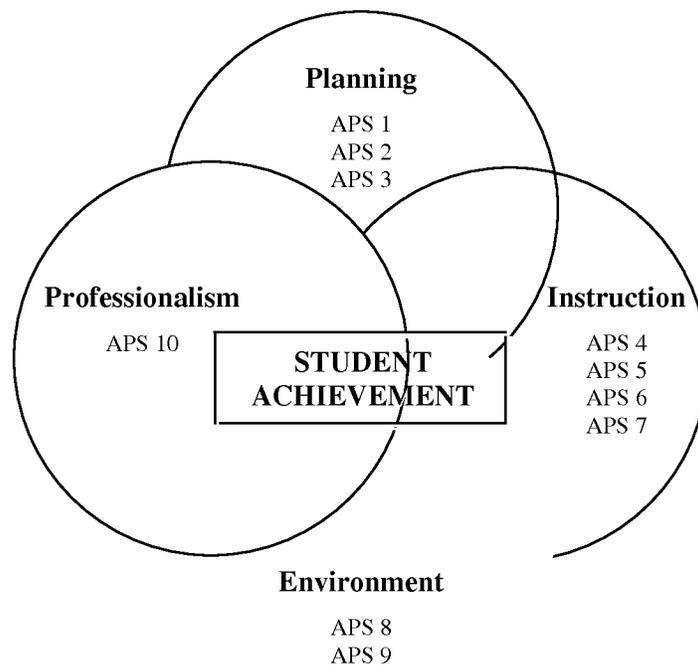
- APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

Because of the highly complex and contextual nature of teaching, the adjectives *applicable* and *appropriate* appear frequently throughout the standards. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase *student achievement*—that is, to produce measurable growth in a student’s knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher’s ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the following figure shows:



Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to

- ♦ determine what the students need to know and/or be able to do [*planning*];
- ♦ appropriately evaluate student performance before, during, and after instruction [*planning* and *instruction*];
- ♦ design and implement instruction that is appropriate for and meaningful to the students [*planning* and *instruction*];

- ♦ create and maintain a classroom environment that is conducive to learning [*planning and environment*];
- ♦ analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [*planning and instruction*];
- ♦ use the results of these analyses to guide future planning and instruction [*planning*]; and
- ♦ assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [*professionalism*].

So that the classroom-based teacher's impact on student achievement can be clearly reflected, a new component, the *unit work sample*, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.

ADEPT Performance Standards for Classroom-Based Teachers

APS 1 Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for

initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to

conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
The Learner and Learning – Standard #1: Learner Development	
1(a) The teacher regularly assesses individual and group performance. [P]	APS 3.B; 7.A
1(b) The teacher creates developmentally appropriate instruction that takes into account the individual learners. [P]	APSs 1.A; 2.B
1(c) The teacher collaborates with others to promote learner growth and development. [P]	APS 10.A
1(d) The teacher understands how learning occurs and knows how to use instructional strategies that promote student learning. [K]	APSs 5.A; 5.B; 5.C; 6.B
1(e) The teacher understands that individual differences influence learning and knows how to make decisions that build on learners’ strengths and needs. [K]	APSs 1.A; 1.B; .2B
1(f) The teacher identifies readiness for learning. [K]	APS 1.A; 1.B
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction accordingly. [K]	APS 2.B
1(h) The teacher respects learners’ differing strengths and needs. [D]	APS 1.A; 8.B
1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. [D]	APSs 2.C; 3.B
1(j) The teacher takes responsibility for promoting learners’ growth and development. [D]	APSs 3.A; 3.B; 3.C
1(k) The teacher values the input and contributions of others. [D]	APS 8.C
The Learner and Learning – Standard #2: Learning Differences	
2(a) The teacher designs, adapts, and delivers instruction to address individual student differences. [P]	APSs 1.A; 1.B; 5.A; 5.B; 5.C
2(b) The teacher makes appropriate provisions for individual students. [P]	APSs 1.A; 5.A; 5.B; 5.C; 7.B
2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences. [P]	APSs 5.A; 5.B; 5C
2(d) The teacher brings multiple perspectives to the discussion. [P]	APSs 6.B; 6.C
2(e) The teacher incorporates tools of language development into planning instruction. [P]	APS 1.A
2(f) The teacher accesses resources, supports, and services to meet learning differences or needs. [P]	APS 2.B
2(g) The teacher understands and identifies differences in approaches to learning and knows how to design instruction accordingly. [K]	APS 2.B; 5.A

¹ The InTASC indicators are categorized as follows: Performances [P], Essential Knowledge [K], and Critical Dispositions [D].

² The ADEPT Performance Standards (APSs) and key elements are described in their entirety at the end of this document, beginning on page 10.

ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
2(h) The teacher understands students with exceptional needs (disabilities and giftedness) and uses strategies accordingly.	APSs 5.A; 5.B; 7.B
2(i) The teacher knows about second language acquisition and incorporates appropriate instructional strategies and resources. [K]	APSs 5.A; 5.B; 7.B
2(j) The teacher understands that learners bring different assets for learning. [K]	APSs 4.A; 4.B
2(k) The teacher knows how to access and use information about diverse cultures and communities. [K]	APSs 5.B; 6B
2[l] The teacher believes that all learners can achieve at high levels. [D]	APSs 4.A; 4.B; 4.C
2(m) The teacher respects learners as individuals. [D]	APS 8.B
2(n) The teacher makes learners feel valued and helps them learn to value each other. [D]	APS 8.B
2(o) The teacher values diverse languages and dialects. [D]	APS 8.B
The Learner and Learning – Standard #3: Learning Environments	
3(a) The teacher collaborates with others to build a safe, positive climate. [P]	APSs 8.A; 8.C
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning. [P]	APSs 4.C; 5.B
3(c) The teacher collaborates with others to develop shared values and expectations. [P]	APSs 8.B; 10.B
3(d) The teacher manages the learning environment to actively and equitably engage learners. [P]	APSs 5.C; 8.C
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment. [P]	APSs 4.C; 8.C
3(f) Both verbally and nonverbally, the teacher demonstrates respect for differing cultural backgrounds and perspectives. [P]	APS 8.B
3(g) The teacher promotes responsible learner use of interactive technologies. [P]	APSs 5.A; 5.B; 5.C
3(h) The teacher intentionally builds learner capacity to collaborate with others, face-to-face and virtually. [P]	APSs 5.B; 8.C
3(i) The teacher understands the relationship between motivation and engagement and uses strategies that build learner self-direction and ownership of learning. [K]	APSs 4.B; 4.C
3(j) The teacher knows how to help learners work productively and cooperatively with each other. [K]	APSs 5.B; 8.C; 9.B
3(k) The teacher knows how to cooperate with learners to establish and monitor the learning environment. [K]	APSs 8B; 8.C
3[l] The teacher understands how learner diversity can affect communication. [K]	APSs 7.B; 8.B
3(m) The teacher knows how to use technologies and how to guide learners to use technologies in appropriate, safe, and effective ways. [K]	APSs 5.A; 5.B; 5.C

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ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
3(n) The teacher is committed to working with learners and others to establish supportive learning environments. [D]	APSs 8.C; 10.A
3(o) The teacher values the role of learners in establishing a climate of learning. [D]	APSs 4.C; 8.C
3(p) The teacher is committed to supporting learners. [D]	APSs 8.B; 8.C; 10.A
3(q) The teacher seeks to foster respectful communication among all members of the learning community. [D]	APSs 8.B; 8.C; 10.A
3(r) The teacher is a thoughtful and responsive listener and observer. [D]	APSs 7.A; 8.B; 8.C
Content Knowledge – Standard #4: Content Knowledge	
4(a) The teacher effectively uses multiple representations and explanations that promote each learner’s achievement of content standards. [P]	APSs 6.A; 6.B; 6.C
4(b) The teacher engages students in learning experiences that present diverse perspectives. [P]	APSs 5.B; 5.C; 6.B
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. [P]	APS 5.B; 5.C; 6.C
4(d) The teacher helps the learners make connections to prior learning and experiences. [P]	APS 5.A; 6.C
4(e) The teacher recognizes learner misconceptions and creates experiences to build accurate conceptual understanding. [P]	APSs 6.A; 7.B
4(f) The teacher ensures the comprehensiveness, accuracy, and appropriateness of instructional resources and materials. [P]	APSs 2.B; 5.A; 5.B; 6.A
4(g) The teacher effectively uses supplementary resources and technologies. [P]	APS 5.C
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. [P]	APS 6C
4(i) The teacher accesses resources to evaluate the learners’ content knowledge in their primary language. [P]	APSs 1.D; 3.A
4(j) The teacher understands the content of the discipline that he or she teaches. [K]	APS 6.A
4(k) The teacher understands common misconceptions in learning the discipline. [K]	APS 6.C
4(l) The teacher knows and uses the academic language of the discipline. [K]	APS 6.A
4(m) The teacher knows how to integrate culturally relevant content. [K]	APSs 6.B; 6.C
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline. [K]	APSs 2.A; 6.C
4(o) The teacher realizes that content is ever-evolving. [D]	APSs 6.A; 10.E

Updated August 17, 2011

ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
4(p) The teacher appreciates multiple perspectives within the discipline. [D]	APSs. 6.B; 6.C
4(q) The teacher recognizes and seeks to address potential bias. [D]	APS 6.B
4(r) The teacher is committed to helping each learner master the content and skills of the discipline. [D]	APSs 6.C; 10.A
Content Knowledge – Standard #5: Application of Content	
5(a) The teacher develops and implements cross-disciplinary projects. [P]	APSs 5.B; 6.C
5(b) The teacher engages learners through interdisciplinary themes. [P]	APSs 5.B; 6.C
5(c) The teacher facilitates learners’ use of current tools and resources. [P]	APS 5.B
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving. [P]	APSs 5.B; 6.C
5(e) The teacher develops learners’ discipline-related communication skills in a variety of contexts and for a variety of contexts and audiences. [P]	APSs 6.B; 6.C
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches. [P]	APS 6.C
5(g) The teacher facilitates learners’ ability to develop diverse perspectives that expand their understanding of issues. [P]	APS 6.B
5(h) The teacher develops and implements supports for literacy development across content areas. [P]	APSs 5.A; 5.B; 5.C
5(i) The teacher understands the ways of knowing his or her discipline. [K]	APS 6.C
5(j) The teacher understands how current interdisciplinary themes connect to the core subjects. [K]	APS 6.C
5(k) The teacher understands the demands of accessing and managing information. [K]	APSs 5.B; 6.C
5(l) The teacher understands how to use digital and interactive technologies effectively. [K]	APS 5.C
5(m) The teacher understands how to help learners develop critical thinking processes. [K]	APSs 5.A; 6.C
5(n) The teacher understands communication modes and skills as vehicles for acquiring and expressing learning. [K]	APSs 5.A; 6.C
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. [K]	APS 6.C
5(p) The teacher knows where and how to access and integrate resources to build global awareness and understanding. [K]	APS 5.B
5(q) The teacher constantly explores ways of using disciplinary knowledge as a lens to address local and global issues. [D]	APSs 6.A; 10.E
5(r) The teacher values knowledge outside his/her own content area. [D]	APS 10.B
5(s) The teacher values flexible, exploratory learning environments. [D]	APS 8.C

Updated August 17, 2011

ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
Instructional Practice – Standard #7: Planning for Instruction	
7(a) The teacher individually and collaboratively selects and creates appropriate and relevant learning experiences. [P]	APSs 2.B; 5.B; 6.C
7(b) The teacher plans how to achieve each learner’s learning goals. [P]	APSs 2.B; 4.B; 5.A
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. [P]	APSs 1.C; 2.B; 6.C; 7.A
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. [P]	APSs 1.A; 2.C; 3.B; 7.B
7(e) The teacher plans collaboratively with professionals who have specialized expertise. [P]	APS 10.A
7(f) The teacher evaluates plans and systematically adjusts them, as needed. [P]	APSs 2.C; 3.B; 7.B
7(g) The teacher understands content and content standards. [K]	APSs 1.B; 2.A
7(h) The teacher understands how integrating cross-disciplinary skills helps engage learners. [K]	APS 2.B
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and uses this information to guide planning. [K]	APSs 1.A; 2.A; 2.B
7(j) The teacher understands the strengths and needs of individual learners and uses this information to guide planning. [K]	APSs 1.A; 2.A; 2.B
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools. [K]	APS 2.B
7(l) The teacher knows when and how to adjust plans based on formative and summative assessment results. [K]	APSs 2.C; 3.B; 3.C; 7.B; 7.C
7(m) The teacher knows how to access resources and other professionals to support student learning. [K]	APS 10.A
7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to guide planning. [D]	APS 1.A
7(o) The teacher values planning as a collegial activity. [D]	APS 1 Introduction; APSs 10.A; 10.E
7(p) The teacher uses planning as a means of assuring student learning. [D]	APSs 2.C; 3.C
7(q) The teacher believes that plans must always be open to adjustment and revision, as needed. [D]	APS 1 Introduction
Instructional Practice – Standard #8: Instructional Strategies	
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of the learners. [P]	APSs 2.B; 5.A; 5.B

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ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
8(b) The teacher continuously monitors student learning, engages learners in assessing their own progress, and adjusts instruction accordingly. [P]	APSs 4.C; 7.A; 7.B
8(c) The teacher collaborates with learners and others to design and implement relevant learning experiences. [P]	APSs 8.C; 10.A
8(d) The teacher varies his or her role in the instructional process. [P]	APS 5.B
8(e) The teacher provides multiple models and representations of concepts and skills. [P]	APSs 5.B; 6.C
8(f) The teacher engages all learners in developing higher order skills and processes. [P]	APSs 5.A; 6.C; 7.B
8(g) The teacher engages learners in using a range of learning skills and technology tools. [P]	APS 5.A; 5.B
8(h) The teacher uses a variety of instructional strategies. [P]	APS 5.B
8(i) The teacher asks questions to stimulate discussion. [P]	APS 7.A
8(j) The teacher understands the cognitive processes associated with various kinds of learning. [K]	APSs 5.A; 6.C; 7.B
8(k) The teacher knows how to apply a range of appropriate instructional strategies to achieve learning goals. [K]	APSs. 5.B; 5.C
8(l) The teacher knows when and how to differentiate instruction. [K]	APSs 1.A; 2.A; 4.A; 5.B; 7.B
8(m) The teacher understands how to use multiple forms of communication for a variety of purposes. [K]	APS 10.C
8(n) The teacher knows how to use a wide variety of human and technological resources to engage students in learning. [K]	APS 5.B
8(o) The teacher understands how to use and evaluate media and technology. [K]	APS 5.A
8(p) The teacher is committed to understanding the strengths and needs of diverse learners. [D]	APSs 1.A; 3.B; 7.B
8(q) The teacher values the variety of ways people communicate. [D]	APS 10.C
8(r) The teacher is committed to exploring when and how to use new and emerging technologies. [D]	APSs 5.A; 10.E
8(s) The teacher values flexibility and reciprocity in adapting instruction. [D]	APSs 2.C; 3.B; 6.C; 7.B; 10.A
Professional Responsibility – Standard #9: Professional Learning and Ethical Practice	
9(a) The teacher engages in ongoing learning opportunities related to local and state standards. [P]	APSs 10.D
9(b) The teacher engages in meaningful learning experiences aligned with his or her own needs and the needs of the learners. [P]	APS 10.E
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data to evaluate the outcomes of teaching and learning and to guide planning and practice. [P]	APSs 1.A; 2.C; 3.B
9(d) The teacher actively seeks professional, community, and technological resources. [P]	APSs 5.B; 10.A

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ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
9(e) The teacher reflects on his or her personal biases and accesses resources to build stronger relationships and create more relevant learning experiences. [P]	APS 10.E
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology. [P]	APS 10.D
9(g) The teacher understands how to use a variety of self-assessment and problem-solving strategies to improve his or her practice. [K]	APS 10.E
9(h) The teacher knows how to use learner data to improve practice and differentiate instruction. [K]	APSs 1.A; 2.A; 2.C; 3.B
9(i) The teacher understands how personal perceptions may bias behaviors and interactions with others. [K]	APSs 8.B; 10.C
9(j) The teacher understands laws related to learners' rights and teacher responsibilities. [K]	APS 10.D
9(k) The teacher knows how to build and implement a professional growth and development plan. [K]	APS 10.E
9(l) The teacher takes responsibility for student learning and for improving planning and professional practices. [D]	APSs 4.A; 10.E
9(m) The teacher is committed to expanding his or her own frame of reference. [D]	APS 10.E
9(n) The teacher sees him- or herself as a learner. [D]	APS 10.E
9(o) The teacher understands the expectations of the profession, including codes of ethics, standards of practice, and relevant laws and policies. [D]	APS 10.D
Professional Responsibility – Standard #10: Leadership and Collaboration	
10(a) The teacher takes an active role on the instructional team. [P]	APS 10.B
10(b) The teacher works with other school professionals to meet the diverse needs of learners. [P]	APS 10.A
10(c) The teacher engages collaboratively in school-wide efforts. [P]	APS 10.B
10(d) The teacher works collaboratively with learners and others to support learner development and achievement. [P]	APS 10.A
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources. [P]	APS 10.A
10(f) The teacher engages in collaborative professional learning. [P]	APS 10.E
10(g) The teacher uses technological tools and a variety of communication strategies to engage learners, families, and colleagues in learning communities. [P]	APS 10.C
10 (h) The teacher uses and generates meaningful educational research. [P]	APS 10.E
10(i) The teacher models effective practice and leads professional learning activities for colleagues. [P]	APS 10.E

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ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
10(j) The teacher advocates for learners. [P]	APS 10.A
10(k) The teacher assumes leadership and advocacy roles at various levels. [P]	APS 10.E
10(l) The teacher understands schools and knows how to work with others across the system. [K]	APS 10.B
10(m) The teacher understands the importance of and promotes the alignment of family, school, and community.	APS 10.C
10(n) The teacher knows how to collaborate with other adults in both face-to-face and virtual contexts. [K]	APS 10.C
10(o) The teacher knows how to contribute to a common culture that supports student learning. [K]	APSs 10.A; 10.B
10(p) The teacher shares responsibility for shaping and supporting the mission of the school. [D]	APS 10.B
10(q) The teacher respects and seeks to work collaboratively with learners and their families. [D]	APSs 4.C; 10.C
10(r) The teacher takes the initiative to grow and develop with colleagues. [D]	APS 10.E
10(s) The teacher takes responsibility for contributing to and advancing the profession. [D]	APS 10.E
10(t) The teacher embraces the challenge of continuous improvement and change. [D]	APS 10.E

SCHOOL DISTRICT CLASSROOM OBSERVATION TOOL

Teacher Name _____ Contract Level I A A2 C CF

Date _____ Time _____ to _____

APS Focus (check all that apply) 4 5 6 7 8 9

INSTRUCTION DOMAIN

	4: Highly Effective	3: Effective	2: Minimally Effective	1: Ineffective	N/A
APS 4: Establishing and Maintaining High Expectations for Learners					
APS 4A: The teacher establishes, communicates, and maintains high expectations for student achievement.					
APS 4B: The teacher establishes, communicates, and maintains high expectations for student participation.					
APS 4C: The teacher helps students assume responsibility for their own participation and learning.					
Evidence					
APS 5: Using Instructional Strategies to Facilitate Learning					
APS 5A: The teacher uses appropriate instructional strategies.					
APS 5B: The teacher uses a variety of instructional strategies.					
APS 5C: The teacher uses instructional strategies effectively.					
Evidence:					
APS 6: Providing Content for Learners					
APS 6A: The teacher demonstrates a thorough command of the discipline that he or she teaches.					
APS 6B: The teacher provides appropriate content.					
APS 6C: The teacher structures the content to promote meaningful learning.					
Evidence:					
APS 7: Monitoring, Assessing, and Enhancing Learning					
APS 7A: The teacher continually monitors student learning during instruction by using a variety of informal and/or formal assessment strategies.					
APS 7B: The teacher enhances student learning by using information from informal and/or formal assessments to guide instruction.					
APS 7C: The teacher enhances student learning by providing appropriate instructional feedback to all students.					
Evidence:					

ENVIRONMENT DOMAIN

APS 8: Maintaining an Environment that Promotes Learning	4: Highly Effective	3: Effective	2: Minimally Effective	1: Ineffective	N/A
APS 8A: The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.					
APS 8B: The teacher creates and maintains a positive affective climate in his or her classroom.					
APS 8C: The teacher creates and maintains a culture of learning in his or her classroom.					
Evidence:					
APS 9: Managing the Classroom	4: Highly Effective	3: Effective	2: Minimally Effective	1: Ineffective	N/A
APS 9A: The teacher manages student behavior appropriately.					
APS 9B: The teacher makes maximal use of instructional time.					
APS 9C: The teacher manages essential non-instructional routines in an efficient manner.					
Evidence:					

Feedback

Recommendations/Resources	
<input type="checkbox"/> Attend Professional Development	<input type="checkbox"/> Conference with Observer
<input type="checkbox"/> Complete Professional Reading	<input type="checkbox"/> Consult with Peer/Mentor
<input type="checkbox"/> Complete Professional Reflection	<input type="checkbox"/> Move to Competency-Based GBE
<input type="checkbox"/> Conduct Peer Observation	<input type="checkbox"/> Video record Lesson
<input type="checkbox"/> Other: _____	

Observer Name _____

Observer Signature _____

Performance Standards and Criteria for South Carolina Principal Evaluation

Performance Standard	Criteria
<p>Standard 1: Vision</p> <p>A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.</p>	<ol style="list-style-type: none"> 1. Involves stakeholders (e.g., school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. 2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision of the school. 3. Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. 4. Implements, evaluates, and refines the plan of action for achieving the school's vision.
<p>Standard 2: Instructional Leadership</p> <p>A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.</p>	<ol style="list-style-type: none"> 1. Sets and communicates high standards for curricular/instructional quality and student achievement. 2. Demonstrates proficiency in analyzing research and assessment data. 3. Ensures the use of data from state-mandated and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. 4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. 5. Monitors and evaluates the effectiveness of instructional programs to promote student learning.
<p>Standard 3: Effective Management</p> <p>A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.</p>	<ol style="list-style-type: none"> 1. Seeks and allocates resources to achieve school and district goals. 2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. 3. Screens, recommends, and assigns staff in a timely manner based on school needs; assessment data; and local, state, and federal requirements. 4. Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. 5. Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. 6. Ensures the maintenance of a clean and aesthetically pleasing school environment.

Standard	Criteria
<p>Standard 4: Climate</p> <p>A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.</p>	<ol style="list-style-type: none"> 1. Initiates and maintains strategies to promote collegiality and collaboration among the staff. 2. Involves parents, students, and the community in efforts to create and maintain a positive learning environment. 3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. 4. Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. 5. Manages conflict and crisis situations in an effective and timely manner. 6. Deals with student misconduct in a prompt and effective manner.
<p>Standard 5: School-Community Relations</p> <p>A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.</p>	<ol style="list-style-type: none"> 1. Develops an effective and interactive communications plan and public relations program. 2. Participates in school community activities. 3. Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. 4. Responds to diverse community interests and needs. 5. Creates and sustains a variety of opportunities for parent and community involvement in school activities. 6. Collaborates with staff to develop effective strategies for parents and the community to support students' learning.
<p>Standard 6: Ethical Behavior</p> <p>A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.</p>	<ol style="list-style-type: none"> 1. Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. 2. Models respect, understanding, sensitivity, and appreciation for all people. 3. Adheres to local, state, and federal requirements.
<p>Standard 7: Interpersonal Skills</p> <p>A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.</p>	<ol style="list-style-type: none"> 1. Demonstrates respect for others. 2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. 3. Communicates effectively with stakeholders to support school and district goals. 4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. 5. Uses appropriate oral and written communication skills.

Standard	Criteria
<p>Standard 8: Staff Development</p> <p>A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.</p>	<ol style="list-style-type: none"> 1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. 2. Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. 3. Encourages staff to set goals for professional growth. 4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.
<p>Standard 9: Principal’s Professional Development</p> <p>A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.</p>	<ol style="list-style-type: none"> 1. Develops and implements an appropriate plan for professional development consistent with school and district goals. 2. Establishes and maintains a professional network with other administrators. 3. Complies with district and state professional development requirements. 4. Participates in staff development activities to understand the complex role of teaching and effective instructional practices.

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. • Implements, evaluates, and refines the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community. • Implements, evaluates, and refines selected portions of the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district’s mission and vision. • Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. • Fails to implement, evaluate or refine the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data . • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;">□ Exemplary</p>	<p style="text-align: center;">□ Proficient</p>	<p style="text-align: center;">□ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others. • Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Communicates effectively with stakeholders to support school and district goals. • Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others with few exceptions. • Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Typically communicates effectively with stakeholders to support school and district goals. • Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently demonstrates respect for others. • Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Usually does not communicate effectively with stakeholders to support school and district goals. • Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 9: Principal’s Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal’s professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an appropriate plan for professional development consistent with school and district goals. • Establishes and maintains a professional network with other administrators. • Complies with district and state professional development requirements. • Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements a plan for professional development. • Establishes and maintains a limited professional network with other administrators. • Complies with district and state professional development requirements. • Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an inappropriate plan for professional development. • Does not establish or maintain a professional network with other administrators. • Complies with district and state professional development requirements some of the time. • Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Principal Summative Evaluation Form

Principal's Name: _____

School Year: _____

School: _____

District: _____

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision			
2. Instructional Leadership			
3. Effective Management			
4. Climate			
5. School/Community Relations			
6. Ethical Behavior			
7. Interpersonal Skills			
8. Staff Development			
9. Principal's Professional Development			

	Exemplary	Proficient	Improvement Needed
Overall Rating			

Signature of Principal

Date

Signature of Evaluator

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

360 Degree Evaluation Framework

High Standards for Student Learning

High Standards for Student Learning X Planning

- **High Standards for Student Learning:** There are individual, team, and school goals for rigorous student academic and social learning.
 - **Planning Verbs:** Plan, Develop, Articulate
 - **Planning:** Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.
-
- Plans for rigorous academic and social learning goals.
 - Develops a plan for high standards of student performance that are measurable.
 - Plans standards of performance using assessment data on student learning.
 - Plans rigorous growth targets in learning for all students.
 - Plans targets of faculty performance that emphasize improvement in student learning.
 - Develops plans to use a variety of sources of data to set targets for students' learning.
 - Develops a plan for collecting data to review student learning against high standards.

High Standards for Student Learning X Implementing

- **High Standards for Student Learning:** There are individual, team, and school goals for rigorous student academic and social learning.
 - **Implementing Verbs:** Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
 - **Implementing:** Engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.
-
- Creates buy-in among faculty for actions required to promote high standards of learning.
 - Coordinates tasks and resources to meet high standards for student learning.
 - Implements activities and procedures to meet high standards for student learning.
 - Recruits highly qualified faculty to meet performance goals for both academic and social learning.
 - Creates expectations that faculty maintain high standards for student learning.
 - Uses faculty input to create high standards for student learning.

High Standards for Student Learning X Supporting

- **High Standards for Student Learning:** There are individual, team, and school goals for rigorous student academic and social learning.
- **Supporting Verbs:** Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Encourages students to successfully achieve rigorous goals for student learning.
- Supports faculty in helping students reach high standards of learning.
- Creates conditions that help faculty and students reach ambitious learning targets.
- Motivates faculty to be committed to high performance standards for students
- Allocates school resources primarily toward reaching academic and social learning goals.
- Allocates time in ways that reflect a commitment to high standards of learning.
- Supports teachers in meeting school goals.
- Provides safety nets so all students can meet high standards of learning.
- Promotes recognition and rewards for students who achieve high standards of academic learning.

High Standards for Student Learning X Advocating

- **High Standards for Student Learning:** There are individual, team, and school goals for rigorous student academic and social learning.
- **Advocating Verbs:** Advocates, Represents, Challenges, Promotes
- **Advocating:** Promotes the diverse needs of students within and beyond the district.

- Advocates for students with special needs when making decisions about high standards for student learning.
- Advocates for the diverse needs of students in all decisions concerning school social and academic learning goals
- Challenges faculty to maintain high standards of learning for students with special needs.
- Challenges low expectations for students with special needs.
- Challenges low expectations for students at risk of failure.
- Advocates for high standards for student learning when writing and implementing Individualized Education Plans (IEPs).

High Standards for Student Learning X Communicating

- **High Standards for Student Learning:** There are individual, team, and school goals for rigorous student academic and social learning.
- **Communicating Verbs:** Communicates, Listens, Discusses
- **Communicating:** Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Communicates with families and the community about goals for rigorous student learning.
- Communicates rigorous goals for student learning to faculty.
- Listens to faculty about how to achieve high standards of student learning.
- Discusses school goals for student learning with faculty.
- Communicates with faculty about the extent to which learning standards are met
- Discusses information with faculty on progress toward achieving school goals and student learning targets.

High Standards for Student Learning X Monitoring

- **High Standards for Student Learning:** There are individual, team, and school goals for rigorous student academic and social learning.
- **Monitoring Verbs:** Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Uses data to guide actions for improving student learning.
- Evaluates progress toward meeting student learning standards.
- Uses data from multiple sources to monitor student learning.
- Monitors student learning against high standards of achievement.
- Uses data from student assessments in its improvement efforts.
- Uses data to evaluate students' behavior.
- Monitors disaggregated test results.

Rigorous Curriculum

Rigorous Curriculum X Planning

- **Rigorous Curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Planning Verbs:** Plan, Develop, Articulate
- **Planning:** Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans curriculum to maximize student opportunity to learn essential knowledge and skills.
- Develops a rigorous curriculum for all students.
- Plans the schedule to support a rigorous curriculum for all students.
- Plans curricula based on state standards/curricular frameworks.
- Develops a rigorous curriculum for students with special needs.
- Develops instructional goals for students with special needs that enhance access to rigorous curriculum
- Develops procedures for reviewing student work to assess the rigor of the curriculum.
- Plans challenging curricula for students at risk of failing.
- Plans access to rigorous curricula for students with special needs.

Rigorous Curriculum X Implementing

- **Rigorous Curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Implementing Verbs:** Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing:** Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Creates rigorous sequences of learning experiences/courses.
- Implements a rigorous curriculum in all classes.
- Implements a rigorous curriculum in programs for students with special needs.
- Coordinates teacher collaboration to implement a rigorous curriculum.
- Builds schedules so that students with special needs do not miss core academic work in regular classes.
- Hires teachers with the expertise to implement a rigorous curriculum.
- Coordinates a rigorous curriculum across grade levels.

Rigorous Curriculum X Supporting

- **Rigorous Curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Supporting Verbs:** Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports participation in professional development that deepens teachers’ understanding of a rigorous curriculum.
- Secures the teaching materials necessary for a rigorous curriculum.
- Provides teachers with time to work on developing and strengthening the curricular program.
- Secures extra resources for students at risk to be successful in a rigorous curriculum.
- Provides opportunities for teachers to work together to deliver a rigorous curriculum.
- Supports teachers to teach a curriculum consistent with state and national content standards.

Rigorous Curriculum X Advocating

- **Rigorous Curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Advocating Verbs:** Advocates, Represents, Challenges, Promotes
- **Advocating:** Promotes the diverse needs of students within and beyond the school.

- Challenges all students to complete a rigorous, academically focused program of study.
- Challenges faculty to teach a rigorous curriculum to students at risk of failure.
- Advocates that all programs for students with special needs deliver a rigorous curriculum.
- Advocates rigorous curriculum that honors the diversity of students and their families.
- Promotes the importance of a rigorous curriculum to students of all ability levels.
- Advocates for families to learn about the curricular program.

Rigorous Curriculum X Communicating

- **Rigorous Curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Communicating Verbs:** Communicate, Listens, Discusses, Talks

- **Communicating:** Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.

- Communicates regularly with teachers about a rigorous curriculum.
- Communicates the importance of rigorous coursework to students and their families.
- Listens to faculty about how to strengthen the curriculum.
- Discusses state curriculum frameworks.
- Discusses during faculty meetings how to improve the rigor of the curriculum.
- Discusses the importance of addressing the same academic content in special and regular programs.

Rigorous Curriculum X Monitoring

- **Rigorous Curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Monitoring Verbs:** Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Monitors the curriculum through frequent visits to classrooms.
- Evaluates the rigor of the curriculum.
- Evaluates the extent to which all students complete a rigorous curricular program.
- Evaluates the degree to which classroom work focuses on rigorous academic content.
- Uses disaggregated student achievement data to monitor the rigor of all curriculum programs.
- Monitors student work products to assess the rigor of the curriculum.

Quality Instruction

Quality Instruction X Planning

- **Quality Instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Planning Verbs:** Plan, Develop, Articulate
- **Planning:** Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans opportunities for teachers to improve their instruction through observing each others' instructional practices.
- Plans faculty hiring policies with a focus on effective instructional practices.
- Develops plans to improve instruction in all classes.
- Plans opportunities for teachers to improve their instruction through professional development.
- Plans a schedule that enables quality instruction.
- Plans high quality instruction that focuses specifically on student learning.
- Plans instructional services for students with special needs using assessment data.

Quality Instruction X Implementing

- **Quality Instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Implementing Verbs:** Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing:** Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Implements a mentoring program for new teachers focused on effective instructional practices.
- Coordinates efforts to improve instruction in all classes
- Implements the use of research-based instructional strategies.
- Implements procedures to protect instructional time.
- Creates job-embedded opportunities for teachers to learn and apply effective instructional practices.
- Uses some of the most effective teachers to instruct students at risk of failure.
- Implements instructional strategies that maximize student engagement.
- Recruits teachers with the expertise to deliver instruction that maximizes student learning.
- Assigns teachers to instructional responsibilities on the basis of student needs.
- Creates conditions that promote faculty reflection about instructional practices.

Quality Instruction X Supporting

- **Quality Instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Supporting Verbs:** Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports teachers in protecting instructional time in their classes.
- Supports teachers' opportunities to improve their instructional practices.
- Secures resources necessary to deliver high quality instruction.
- Allocates instructional resources to maximize the quality of instruction.
- Provides professional development so all faculty have knowledge and skills for quality instruction.
- Provides data to teachers to design instructional units.
- Supports collaboration among faculty to improve instruction that maximizes student learning.

Quality Instruction X Advocating

- **Quality Instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Advocating Verbs:** Advocates, Represents, Challenges, Promotes
- **Advocating:** Promotes the diverse needs of students within and beyond the school.

- Advocates opportunities for high quality instruction beyond the regular school day and school year.
- Challenges faculty to commit to high quality instruction for each student.
- Advocates additional instructional opportunities for students most in need.
- Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to English Language Learners.
- Advocates for extending learning opportunities beyond the school day and school year.
- Challenges the community to provide additional instructional resources.
- Advocates for all students to regularly experience effective instruction.
- Challenges parents to offer quality instructional experiences at home.

Quality Instruction X Communicating

- **Quality Instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Communicating Verbs:** Communicates, Listens, Discusses, Talks
- **Communicating:** Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

- Discusses instructional practices during faculty meetings.
- Listens to faculty’s ideas about quality instruction.
- Discusses instructional practices with faculty.
- Communicates with faculty about removing barriers that prevent students from experiencing quality instruction.
- Communicates with individual teachers about the quality of their instruction.
- Communicates feedback to teachers about their instruction.

Quality Instruction X Monitoring

- **Quality Instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Monitoring Verbs:** Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Observes each teacher’s instructional practices routinely to provide feedback.
- Analyzes student achievement data to determine the quality of instruction.
- Evaluates how instructional time is used.
- Uses data to monitor the quality of instruction.
- Evaluates teachers’ instructional practices.
- Monitors the instruction of students with special needs to ensure high quality.
- Monitors the instruction of students at risk of failure to ensure high quality.

Culture of Learning and Professional Behaviors

Culture of Learning & Professional Behaviors X Planning

- **Culture of Learning & Professional Behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a

healthy school environment in which student learning is the central focus.

- **Planning Verbs:** Plan, Develop, Articulate
- **Planning:** Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans for a positive environment in which student learning is the central focus.
- Plans for a culture of learning that serves all students.
- Plans for a culture that promotes continuing professional growth.
- Plans for a culture in which high standards of professional behavior are expected.
- Plans programs and policies that promote discipline and order
- Plans strategies to develop shared beliefs about professional practice.
- Plans procedures for treating all faculty fairly and with respect.
- Plans for a culture of shared responsibility for the social and academic learning of students.
- Plans programs targeted at preventing students from falling through the cracks.
- Plans procedures for treating all students fairly and with respect.

Culture of Learning & Professional Behaviors X Implementing

- **Culture of Learning & Professional Behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Implementing Verbs:** Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing:** Engage people, ideas and resources to put into practice the activities
- necessary to realize high standards for student performance.

- Implements a learning environment in which all students are known and cared for.
- Builds a culture that honors academic achievement.
- Builds a culture of continuous improvement.
- Builds a culture committed to diversity.
- Uses faculty expertise and knowledge in making decisions.
- Creates a culture of trust.
- Implements school-wide rules and consequences to manage student behavior.

- Builds opportunities for teachers to work together on shared goals and values.
- Implements programs and practices that encourage all students to be involved in school activities.
- Builds a school environment that is safe and orderly for all students.
- Creates a culture that encourages students to attend regularly and not drop out.
- Implements practices to reduce student tardiness and absenteeism.

Culture of Learning & Professional Behaviors X Supporting

- **Culture of Learning & Professional Behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Supporting Verbs:** Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports a culture that values life-long learning for all students.
- Supports a culture where all faculty members are treated with respect.
- Allocates resources to build a culture focused on student learning.
- Supports collaborative teams to improve instruction.
- Provides for the needs of all students when building a school culture.
- Encourages teachers to learn from their most effective colleagues.
- Encourages collaboration among faculty that creates a culture of learning.
- Provides a positive environment in which student learning is the central focus.
- Provides recognition of faculty contributions to a positive school culture.

Culture of Learning & Professional Behaviors X Advocating

- **Culture of Learning & Professional Behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Advocating Verbs:** Advocates, Represents, Challenges, Promotes
- **Advocating:** Promotes the diverse needs of students within and beyond the school.

- Advocates a culture of learning that respects diversity of students.
- Advocates on behalf of all students during discussions of the school culture.

- Promotes teacher behavior that is respectful of the diverse backgrounds of students.
- Advocates for active participation by under-represented students in all school activities and programs.
- Recognizes the contributions of diverse students when developing school culture.
- Advocates rules and consequences for behavior that are fair to all students.
- Encourages a culture of respect and fairness for students.
- Advocates for students to be involved in the school community.

Culture of Learning & Professional Behaviors X Communicating

- **Culture of Learning & Professional Behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Communicating Verbs:** Communicates, Listens, Discusses, Talks
- **Communicating:** Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

- Communicates with teachers about the aspects of a positive school environment focused on student learning.
- Communicates with parents about the aspects of a positive school culture.
- Listens to students when they suggest ways to create a culture of learning.
- Listens to faculty when they suggest ways to create a culture of learning.
- Discusses standards of professional behavior with faculty.
- Communicates with students about the aspects of a positive culture focused on learning.
- Provides feedback to faculty on professional behavior.

Culture of Learning & Professional Behaviors X Monitoring

- **Culture of Learning & Professional Behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Monitoring Verbs:** Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Evaluates teachers' behaviors when monitoring the culture of learning.
- Evaluates students' behaviors when monitoring the learning environment.
- Monitors disciplinary data to make determinations about school culture.
- Monitors the school culture.
- Monitors the participation of every student in social and academic activities.
- Assesses the culture of the school from students' perspectives.
- Analyzes data regarding a safe and orderly school environment.

Connections to External Communities

Connections to External Communities X Planning

- **Connections to External Communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Planning Verbs:** Plan, Develop, Articulate
- **Planning:** Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

- Plans with social service agencies for safety nets in support of student learning.
- Plans family education programs consistent with instructional goals.
- Plans for the use of external community resources to promote academic and social learning goals.
- Develops a plan for community outreach programs consistent with instructional goals.
- Plans activities with volunteers to advance social and academic goals.
- Plans activities to engage families in student learning.
- Develops a plan for school/community relations that revolve around the academic mission.

Connections to External Communities X Implementing

- **Connections to External Communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Implementing Verbs:** Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing:** Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

- Builds business partnerships to support social and academic learning.
- Implements programs to involve families in the educational mission.
- Implements programs to help address community needs.
- Creates procedures so that information from families receives appropriate consideration.
- Builds a positive, open relationship with the community.
- Coordinates access to social service agencies to support students.
- Implements programs to help parents assist their children to be successful in school.
- Coordinates the contributions of individuals and groups in the community in the service of student learning.
- Builds relationships with key people in the district in support of student learning.
- Creates opportunities for parents to work with teachers on their child’s instruction.

Connections to External Communities X Supporting

- **Connections to External Communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Supporting Verbs:** Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports teachers to involve parents in their children’s learning.
- Supports teachers to work with community agencies on behalf of students.
- Secures additional resources through partnering with external agencies to enhance teaching and learning.
- Secures technology from the district and/or the community to enhance teaching and learning.
- Secures resources to support school-community relationships.
- Provides opportunities for teachers to develop skills to work with parents.
- Allocates resources that build family and community partnerships to advance student learning.
- Motivates teachers to be responsive to all families.

Connections to External Communities X Advocating

- **Connections to External Communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

- **Advocating Verbs:** Advocates, Represents, Challenges, Promotes
- **Advocating:** Promotes the diverse needs of students within and beyond the school.

- Challenges the community to meet the needs of children at risk.
- Advocates for social services needed by students and families.
- Advocates for students in need of special services with the external community.
- Challenges teachers to work with community agencies to support students with low achievement.
- Challenges barriers from outside the school that can inhibit learning
- Advocates to district decision makers to promote the needs of all students.
- Advocates on behalf of families to express their opinions and needs.
- Promotes mechanisms for reaching families who are least comfortable at school.
- Promotes relationships with leaders in the community to support students.

Connections to External Communities X Communicating

- **Connections to External Communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Communicating Verbs:** Communicates, Listens, Discusses, Talks
- **Communicating:** Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

- Discusses the results of student achievement tests with parents.
- Communicates goals, needs, and accomplishments with community groups.
- Communicates with the media to publicize important events and accomplishments.
- Communicates with parents about the educational program.
- Listens to the diverse opinions and needs of all families.
- Communicates with community agencies.
- Listens to families regarding the social and academic learning of their children.
- Discusses information on progress toward achieving school goals with families.
- Listens to feedback from the community.

Connections to External Communities X Monitoring

- **Connections to External Communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.

- **Monitoring Verbs:** Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Analyzes data about parental involvement.
- Uses data to make decisions about community engagement.
- Monitors the effectiveness of community–school connections.
- Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning.
- Collects information about the needs and interests of parents.
- Collects information to learn about resources and assets in the community.

Performance Accountability Items

Connections to External Communities X Planning

- **Performance Accountability:** Leader holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Planning Verbs:** Plan, Develop, Articulate
- **Planning:** Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

- Develops a plan to hold teachers accountable for student academic and social learning.
- Develops a plan to hold students accountable for their academic and social learning.
- Develops a plan that holds teachers accountable for having positive relationships with students.
- Develops a plan emphasizing accountability to stakeholders for student academic and social learning.
- Articulates plans identifying specific responsibilities for faculty so that students achieve high standards.
- Plans data collection to hold school leaders accountable for student academic and social learning.
- Develops a plan for individual and collective accountability among faculty for student

learning.

- Plans data collection to hold students accountable for academic and social learning.

Performance Accountability X Implementing

- **Performance Accountability:** Leader holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Implementing Verbs:** Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing:** Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

- Implements programs and practices to hold faculty accountable to reach the highest levels of performance.
- Implements programs and practices that hold teachers responsible for student academic and social learning.
- Implements programs and practices that hold the school accountable to families for the learning of their children.
- Builds behavioral and academic accountability measures with input from faculty.
Implements practices that hold leaders accountable for student learning.
- Implements social and academic accountability equitably for all students.
- Uses faculty input to create methods to hold faculty accountable.

Performance Accountability X Supporting

- **Performance Accountability:** Leader holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Supporting Verbs:** Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

- Provides procedures to evaluate faculty for student learning.
- Provides procedures that hold students accountable for their learning.
- Allocates time to evaluate faculty for student learning.

- Provides expertise to evaluate faculty for student learning.
- Allocates time to evaluate student learning.
- Provides expertise to make decisions about holding students accountable for their learning.
- Provides recognition of faculty whose students achieve high standards of academic performance.

Performance Accountability X Advocating

- **Performance Accountability:** Leader holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Advocating Verbs:** Advocates, Represents, Challenges, Promotes
- **Advocating:** Promotes the diverse needs of students within and beyond the school.

- Advocates that leaders are accountable for meeting the needs of diverse students.
- Advocates that all students are accountable for achieving high levels of performance in both academic and social learning.
- Advocates that the faculty is accountable for meeting the needs of diverse students.
- Promotes an accountability system that represents the diverse views of families and the community.
- Challenges faculty who do not hold all students accountable for achieving high levels of performance.
- Challenges faculty who attribute student failure to others.
- Advocates for shared accountability by faculty for student academic and social learning.

Performance Accountability X Communicating

- **Performance Accountability:** Leader holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Communicating Verbs:** Communicates, Listens, Discusses, Talks
- **Communicating:** Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

- Communicates with faculty about their accountability for student learning.

- Listens to faculty feedback about its accountability programs.
- Communicates to families the purpose and nature of its accountability programs.
- Communicates to families the results of its accountability programs.
- Communicates to families how accountability results will be used for school improvement.
- Communicates with faculty the purpose and nature of its accountability programs.
- Communicates to faculty how accountability results will be used for school improvement.
- Communicates student achievement results to faculty.
- Discusses with teachers on an individual basis their students' achievement test results.
- Discusses achievement test results with instructional teams and grade/departments.
- Discusses progress toward meeting school goals with parents.

Performance Accountability X Monitoring

- **Performance Accountability:** Leader holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Monitoring Verbs:** Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

- Monitors the accuracy and appropriateness of data used for faculty accountability.
- Monitors the accuracy and appropriateness of data used for student accountability.
- Monitors the impact of faculty evaluations on instructional practices.
- Analyzes the influence of faculty evaluations on the rigor of the curriculum.
- Monitors the impact of faculty evaluations on the faculty's communication with families.
- Monitors the impact of faculty evaluations on professional behavior.
- Analyzes the influence of faculty evaluations on student learning.
- Analyzes the influence of student accountability on achieving high standards of academic learning.
- Uses student achievement data to determine faculty accountability for student learning.
- Monitors teachers' procedures for keeping track of student learning.
- Assesses the effectiveness of its procedures for gathering data on student performance.

- Uses data on student progress to recognize faculty.
- Uses data to recognize students who meet achievement goals.

Language and framework obtained from: Porter, A.C., Murphy, J., Goldring, E., Elliott, S.N., Polikoff, M.S., and May, H. (2008). *Vanderbilt Assessment of Leadership in Education Technical Manual 1.0*. Nashville, TN: Learning Services Institute: Vanderbilt University.

Student Learning Objectives (SLO) Development Guide

Targeted School Improvement Academic Goal				
Needs Assessment/Rationale	Learning Content, Context, and Student Group	Learning Objective	Outcome Assessment	Student Growth Target
Criteria				
<ul style="list-style-type: none"> • Campus data are reviewed for areas of strength and need (within subject area, within grade level, within student group), examining the School Improvement Plan (SIP), etc. • Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts, skills, behavior). 	<ul style="list-style-type: none"> • Targets specific academic concepts, skills, or behaviors based on SC Academic Standard • Targets the needs of the identified population • Considers demonstrated strengths of identified population, as well as classroom and school community • Targets year-long (or semester-long) concepts, skills, or behaviors • Supports goals of the SIP 	<ul style="list-style-type: none"> • Based on identified students needs • Supports goals of the SIP • Is rigorous • Provides clear focus for instruction and assessment • Is measurable • Reflects strengths of students and school community • Is a good example of ongoing, reflexive practice 	<ul style="list-style-type: none"> • Aligns with the targeted learning content area • Relationship with learning objective is apparent • Has been demonstrated as reliable and valid • Follows guidelines for appropriate assessments 	<ul style="list-style-type: none"> • Predicts performance based on past performance of students when available • Is a rigorous expectation for students • Is a rigorous expectation for teachers • Use single target or multi -tiered target

Guiding Questions				
<ul style="list-style-type: none"> • What needs for all students were identified? • Based on what data? • What needs for student group(s) were identified? • What strengths were identified? • Based on what data? 	<ul style="list-style-type: none"> • What general content area(s) is/are targeted? • What is/are the targeted SC state standard objective(s)? • What student group is targeted? • What are the strengths of the group and school community? 	<ul style="list-style-type: none"> • What is the Learning Objective (stated in a sentence)? • How is it based on student strengths and needs? • How is it connected to a SC state academic standards objective? • Does it support SIP goals? 	<ul style="list-style-type: none"> • What assessment(s) will be used to measure whether students met the objective? • What type of assessment is it (standardized, districtwide, teacher-made, etc.)? • Why is the best assessment for your SLO? 	<ul style="list-style-type: none"> • What, if any, baseline data do you have? • What is the number/percentage of students who will perform at the target level? • What is the growth target? • How was the target for the learning objective determined?
Ongoing Teacher Needs Assessment and Individual Professional Growth Plan				
Strategies to be Used	Teacher Professional Development to Support SLO		Teacher Resources to Support SLO	
What strategies will be implemented to accomplish the SLO?	What learning opportunities will help you meet your SLO?		What are the material or human capital needs?	
Criteria:				
<ul style="list-style-type: none"> • Aligned with SC State Academic Standards • Aligned with Principles of Learning • Follow research-based best practices • Address content area(s) and student group(s) targeted by SLO 	<ul style="list-style-type: none"> • Related to content area(s) or student group(s) targeted by SLO 		<ul style="list-style-type: none"> • Related to content area(s) or student group(s) targeted by SLO 	

<ul style="list-style-type: none"> • Are relevant to students • Include ongoing reflexive practice 		
Questions to be Answered:		
<ul style="list-style-type: none"> • What strategies will you use to address the SLO? • How and when will you monitor progress towards the SLO during the year? • How and when will you involve your students, parents, and community? 	<ul style="list-style-type: none"> • What learning opportunities could support this SLO (i.e., what do you need to know)? • How can your professional learning community support you? • Have you located a specific learning opportunity to address your need? 	<ul style="list-style-type: none"> • What other resources would help you meet your SLO? Please explain why/how.
<i>Adapted from TIF grantee, the Austin Independent School District SLO Rubric for Student Learning Objectives.</i>		

Rubric for Student Learning Objectives (SLO)

Level 4: Exemplary	Level 3: Proficient	Level 2: Needs Improvement	Level 1: Unsatisfactory
Indicates expert use of data, rigorous goal-setting based on student and community strengths and needs, incorporates appropriate, valid/reliable assessments, considers teacher's own prior performance, and demonstrates alignment with campus improvement goals.	Indicates good use of data and acceptable level of rigor for students, considers teacher's prior performance, and utilizes appropriate assessments, but is not aligned with broader campus goals and does not incorporate the strengths of students or the school community.	Suggests superficial use of data, is minimally rigorous for Students, and the teacher uses related but unproven assessments and does not incorporate the goals of the campus or the strengths of students or the school community.	Represents ineffective use of data, is not rigorous for students or the teacher, does not support the campus goals, utilizes inappropriate assessments, and does not consider strengths of students or the school community.
<ul style="list-style-type: none"> • Campus data are reviewed for areas of strength and need (within subject area, within grade level, within student group, examining the School Improvement Plan (SIP), etc.). • Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts, skills, behaviors). 	<ul style="list-style-type: none"> • Classroom data are reviewed for areas of strength and need (by subject area, by student group, by concepts/skills/behaviors). • Campus needs and strengths are not incorporated. 	<ul style="list-style-type: none"> • Classroom data are reviewed for areas of need, but needs of specific student groups are not examined in depth, and strengths are not identified. • Campus needs and strengths are not incorporated. 	<ul style="list-style-type: none"> • Classroom data are not used to identify student needs. • Campus needs and strengths are not incorporated.

Level 4: Exemplary	Level 3: Proficient	Level 2: Needs Improvement	Level 1: Unsatisfactory
<ul style="list-style-type: none"> • Targets specific academic concepts, skills, or behaviors based on SC state academic standards. • Targets the needs of the identified population. • Considers demonstrated strengths of identified population, as well as classroom and school community. • Targets year-long (or semester-long) concepts, skills, or behaviors. • Supports goals of the School Improvement Plan (SIP). 	<ul style="list-style-type: none"> • Targets specific academic concepts, skills, or behaviors based on SC state academic standards. • Targets the needs of the identified population. • Considers demonstrated strengths of identified population, as well as classroom and school community. • Targets year-long (or semester-long) concepts, skills, or behaviors. • SIP goals are not incorporated. 	<ul style="list-style-type: none"> • Targets specific academic concepts, skills, or behaviors based on SC state academic standards. • Targets year-long (or semester-long) concepts, skills, or behaviors. • Does not target the needs of all students in the identified population. • Does not consider the strengths of the identified population, classroom, or school community. • SIP goals are not incorporated. 	<ul style="list-style-type: none"> • Does not target concepts, skills, or behaviors based on SC state academic standards. • Does not target year-long (or semester-long) concepts, skills, or behaviors. • Does not target the needs of all students in the identified population. • Does not consider the strengths of the identified population, classroom, or school community. • SIP goals are not incorporated.
<ul style="list-style-type: none"> • Based on the identified student needs. • Supports goals of the SIP. • Is rigorous. • Is a good example of ongoing, reflexive practice. • Provides clear focus for 	<ul style="list-style-type: none"> • Based on the identified student needs. • Is rigorous. • Is a good example of ongoing, reflexive practice. • Provides clear focus for instruction and assessment. 	<ul style="list-style-type: none"> • Based on the identified student needs of some students. • Provides clear focus for instruction and assessment. • Is measurable. • Does not reflect strengths 	<ul style="list-style-type: none"> • Does not consider student needs. • Does not provide a clear focus for instruction. • Is not measurable. • Does not reflect strengths of students and school

Level 4: Exemplary	Level 3: Proficient	Level 2: Needs Improvement	Level 1: Unsatisfactory
<ul style="list-style-type: none"> instruction and assessment. Is measurable. Reflects strengths of students and school community. 	<ul style="list-style-type: none"> Is measurable. Reflects strengths of students and school community. Does not relate to goals of SIP. 	<ul style="list-style-type: none"> of students and school community. Does not relate to goals of SIP. Is not rigorous. Is not a good example of ongoing, reflexive practice. 	<ul style="list-style-type: none"> community. Does not relate to goals of SIP. Is not rigorous. Is not a good example of ongoing, reflexive practice.
<ul style="list-style-type: none"> Aligns with the targeted learning content area. Relationship with learning objective is apparent. Has been demonstrated as reliable and valid for targeted students. Follows guidelines for appropriate assessments. 	<ul style="list-style-type: none"> Aligns with the targeted learning content area. Relationship with learning objective is apparent. Follows guidelines for appropriate assessments. Has not been demonstrated as reliable and valid for targeted students. 	<ul style="list-style-type: none"> Aligns with the targeted learning content area. Relationship with learning objective is minimally apparent. Does not follow guidelines for appropriate assessments. Has not been demonstrated as reliable and valid for targeted students. 	<ul style="list-style-type: none"> Does not align with the targeted learning content area. Does not follow guidelines for appropriate assessments. Has not been demonstrated as reliable and valid for targeted students.
<ul style="list-style-type: none"> Predicts performance based on past performance of students when available. Is a rigorous expectation for students. Is a rigorous expectation for teachers, based on past 	<ul style="list-style-type: none"> Predicts performance based on past performance of students when available. Is a rigorous expectation for students. Does not “stretch” the teacher beyond past 	<ul style="list-style-type: none"> Predicts performance based on past performance of students when available. Is not a rigorous expectation for students. Does not “stretch” the teacher beyond past 	<ul style="list-style-type: none"> Does not utilize past performance of students when available. Is not a rigorous expectation for students. Does not “stretch” the teacher beyond past

Level 4: Exemplary	Level 3: Proficient	Level 2: Needs Improvement	Level 1: Unsatisfactory
performance.	performance history.	performance history.	performance history.
<ul style="list-style-type: none"> • Content is challenging, complex and progressively deepens knowledge of core content. • Content is thought-provoking requiring high thinking demand. • Requires analytical thinking and active use of knowledge. • Content is relevant to life/ experiences. 	<ul style="list-style-type: none"> • Content is challenging and complex for most, but not all, students. • Requires analytical thinking. • Content is relevant for most, but not all, students. 	<ul style="list-style-type: none"> • Content is challenging for some students. • Does not require analytical thinking. • Content is relevant for some students. 	<ul style="list-style-type: none"> • Content is not challenging. • Does not require analytical thinking. • Is not relevant to life and learning experiences.
<i>Adapted from TIF grantee, the Austin Independent School District SLO Rubric for Student Learning Objectives.</i>			

APPENDIX H: Teacher Design Team Input

Teacher Design Team Membership RosterPage 2

Teacher Design Team Work Product.....Pages 3-4

Teacher Design Team Work Product SummaryPages 5-10

Teacher Design Teams Work Product, Phase IPage 11

TEACHER TEAMS for Value-Added Evaluation

Lead Project Team					Phone	E-Mail
Last	First	Title	Responsibility	Phone	E-Mail	
1	Lane	Audrey	Dep for Org Adv Exec Dir of Acc &	Project Lead	(b)(6)	
2	Rose	Janet	Acad Outcomes	Subject Matter Expert		
3	Matarazzo	Melissa	Liaison to Sup	Resource		
4	Huggins	Anita	Office of TQ	CCSD Teaching Rubric		
Student Outcomes (K-5)						
5	Conroy	Eve	IDT	Team Facilitator (Pepperhill ES)		
6	Connors	Mark	Teacher	Team Member, North Charleston ES		
7	Johnson-Ague	Sandy	Teacher	Team Member, Laurel Hill Primary		
8	Gregory	Jonetta	Teacher	Team Member, St. Andrews ES		
9	Metivier	Therese	Teacher	Team Member, Belle Hall ES		
10	Reidenbach	Betsy	Learning Specialist	ESLC Representative		
11	Bedford	Dirk	Principal	Principal, Mitchell		
Student Outcomes (6-12)						
12	Smith	Kevin	Asst Principal	Team Facilitator (Morningside EXCEL)		
13	Bassett	Shannon	Teacher	Team Member, St. Andrews MS		
14	Vella	Jarrett	Teacher	Team Member, Military Magnet		
15	Wojciechowski	Barbara	Teacher	Team Member, School of the Arts		
16	Gibson	Bruce	Learning Specialist	HSLC Representative		
17	Padron	Paul	Principal	Principal, Haut Gap MS		
18	Busch	Adrian	Principal	Principal, Baptist Hill		
Classroom Observations						
19	Earle	Sarah	Retention Specialist	Team Facilitator (OAD)		
20	Carey	Michael	Teacher	Team Member, North Charleston ES		
21	Meiring	Cristina	Teacher	Team Member, Ashley River Creative Arts		
22	Lawes	Lindsay	Teacher	Team Member, Learning Community		
23	Miller	Samantha	Teacher	Team Member, Cairo MS		
24	Scott-Ash	Willette	Teacher	Team Member, Mary Ford ES		
25	Vaughn-Brandon	Latisha	Principal	Principal, North Charleston ES		
School-Based Performance						
26	Sampson	Joe	Asst Principal	Team Facilitator (Zucker MS)		
27	Glenn	Pamela	Teacher	Team Member, Sixth Grade Adacemy		
28	Stanley	Karen	Teacher	Team Member, North Charleston ES		
29	Carasik	Erika	Teacher	Team Member, North Charleston ES		
30	Tarpley	Erin	Teacher	Team Member, Mary Ford ES		
31	Grimm	Robert	Principal	Principal, CE Williams MS		
Professionalism						
32	White	Quenetta	Asst Principal	Team Facilitator (Sanders Clyde)		
33	Strong	Rebecca	Teacher	Team Member, Cario MS		
34	Roberts	Erica	Teacher	Team Member, CE Williams MS		
35	Garner	Mary	Teacher	Team Member, Memminger ES		
36	Kessler	Tiffanie	Teacher	Team Member, Chicora ES		
37	Sheats	Wanda	Principal	Principal, Charleston Progressive Academy		

CHARLESTON COUNTY SCHOOL DISTRICT

Teacher Evaluation Team:

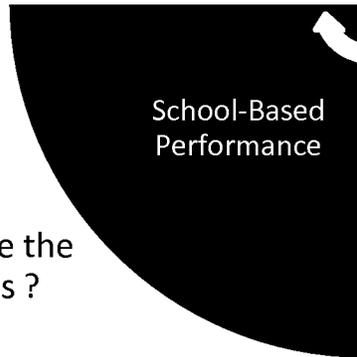
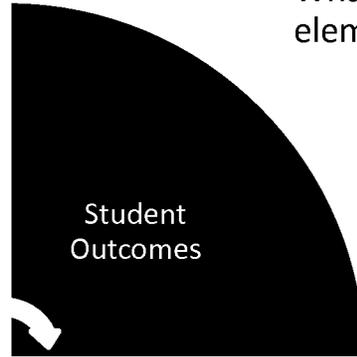
_____ (Name of Team here)

Team Facilitator
Team Members

Work Product for Phase I

• What are the elements ?

• What are the elements ?



• What are the elements ?

• What are the elements ?

Expected Outcome for Teams during Phase I:

Remaining within your team’s focus area, your work will answer these questions:

- What should be the inputs for this focus area that will be fair and transparent for teachers and other stakeholders? Why these inputs and not others?
- What supports (PD) exist today that increase the results of your suggested inputs? What supports or tools would need to be created to increase the results that are needed to increase student achievement?
- What research did you find to support your conclusion? Be sure to site website addresses, names, districts, organizations, etc.
- In relation to the other focus areas, what is your recommendation for a percentage of the pie?
 - Classroom Observations _____%
 - Student Outcomes _____%
 - School-Based Performance _____%
 - Professionalism _____%
 - Write-In Suggestion_____ _____%

General Input:

- How do we communicate this work to our stakeholders? Teachers, Parents, Students, Community
- What are the benefits to this type of system vs. the current ADEPT system?
- What are the barriers to implementation?
- Who else needs to be a part of this process that is not engaged today?
- We would like more time to,

- As the work progresses, we suggest that the CCSD Leadership Team consider

Add other verbiage, diagrams, etc. that may be helpful to understand the work that your team did.

**Teacher Design Team
Work Product Summary**

TEAM	Rec %	Inputs for each area	PD Supports/Tools Needed	Suggested Communication Tools	Benefits vs. ADEPT	Barriers to Implementation	Leadership to Consider
Student Outcomes 6 - 12	10-25%	1) Middle Schools - MAP	Existing PD - MTM	Discuss w/parents, students and community	Eliminates subjectivity	Lack of std assessments	Teacher desired placement
		2) School-wide, grade level, or team goals eg. Morningside	Desired Supports Modify GBE form, process, and district focus	Present case studies using CCSD Inform teachers of peer involvement	Forces CT to tie GBE to student outcomes More objective assessment tools leads to more emphasis on student achievement	Need for buy-in Focus on growth vs. outcomes	Pilot then rollout Legal actions against district
		3) High Schools - EOC w/some modification	Tools	Multi-media approach e.g. Denver		Consistency across district	Community perception
		4) ALL - GBE w/student achievement goals (75% to 100% met)	Std test for each subject "How to use data" "How to write goals" Test taking strategies			Resources needed to develop	Dr. Rose's presentation
		5) Thought - create standardized tests for all subjects				Infidelity in test administration Ensuring the data is fair for teachers across district	

Team Facilitator Kevin Smith

Team Members Bruce Gibson, Jarret Vella, Shannon Bassett, Adrian Busch, Paul Padron

**Teacher Design Team
Work Product Summary**

TEAM	Rec %	Inputs for each area	PD Supports/Tools Needed	Suggested Communication Tools	Benefits vs. ADEPT	Barriers to Implementation	Leadership to Consider
Student Outcomes K-5	0%	Team approach instead of individual teacher	Existing PD - SAFE-T, Mentor Training	DVD from Superintendent	Continuous	Must have clearly defined system before roll-out	Team-based vs. individual
	25% Team	MAP data spring to spring		PLC for horizontal and vertical articulation	Collaborative	Treatment of Induction/annual teachers	
		Multiple measures to include MAP team outcome Writing sample Dibels, AIMS Web or CBM's	Desired Supports/Tools Observation tool "How will I be rated" "What's the difference btwn Excellence/Compliance" CCSD Evaluation Rubric	Administrators share data from team outcomes at TCT, faculty meetings, and PTA	Ability to reward high scoring teacher teams w/incentives	Music teachers	
						Observations - #, announced?,	
Time of implementation							

Team Facilitator Eve Conroy

Team Members Mark Connors, Sandy Johnson-Ague, Jonetta Gregory, Dirk Bedford, Elizabeth Reidenbach, Vicki Ingalls

**Teacher Design Team
Work Product Summary**

TEAM	Rec %	Inputs for each area	PD Supports/Tools Needed	Suggested Communication Tools	Benefits vs. ADEPT	Barriers to Implementation	Leadership to Consider
Professionalism	40%	Attendance	<u>Existing PD</u>	Web - CCSD/Schools	Increased accountability	Funding	Cannot fail professionalism w/o PGP
		Compliance with Policies/Program Expectations	Contract, Dist/School Policy, ERO, School-based data decisions (TCT, grade level), lesson plans	Media	Use of rubric for concise feedback	Training	
		Professional Growth	<u>Desired Supports/Tools</u>	PTA	Sets clear expectations	Infrastructure for documentation	
		Collaboration	Central Data Support Tool	Open House	Transparency for administrators	Legalities	
		Planning	District recognition via advanced training opps	Newsletter		Buy-in from stakeholders	
			Incorporate into GBE requirements	SIC		Parents, Students, Teachers	
			Video Recordings	Community involvement for incentives		Testing in non-tested subjects	
			Membership in Professional organizations			Measurement for	
			Attendance/Redeliver information to colleagues			Arts, Media, Interventionists	
			District PD Plan for Match/Scholarship				
	Long-range plans from all teachers						

Team Facilitator Quenetta White

Team Members Mary Elizabeth Garner, Tiffanie Kessler, Erica Roberts, Rebecca Strong, Wanda Sheats

**Teacher Design Team
Work Product Summary**

		<p>training to be provided as to when/how to give feedback (reflective questioning vs. directive feedback)</p> <p>resources should be available for both neg/pos feedback</p> <p>Evaluators the who - peers, school-based admin, trained content evaluators, district-level admin</p> <p>peer evaluators - from a different school and rated "highly effective"</p> <p>Frequency/Other Obs 4x/year Obs at diff times of day/wk Announced/Unannounced Duration of obs based on purpose Purpose linked to APS</p>	<p>Rigorous training for all administrators who will be evaluators</p> <p>Training to calibrate for inter rater reliability MTM - more hands on training</p> <p>Admin/Teachers - "How to use data"; compare data across district</p>	<p>Parent meetings</p>		<p>Ineffective leadership would negatively impact teachers</p>	
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Team Facilitator Sarah Earle

Team Members Willette Ash, Michael Carey, Samantha Miller, Lindsay Lawes, Cristina Meiring, LaTisha Vaughn-Brandon

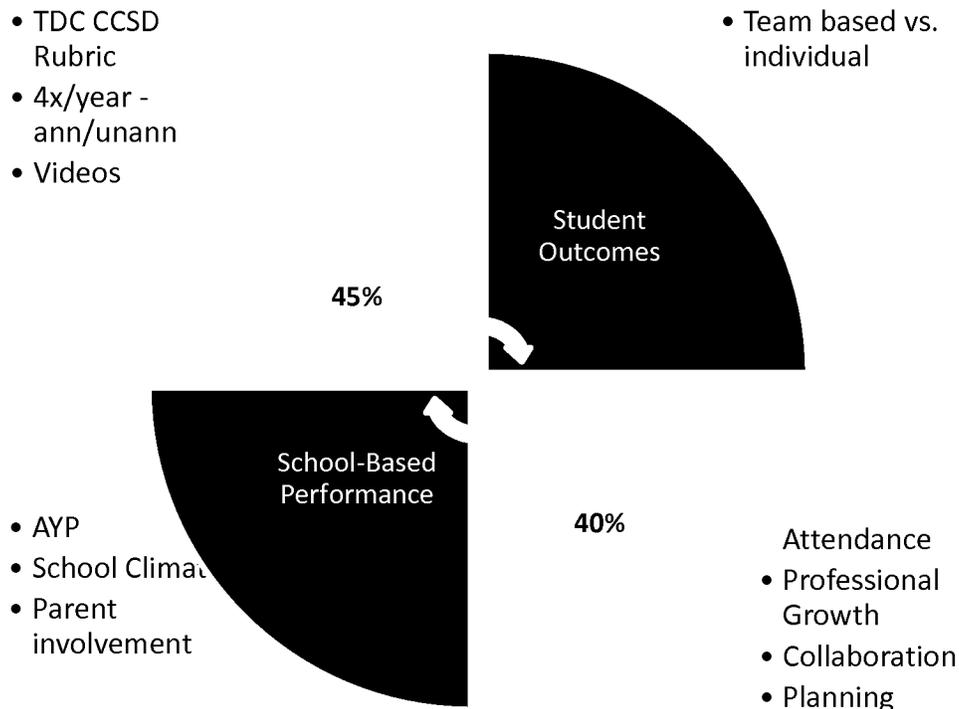
**Teacher Design Team
Work Product Summary**

TEAM	Rec %	Inputs for each area	PD Supports/Tools Needed	Suggested Communication Tools	Benefits vs. ADEPT	Barriers to Implementation	Leadership to Consider
School Performance	15%	Various factors	Existing PD	CCSD Web	Supports team effort	Funding	
		Student/Teacher Attendance	AYP Training	Parent Meetings	Holistic approach	District-wide roll-out	
		Discipline Referrals	PBIS	Faculty Meetings			
		Truancy	SIC				
		Parent involvement opportunities					
		Assessment Data	Desired Supports/Tools				
		AYP status/goals	Teacher evaluation				
		Teacher evaluations	Understanding data roll-up (individual to school-based)				
		School climate					

Team Facilitator Joe Sampson

Team Members Pamela Glenn, Karen Stanley, Erika Carasik, Erin Tarpley, Robert Grimm

Teacher Teams Work Product for Phase I



Things to Consider Now

- Standardizing GBE goals around student achievement
- Professional Development
 - More personalized PD
 - MTM – more direct face-face delivery
 - Video recordings of teachers for reflection
 - Scholarships for PD attendance
 - Use CCSD case studies
- Classroom Observations
 - Training for administrators - How to, inter rater reliability
 - Use standardized form
 - Peer evaluations

Next Steps

- Provide/discuss feedback w/CPN Pilot team
- Determine with Superintendent/SAT Core what modifications to current system can be made
- Look at 2 areas of pie that are “low-hanging fruit” for future work
 - Classroom Observations & Professionalism
 - Reconvene those 2 teams for next steps



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

November 1, 2011

INDIRECT COST NEGOTIATION AGREEMENT

The indirect cost rates contained herein are for use on grants and contracts with the Federal Government to which the Office of Management and Budget Circular A-87 applies subject to the limitations contained in the circular and in Section II A below. The rates were negotiated by **Charleston County Schools** and the South Carolina Department of Education in accordance with the authority granted to the South Carolina Superintendent of Education by the Office of Management and Budget and the United States Department of Education.

Section I: Rates

Effective Period

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Unrestricted</u>	<u>Food Service</u>	<u>Restricted</u>
Fixed	07-01-11	06-30-12	28.59	17.23	3.63

Section II: General

A: Limitations

Use of rates contained in this agreement are subject to any applicable statutory limitation. Acceptance of the rates agreed to herein are predicated upon the condition: (1) that no costs other than those incurred by the local education agency were included in its indirect cost rate proposal and that such costs are legal obligations of the local education agency, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, and (3) that similar types of costs have been accorded consistent treatment. Full responsibility is assumed by the LEA for settlement of any audit questions arising as a result of the data contained in its indirect cost rate proposal.

By the Authorized Representative for the
South Carolina Department of Education

(b)(6)

Melissa A. Austin, Audits Manager
Office of Finance
District Auditing and Field Services Section
South Carolina Department of Education

CHARLESTON 1001
 PROFESSIONAL SERVICE INDIRECT COST RATE
 AGREE # 2004-000
 SEA: SOUTH CAROLINA DEPT. OF EDUCATION

FY 0910
 .1485
 349,056,976

FY 1112
 .1723
 332,330,241

(A) APPLIED COSTS:
 FIXED RATE PER NEGOTIATION AGREEMENT
 DIRECT BASE (34 CFR 75.567)
 INDIRECT COST POOL:
 ADMIN. CHARGE(34 CFR 75.565
 CARRY-FORWARD 0

51,820,959
 0

51,820,959

57,266,104

(B) TOTAL POOL
 ACTUAL COSTS
 ACTUAL DIRECT BASE
 ACTUAL INDIRECT COST POOL:
 ADMIN. CHARGES
 CARRY-FORWARD 0

332,330,241

0

53,308,572
 0

53,308,572

0

(C) CARRY-FORWARD COMPUTATION:
 RECOVERED:
 FIXED RATE X ACTUAL DIRECT BASE
 SHOULD HAVE RECOVERED:
 ACTUAL INDIRECT COSTS BILLED FOR
 UNDER OR (OVER) RECOVERY

49,351,040

0

53,308,572

0

3,957,532

0

APPENDIX J: Source Citations

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Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

Teacher Incentive Fund Budget Narrative

I. Personnel

A. Project Director (one full-time): A full-time professional will direct day-to-day operations of the *ECHO* program, provide leadership in designing, developing, and implementing *ECHO* through efforts of the *ECHO* Steering Committee and the *PALMS*-HCMS (Personal Achievement Learning Management System) Implementation Team. They will serve as a liaison between the district and TIF schools to guide implementation of our reformed educator evaluation process, performance evaluation, compensation, and professional development strategy. They will coordinate with the independent evaluation team on the program, guide sustainability planning efforts, and disseminate information on key project accomplishments and challenges to stakeholders. This individual will be required to have a master's degree in school administration or leadership and experience in implementing large scale school reform with an emphasis on improving teacher and administrator quality (see job description in *Appendix D*). Annual salary \$82,204. Salary prorated to 75% in Year 1 to allow time for recruiting a highly qualified candidate and CCSD's hiring process. An annual 5% cost of living increase is built into the budget for Years 2-5.

Year 1	Year 2	Year 3	Year 4	Year 5
61,653	86,314	90,630	95,162	99,920

B. Project Specialist (one full-time): A full-time professional will support the Project Director facilitating coordination of meetings, managing contracts, monitoring timelines, documenting activities, supporting data collection and analysis, reports, reviewing budgets, and overseeing time and effort reporting (see job description in *Appendix D*). Annual salary \$38,144. Salary prorated to 75% in Year 1 to allow time for recruiting a highly qualified candidate and CCSD's hiring process. An annual 5% cost of living increase is built into the budget for Years 2-5.

Year 1	Year 2	Year 3	Year 4	Year 5
38,144	53,402	56,072	58,876	61,820

C. Compensation Analyst (two full-time): To accommodate specialized duties/tasks related to educator contract matters, maintenance of accurate employee databases, and report development and dissemination required for our program, we will employ two additional compensation specialists beginning in Year 2 through Year 5. Annual salary \$40,025. An annual 5% cost of living increase is built into the budget for Years 3-5.

Year 1	Year 2	Year 3	Year 4	Year 5
0	80,050	84,053	88,256	92,669

Charleston County School District

Teacher Incentive Fund Budget Narrative

D. Professional Development Director (one full-time): A full-time educator will serve at the district level to guide the development, and implementation of a new professional development system guided by *ECHO* goals and objectives. They will identify and disseminate best practices (content and methods) to improve coordination and delivery and increase instructional and administrator professional development aligned with our new educator evaluation system. They will assess and allocate resources to support the *ECHO* professional development strategy and facilitate implementation of a comprehensive professional learning strategy in each TIF targeted high-need school. This individual will be required to have a master's degree, graduate-level course work in education, ten years of successful teaching experience, and five to seven years of professional experience in the planning and implementation of staff development activities (see job description in *Appendix D*). Annual salary \$86,516. Salary prorated to 75% in Year 1 to allow time for recruiting a highly qualified candidate and CCSD's hiring process. A 5% cost of living increase is built into the budget for Years 2-5.

Year 1	Year 2	Year 3	Year 4	Year 5	
53,382	74,735	78,472	82,396	86,516	

E. Professional Development Coordinators: We will employ school-based coordinators in TIF schools to work with principals and administrators to launch *ECHO* and ensure successful implementation. In partnership with Instructional Coaches (see budget line I. Personnel item D. - in-kind contributions budget narrative), Teacher Curriculum Teams, and Learning Communities beginning in Year 3 they will facilitate school-based professional development aligned with *ECHO* goals and objectives through job-embedded professional learning, coaching to improve instructional practices, teachers' individual growth plans, and professional learning opportunities (see job description in *Appendix D*). We will employ 14 coordinators (one per school) in Years 1 and 2. Seven coordinators will be employed in Year 3 (one per two schools). Three coordinators will be employed in Year 4. Three coordinators will be employed in Year 5. As part of our sustainability strategy, fewer coordinators will be employed in successive project years as our evaluation system comes online and we identify and deploy Master Teachers in TIF schools to perform roles played by coordinators. Annual salary \$59,108. Years 1 = 14 coordinators x \$59,108 = \$827,512 x 0.75 (prorated to 75% in Year 1 to allow time for recruiting highly qualified candidates and CCSD's hiring process) = \$620,634. Year 2 = 14 coordinators x \$62,063 = \$868,882. Year 3 = 7 coordinators x \$65,166 = \$456,162. Year 4 = 3 coordinators x \$205,272 = \$615,816. An annual 5% cost of living increase is built into the budget for Years 2-4.

Year 1	Year 2	Year 3	Year 4	Year 5	
620,634	868,888	456,163	205,273	0	

Teacher Incentive Fund Budget Narrative

F. Performance-Based Compensation - Core Teachers: Beginning in 2013-14 (Year 2) we will use a phase to evaluate and provide performance-based compensation to a subset of core teachers in high-need schools targeted through *ECHO*. Those that receive an effectiveness rating of proficient or exemplary that year will be paid additional compensation (Year 3) using funds budgeted in Year 2. The pool of funds budgeted in Year 2 for compensation are derived from CCSD's average teacher salary of $\$44,550 \times 5\% = \$2,228 \times 408$ core teachers in targeted TIF schools = \$908,136. The performance-based compensation schedule for these teachers will be defined in Year 1 during the final planning stages of our HCM development of our performance-based compensation model. Using the Year 2 budget as a baseline, we are adding 5% per year to cover increased teacher compensation in TIF schools through the grant period. In each subsequent year of the *ECHO* project we are budgeting funds for compensation in the year that teachers' evaluations occur with salary increases being paid the following year. We are budgeting funds in the personnel category due to a district policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	909,024	954,475	1,002,199	1,052,309	

G. Performance-Based Compensation - Non-Core Teachers: Beginning in 2014-15 (Year 3) we will begin providing performance-based compensation to non-core teachers (i.e., art, music, physical education) in high-need schools through *ECHO*. Those that receive an effectiveness rating of proficient or exemplary will be paid additional compensation (Year 4) using funds budgeted in Year 3. The pool of funds budgeted in Year 3 for compensation are derived from CCSD's average teacher salary of $\$44,550 \times 5\% = \$2,228 \times 103$ non-core teachers in targeted TIF schools = \$229,484. The performance-based compensation schedule for these teachers will be defined in Year 1. Using the Year 3 budget as a baseline, we are adding 5% per year to cover increased teacher compensation in TIF schools through the grant period. In each subsequent year of the *ECHO* project we are budgeting funds for compensation in the year that teachers' evaluations occur with salary increases being paid the following year. We are budgeting funds in the personnel category due to a district policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	0	229,484	240,958	253,006	

Charleston County School District

Teacher Incentive Fund Budget Narrative

H. Master Teacher Incentives: Teachers in high-need schools targeted by *ECHO*, who receive an educator effectiveness rating of proficient or exemplary and take on the additional responsibility and leadership role of a Master Teacher will be provided an incentive payment of \$10,000 per year (see job description in *Appendix D*). The pool of funds for these incentives is budgeted by multiplying 1 full-time Master Teacher (career ladder position) x 12 teachers who are not in a career ladder position in high-need schools. Incentives paid in 2014-15 (Year 3) are budgeted in 2013-14 (Year 2). We are estimating new Master Teacher positions in high-need schools as follows: Year 2 = 14 FTEs; Year 3 = 21 FTEs (14 from Year 2 plus 7 new); Year 4 = 28 FTEs (14 from Year 3 plus 7 new); and Year 5 = 33 FTEs (28 from Year 4 plus 5). We are budgeting funds in the personnel category due to a district policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	140,000	210,000	280,000	330,000	

I. Performance-Based Compensation - Principals and Assistant Principals: Beginning in 2013-14 (Year 2) principals and assistant principals in high-need schools targeted through *ECHO* will be evaluated under our new system. Those with an effectiveness rating of proficient or exemplary that year will be paid additional compensation in 2014-15 (Year 3) budgeted in Year 2. The pool of funds budgeted in Year 2 for compensation are derived from multiplying 1 principal salary of \$82,521 x 5% = \$4,126 x 14 principals in targeted TIF schools = \$57,764. For assistant principals an average salary of \$69,161 x 5% = \$3,458 x 12 assistant principals in targeted TIF schools = \$41,496. Our new compensation schedule will be defined in Year 1 during the final planning stages of our HCMS including the development of our performance-based compensation model. Using the Year 2 budget as a baseline, we are adding 5% per year to cover increases in principal and assistant principal compensation in TIF schools through the grant period. In each subsequent year of the *ECHO* program we are budgeting funds for compensation in the year that administrators are evaluated with salary increases being paid to them. We are budgeting funds in the personnel category due to a district policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	99,260	104,223	109,434	114,906	

Charleston County School District

Teacher Incentive Fund Budget Narrative

J. Mentor Administrator Incentives: Principals and assistant principals in high-need schools targeted by *ECHO* with an educator effectiveness rating of proficient or exemplary and take on the additional responsibility and leadership of a Mentor Administrator will be eligible for an incentive payment of \$5,000 per year (see job description in *Appendix D*). The cost for these incentives is derived from multiplying 1 full-time Mentor Administrator (career ladder position) x 12 teachers in a career ladder position in TIF schools. Incentives paid in 2014-15 (Year 3) are budgeted in 2013-14 (Year 2). We are budgeting new Mentor Administrators in TIF high-need schools as follows: Year 2 = 3 FTEs; Year 3 = 6 FTEs (3 from Year 2); Year 4 = 6 FTEs (6 from Year 3); and Year 5 = 6 FTEs (6 from Year 4). We are budgeting funds in the personnel category due to a district policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	15,000	30,000	30,000	30,000	

K. Associate Principal Compensation: To increase the quality of administrators, augment our Mentor Administrator program, and create a succession plan for aspiring leaders in high-need schools, we will create a new Associate Principal leadership role in high-need schools. Under the direction of the principal, aspiring administrators will learn and implement best practices, provide instructional guidance to educators, advocate for students, encourage professional development, and provide support for Mentor Administrators to perform their new leadership roles. Leaders in high-need schools targeted by *ECHO* with an educator effectiveness rating of proficient or exemplary in Year 2 (2013-14) will be eligible for this additional leadership role (see job description in *Appendix D*). These positions will begin in Year 3. Compensation paid in 2014-15 is budgeted in 2013-14 (Year 2). We are budgeting three .5 FTEs per year for Associate Principal positions based on a career ladder position ratio of 1 FTE per 12 teachers not in a career ladder position in TIF schools. 3 x .5 FTEs x \$60,000 = \$90,000. Using the Year 2 budget as a baseline, we are adding 5% per year to cover the cost of this compensation in TIF schools over the grant period. We are budgeting funds in the personnel category due to a district policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	90,009	94,509	99,234	104,196	

Charleston County School District

Teacher Incentive Fund Budget Narrative

L. Performance-Based Compensation - Other Personnel: Beginning in 2014-15 (Year 3) other educators (guidance, media specialists, special education teachers, etc.) in high-need schools targeted through *ECHO* will be evaluated for performance-based compensation under our new system. Those that receive an effectiveness rating of proficient or exemplary will be paid additional compensation in 2015-16 (Year 4) using funds budgeted in Year 3. The pool of funds budgeted for performance-based compensation are derived from multiplying CCSD's average salary for these personnel of $\$44,550 \times 5\% = \$2,228$ x 34 targeted TIF schools = \$77,980. Our new compensation schedule for all educators will be defined in Year 1 during the planning stages of our HCMS including the development of our performance-based compensation model. Using the 2014-15 salary as a baseline, we are adding 5% per year to cover increased compensation for these educators in TIF schools throughout the period. In each subsequent year of the *ECHO* project we are budgeting funds for compensation in the year that educators receive with salary increases being paid the following year. We are budgeting funds in the personnel category due to the policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	0	77,980	81,879	85,973	

M. Incentive Pay for Transfers to High-Need Schools: Educators who receive an educator effectiveness rating of exemplary will be eligible to receive an incentive payment of up to \$6,000 for transferring to a high-need school. This will be awarded beginning in 2014-15 (Year 3) in TIF targeted schools and expanded to other high-need schools beginning in 2015-16 (Year 4) using district funds under a new CCSD salary structure that will be implemented through the project. We are estimating an average of 42 transfers per year beginning in Year 3 of the *ECHO* project across our 14 TIF schools. $\$6,000$ per transfer = \$252,000 per year in Years 3 through 5. We are budgeting funds in the personnel category due to the policy requiring that fringe benefits be paid on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5	
0	0	252,000	252,000	252,000	

N. Professional Development Compensation (Non-Contract Hours): Hours that educators in TIF targeted high-need schools participate in professional development outside regular contract hours during the school year and for summer learning experiences will be paid as follows: 546 educators x an average of 5 days of professional development annually x \$125/day = \$341,250.

Year 1	Year 2	Year 3	Year 4	Year 5	
\$341,250	\$341,250	\$341,250	\$341,250	\$341,250	

Charleston County School District

Teacher Incentive Fund Budget Narrative

O. Substitutes: Each targeted TIF school will require a budget to allow educators time away from regular duties professional development activities. \$75/day x 3 days/year x 546 educators = \$122,850.

Year 1	Year 2	Year 3	Year 4	Year 5
\$122,850	\$122,850	\$122,850	\$122,850	\$122,850

I. Personnel Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
\$1,237,913	\$2,880,782	\$3,182,161	\$3,089,767	\$3,027,415

II. Fringe Benefits

A. Employee Fringe Benefits (full-time): Standard fringe benefits for full-time employees are calculated at the 23.70% of gross salaries plus \$5,000 per full-time employee for insurance. These benefits, required by state and federal law, include FICA, federal/state unemployment, Medicare, Workers' Compensation, retirement, and health and life insurance.

Year 1	Year 2	Year 3	Year 4	Year 5
268,394	370,723	241,397	165,601	105,799

B. Employee Fringe Benefits (Professional Development Non-Contract Compensation, Performance-Based and Incentives): Standard fringe benefits for additional compensation are calculated at the district rate of 23.70% of gross salaries. These benefits, required by state and federal law, include FICA, federal/state unemployment, Medicare, Workers' Compensation, and retirement. We are budgeting funds in the fringe benefits category due to a district policy requiring that fringe benefits be provided on all forms of compensation.

Year 1	Year 2	Year 3	Year 4	Year 5
109,992	407,022	572,775	606,674	636,698

II. Fringe Benefits Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
\$378,386	\$777,745	\$814,172	\$772,275	\$742,497

III. Travel

A. Local Travel: District project staff will visit TIF targeted schools to implement *ECHO* activities and school-based leaders in targeted schools will travel to professional development activities to exchange best practices. Estimated 50 miles/month x 10 months/year x 21 staff (6 district + 18 school-based staff on average per month) = \$5,828/year.

Year 1	Year 2	Year 3	Year 4	Year 5
\$5,828	\$5,828	\$5,828	\$5,828	\$5,828

Charleston County School District

Teacher Incentive Fund Budget Narrative

B. National Travel - Professional Development: In Years 1, 3, and 5, project staff (6 from the *ECHO* Steering educators in targeted high-need schools (2/school X 14 schools = 28) will participate in educational conferences during their project assignment and for professional development opportunities that can be redelivered in TIF schools. Estimated at: [\$259/day for lodging + \$30/day per diem + \$25/day for local transportation x 2 days + \$1702/registration fee = \$1,702 x 34 staff = \$57,868.

Year 1	Year 2	Year 3	Year 4	Year 5
57,868	0	57,868	0	57,868

C. Teacher Incentive Fund Grantee Meeting (Required): The Project Director and two staff will attend a grantee meeting in a major US city. Estimated at: \$679 (round-trip airfare) + [\$259/day for lodging + \$30/day per diem + \$25/day for local transportation x 2 days = \$628] = \$1,307 x 3 staff = \$3,921/year.

Year 1	Year 2	Year 3	Year 4	Year 5
3,921	3,921	3,921	3,921	3,921

D. Teacher Incentive Fund Topical Meeting (Required): The Project Director and one staff will attend a grantee meeting in a major US city. Estimated at: \$679 (round-trip airfare) + [\$259/day for lodging + \$30/day per diem + \$25/day for local transportation x 2 days = \$628] = \$1,307 x 2 staff = \$2,614/year.

Year 1	Year 2	Year 3	Year 4	Year 5
2,614	2,614	2,614	2,614	2,614

III. Travel Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
70,231	12,363	70,231	12,363	70,231

IV. Supplies

A. Program Supplies: Funds are budgeted for general office supplies (e.g., pens, paper, printer ink, file folders, telecommunications, and printing) and to strengthen ongoing communication designed to promote educator in-service (e.g., "how to" manual, fact sheets, CD and video presentations, brochures, PowerPoint presentations). We are budgeting for target school to purchase these supplies. \$239/month x 12 months x 14 schools = \$40,152.

Year 1	Year 2	Year 3	Year 4	Year 5
40,152	40,152	40,152	40,152	40,152

Charleston County School District

Teacher Incentive Fund Budget Narrative

B. Instructional Technology: Portable devices will be purchased to support data analysis and professional learning, documentation and dissemination of best practices, collecting data and sharing evaluation results, utilization of web applications, and delivery of digital education content in professional development activities. Year 1: 56 devices (4 schools = 56 systems) x \$1,395 each = \$78,120. Software license purchase estimated at \$588 per system x 56 = \$32,928. Year 2: 18 devices (to update and replace technology purchased in Year 1) x \$1,395 each = \$25,110. Software license purchase at \$588 per system x 18 = \$10,584.

Year 1	Year 2	Year 3	Year 4	Year 5
111,048	0	35,694	0	0

C. Professional Development Resources: With assistance from the school-based Professional Development Committee beginning in Year 1 and continuing with Master Teachers beginning in Year 3, each TIF targeted school will develop a strategic plan for job-embedded professional development and summer learning activities. We are allocating \$6,000 to support the purchase instructional resources to support the plan. \$6,000 x 14 schools = \$84,000/year.

Year 1	Year 2	Year 3	Year 4	Year 5
84,000	84,000	84,000	84,000	84,000

IV. Supplies Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
\$235,200	\$124,152	\$159,846	\$124,152	\$124,152

V. Contractual

A. Capacity Building: As recommended by experienced federal TIF grantees, we anticipate needing educational leadership capacity for managing this comprehensive reform strategy including implementing a project management system, facilitating ongoing planning and problem solving, and providing technical assistance on effective program implementation. We anticipate using up to 5 different experts working an average of 151 hours per year at an hourly rate of \$129/hour = \$645,000. Experts and contractors will provide special information and support that regular, full-time CCSD staff cannot.

Year 1	Year 2	Year 3	Year 4	Year 5
97,395	97,395	97,395	97,395	97,395

Charleston County School District

Teacher Incentive Fund Budget Narrative

B. Professional Development System Improvement: We will purchase products and services to support the e systematic, job-embedded professional learning that emphasizes classroom implementation. Through initial r exploring options and systems that include areas such as an online library of differentiated training videos for collaboration in an educators-only community, seamless integration with Common Core Standards, classroom o other components of our emerging HCMS and educator evaluation system. We are estimating \$45,965 for a full system which includes tools, school-based training, and ongoing technical assistance x 14 schools = \$643,510, Year are budgeting \$10,990 per school in Years 2 through 5 to maintain and update our new professional developo achieve *ECHO* goals and objectives. \$10,990 x 14 schools = \$153,860. These resources will be secured through procurement process according to EDGAR guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5
643,510	153,860	153,860	153,860	153,860

C. National Board for Professional Teaching Standards *Take One!*: Teachers in our 14 TIF schools that national certification will be supported with professional development resources to increase their exposure to profe standards, improve teaching practice, and elevate the dialogue about the important role teacher certification pla academic performance in high-need schools. Beginning in Year 2 we are budgeting \$225 per teacher for 40 teach secure these professional development services. \$225 x 40 teachers = \$9,000/year.

Year 1	Year 2	Year 3	Year 4	Year 5
0	9,000	9,000	9,000	9,000

D. Value-added System Development and Tools: We will establish a contract with an entity to consult and establish the value-added component of our educator evaluation system. We will seek an analytic system that us demographic and assessment data to measure student growth and provide projections of likely performance of stu assessments. We are estimating a cost of \$4.50 per student in TIF schools for a full value-added system. 5,182 x \$23,319 beginning in Year 2. These resources will be secured through a fair and open procurement process accor guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5
0	23,319	23,319	23,319	23,319

Charleston County School District

Teacher Incentive Fund Budget Narrative

E. Principal Evaluation Tools: We will use a researched-based evaluation tool to measure the effectiveness of school principals and provide detailed assessments of TIF school principal's perceived performance. We will emphasize learning-centered behaviors that influence teachers, staff, and most importantly, student achievement. The evaluation will be conducted by principals, teachers, and the principal's supervisor, ensuring that the very best feedback is given to principals. We estimate the cost of this evaluation tool is \$550 per principal and assistant principal for this evaluation tool which includes customized training for school administrators = \$14,300 in Years 1 and 2. In Years 3 through 5 we are reducing the cost per administrator to \$400 as we will not need a full training program as CCSD gains knowledge and experience using the tool. These resources will be secured through a fair and open procurement process according to EDGAR guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5
0	14,300	10,400	10,400	10,400

F. System Design and Implementation: Building on our proposed TIF program model in 14 high need schools, we will hire external consultants and experts to facilitate planning and develop concrete action plans to support district wide implementation of CCSD TIF program. We will develop financial projections, plan for sustainability, and further develop our educator evaluation protocols, tools, and training materials. We will be finalizing the weight of each evaluation component, and how to apply our new system fairly and equitably to all school personnel. Based on research conducted with prior TIF grantees we estimate needing approximately \$498,000 per year for a consulting contract in Years 1 through 3. These resources will be secured through a fair and open procurement process according to EDGAR guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5
498,000	498,000	498,000	0	0

G. Cognitive Coaching: Cognitive coaching workshops for school administrators, Master Teachers, and Mentor Teachers will support ongoing development of educators in becoming increasingly self-directed and reflective in working with students in our TIF schools. Participants will learn and internalize three structured conversations for expanding thinking: planning, problem-solving, and problem-resolving. We will offer one annual eight-day workshop series per year beginning in Year 3 through Year 5 for all staff at an estimated cost of \$1,500 per day x 8 days for a trainer = \$12,000 plus \$68 per participant x 50 educators = \$3,400. Total cost per year = \$15,400. These resources will be secured through a fair and open procurement process according to EDGAR guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	15,400	15,400	15,400

Charleston County School District

Teacher Incentive Fund Budget Narrative

H. Strategic Communications: To ensure that we do not fall short of a thoughtful approach to execution, particularly of communications and leading change, we will secure expertise to craft cohesive, aligned messages that bring educator evaluation reforms to help stakeholders connect the dots between day-to-day school-activities, CCSD's vision, and how we are working to improve student growth. We will seek services of a professional organization to develop our communications plan and develop web, print, video, and other resources. Year 1 cost estimate is \$250,000. Years 2-5 are budgeted at \$150,000 in each year. These resources will be secured through a fair and open procurement process according to EDGAR guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5	
250,000	150,000	150,000	0	0	

I. Independent Evaluation: We will conduct a rigorous independent process and outcome evaluation to assess the effectiveness of achieving project outcomes and objectives and provide valuable feedback to guide implementation and make necessary corrections. The process evaluation will assess the type, quality, and quantity of activities being delivered; the extent to which targeted participants are exposed to and are engaged in these activities; and the reactions of administrators, teachers, and students. The outcome evaluation will use a short-term interrupted time series design with comparison group (SIG) to measure the impact our program had on school-level standardized achievement scores in math and reading for grades 3-5. Quantitative and qualitative data will be collected and analyzed. The independent evaluator will participate in grant development to build consensus on the critical evaluation questions, methods, instruments, data collection protocols, and report structure. We will define the evaluation. Evaluation results will include interim and annual reports, survey briefs, snapshots, and project briefings provided by our independent evaluator to the school board, district administrators, principals, and project staff. We will compare similar program evaluations CCSD has conducted and research on similar federal grant programs requiring independent evaluation we propose for TIF, the cost for a team of three Ph.D.-level evaluators to conduct this comprehensive evaluation of schools and provide useful information to inform the development of our districtwide HCMS is estimated at an annual direct costs over the five-year grant period. Actual annual percentages based on the type and intensity of evaluation activities are as follows: 6.58% in Year 1; 5.36% in Year 2; 4.38% in Year 3; 4.52% in Year 4; and 4.24 in Year 5. These services will be secured through a fair and open procurement process according to EDGAR guidelines.

Year 1	Year 2	Year 3	Year 4	Year 5	
239,637	262,586	239,500	206,120	191,635	

V. Contractual Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5	
\$1,728,542	\$1,208,460	\$1,196,874	\$515,494	\$501,009	

Charleston County School District

Teacher Incentive Fund Budget Narrative

VI. Other					
A. Action Research Mini-Grants to Enhance Professional Development: Beginning in Year 2 school faculty proposals to support research-based inquiry projects to improve instruction and student achievement using a Learning model. Fifty-two mini-grants (average three per target school) of up to \$1,500 each will support faculty materials and supplies, traveling, and/or developing curriculum. 52 x \$1,500 = \$78,000.					
Year 1	Year 2	Year 3	Year 4	Year 5	
0	78,000	78,000	78,000	78,000	
VI. Other Subtotal					
Year 1	Year 2	Year 3	Year 4	Year 5	
\$0	\$78,000	\$78,000	\$78,000	\$78,000	
TOTAL DIRECT COSTS					
Year 1	Year 2	Year 3	Year 4	Year 5	
\$3,650,272	\$5,081,502	\$5,501,284	\$4,592,051	\$4,543,304	
INDIRECT COSTS (Restricted Rate of 3.63%)					
Year 1	Year 2	Year 3	Year 4	Year 5	
\$75,654	\$148,179	\$164,255	\$154,169	\$152,925	
TOTAL GRANT FUNDS REQUESTED					
Year 1	Year 2	Year 3	Year 4	Year 5	
\$3,725,926	\$5,229,681	\$5,665,539	\$4,746,220	\$4,696,229	

Charleston County School District

Teacher Incentive Fund Budget Narrative In-kind Contributions

I. Personnel

A. Audrey Lane, CCSD Deputy for Human Capital Development (see resume in *Appendix D*) is managing a performance management program utilizing educator effectiveness as a strategic lever and creating a comprehensive system that links employee performance to student outcomes. She will chair the *PALMS*-HCMS (Personal Achievement Management System) Implementation Team. This team is charged with successful implementation of our Human Capital Management System. She will also co-lead the *ECHO* Steering Committee with Melissa Matarazzo, CCSD Director for Achievement and Accountability. Annual salary \$ (b)(4) .20 FTE = \$ (b)(4) /year. (*Source of Funds: Local*)

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)

B. Melissa Matarazzo, CCSD Executive Director for Achievement and Accountability (see resume in *Appendix D*) is managing district wide teacher and leadership development through induction/mentoring, teacher evaluation, incentive pay and principal preparation and professional development. She supervises the Office of Assessment and Evaluation and the analysis and interpretation of state testing results, AYP results, and State Report Cards. She will co-lead the *ECHO* Steering Committee with Audrey Lane. Annual salary (b)(4) x .20 FTE = \$ (b)(4) /year. (*Source of Funds: Local*)

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)

C. Performance Management Officer (one full-time): A full-time coordinator will be employed to serve as the primary liaison with Truenorthlogic (see Contractual III (B) for a description of our contract with Truenorthlogic) for the roll-out of our Human Capital Management System's data management platform. They will facilitate integration of data elements including evaluation data, professional development resources, classroom observation, professional growth, induction teacher information, mentor teacher data, educator certification, and highly qualified credentials. They will coordinate, and facilitate delivery of training modules for teachers, principals, administrators, and other personnel (see resume in *Appendix D*). Annual salary = \$ (b)(4) (*Source of Funds: Local*)

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)

Charleston County School District

Teacher Incentive Fund Budget Narrative In-kind Contributions

D. Instructional Coaches: In support of the *ECHO* project, CCSD will deploy an instructional coach in each of the high-need schools to provide instructional support and assistance to increase student achievement in these Title I schools. These educators will support instructional initiatives aligned with CCSD's *Vision 2016* strategic plan and assist in implementing effective instructional strategies and professional development in their assigned TIF schools. Their support includes such as using the Cognitive Coaching Model, demonstration lessons with a focus on induction teachers, annual conferences for teachers, and teachers on improvement plans. One 0.50 FTE coach will be assigned to 10 elementary schools and 0.50 FTE coaches will be assigned to the middle and high schools (see resume in *Appendix D*). Annual salary \$ (b)(4) (b)(4) Year 1 only. (*Source of Funds: Title I*)

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

I. Personnel Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

II. Fringe Benefits

A. Employee Fringe Benefits (full-time): Standard fringe benefits for full-time employees are calculated at the rate of (b)(4) % of gross salaries plus \$ (b)(4) per full-time employee for insurance. These benefits, required by state law, include FICA, federal/state unemployment, Medicare, Workers' Compensation, retirement, and health and life insurance. (*Source of Funds: Local and Title I*)

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

II. Fringe Benefits Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

Charleston County School District

Teacher Incentive Fund Budget Narrative In-kind Contributions

III. Supplies

A. Professional Development Resources: With assistance from school-based Professional Development Coaches beginning in Year 1 and Master Teachers beginning in Year 3, each TIF school will develop an annual strategic plan with embedded professional development and summer learning activities. CCSD will provide matching funds of \$ (b) to support expanded professional development activities in TIF schools using Title II funds. *(Source of Funds: Title II)*

Year 1	Year 2	Year 3	Year 4	Year 5
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(b)(4)

III. Supplies Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
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(b)(4)

IV. Contractual

A. Studer Education Group: CCSD has contracted with the Studer Education group to facilitate the development of an aligned and measurable evaluation system encompassing employee/teacher, leader, and executive evaluations throughout the district. The system distinguishes performance using a set of district wide goals focused on quality (student achievement), people (employee engagement), service (parent satisfaction and satisfaction with district services), and financial efficiency measure). All leaders and employees engage in professional development that assists them in achieving their goals which in turn moves CCSD to achieving strategic results set forth in *Vision 2016*. *(Source of Funds: Local)*

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

(b)(4)

B. Truenorthlogic: CCSD has contracted with Truenorthlogic to create a new human capital management data management process and archive a wide variety of workflows and data including educator evaluations, classroom observations, professional growth plans, professional development resources and efforts, induction activities, mentor data and related educator certification, and highly qualified credentials. *(Source of Funds: Local)*

Year 1	Year 2	Year 3	Year 4	Year 5
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(b)(4)

Charleston County School District

Teacher Incentive Fund Budget Narrative In-kind Contributions

C. Fox Lawson and Associates: CCSD has contracted with Fox Lawson and Associates to perform a job classification compensation study as a preliminary step to planning for a new district salary structure. *(Source of Funds: Local)*

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

IV. Contractual Subtotal

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

TOTAL IN-KIND CONTRIBUTION

Year 1	Year 2	Year 3	Year 4	Year 5
(b)(4)				

Source of Funds Summary	
Local Funds	(b)(4)
Title I	
Title II	
Total	

Charleston County School District

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Charleston County School District
Applicant's DUNS Name:	0301030140000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Charleston County School District

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	1,237,913.00	2,880,782.00	3,182,161.00	3,089,767.00	3,027,415.00	13,418,038.00
2. Fringe Benefits	378,386.00	777,745.00	814,172.00	772,275.00	742,497.00	3,485,075.00
3. Travel	70,231.00	12,363.00	70,231.00	12,363.00	70,231.00	235,419.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	235,200.00	124,152.00	159,846.00	124,152.00	124,152.00	767,502.00
6. Contractual	1,728,542.00	1,208,460.00	1,196,874.00	515,494.00	501,009.00	5,150,379.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	78,000.00	78,000.00	78,000.00	78,000.00	312,000.00
9. Total Direct Costs (lines 1-8)	3,650,272.00	5,081,502.00	5,501,284.00	4,592,051.00	4,543,304.00	23,368,413.00
10. Indirect Costs*	75,654.00	148,179.00	164,255.00	154,169.00	152,925.00	695,182.00
11. Training Stipends						
12. Total Costs (lines 9-11)	3,725,926.00	5,229,681.00	5,665,539.00	4,746,220.00	4,696,229.00	24,063,595.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 %.

Name of Institution/Organization Charleston County School District	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.	
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**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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)