

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120013**

**Grants.gov Tracking#: GRANT11188570**

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:

07/25/2012

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:

National Institute for Excellence in Teaching

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

202268389

\* c. Organizational DUNS:

6095211610000

**d. Address:**

\* Street1:

1250 Fourth Street

Street2:

\* City:

Santa Monica

County/Parish:

\* State:

CA: California

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

90401-1418

**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:

Gary

Middle Name:

\* Last Name:

Stark

Suffix:

Title:

President and CEO

Organizational Affiliation:

National Institute for Excellence in Teaching

\* Telephone Number:

310-570-4860

Fax Number:

\* Email:

gstark@niet.org

**Application for Federal Assistance SF-424**

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.374

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.):**

Add Attachment

Delete Attachment

View Attachment

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

Athens and Morgan, TN & NIET TIF Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**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. 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:

TN-002

TN-004

## 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>Kristan Van Hook</p>	<p>* TITLE</p> <p>President and CEO</p>
<p>* APPLICANT ORGANIZATION</p> <p>National Institute for Excellence in Teaching</p>	<p>* DATE SUBMITTED</p> <p>07/25/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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: National Institute for Excellence in Teaching

\* Street 1: 1250 Fourth Street    \* Street 2: \_\_\_\_\_

\* City: Santa Monica    \* State: CA: California    \* Zip: 90025

Congressional District, if known: \_\_\_\_\_

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

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

**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: Kristan Van Hook

\* Name: Prefix \_\_\_\_\_ \* First Name Gary \_\_\_\_\_ Middle Name \_\_\_\_\_  
\* Last Name Stark \_\_\_\_\_ Suffix \_\_\_\_\_

Title: President and CEO    Telephone No.: \_\_\_\_\_    Date: 07/25/2012

**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.**

427 GEPA Statement.pdf

Delete Attachment

View Attachment

## 427 GEPA Statement

The National Institute for Excellence in Teaching (NIET) is strongly committed to ensuring access to all components of the TAP system for all participants. Accommodations are made for those with specific needs. NIET and its staff maintain regular communication with all TAP participants through established school-wide methods. NIET's core trainings make accommodations for participants with specific needs, and the trainings are available in multiple formats: face-to-face, audio, and now, online.

**Barrier-** Teachers with physical disabilities may not be able to travel to the required training opportunities.

**Solution-** NIET has built a web-based comprehensive training portal that will allow access to all trainings without travel.

---

## 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**

National Institute for Excellence in Teaching

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

**\* SIGNATURE:**

**\* DATE:**

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Gary		Stark	

Address:

* Street1:	1250 4th Street
Street2:	
* City:	Santa Monica
County:	
* State:	CA: California
* Zip Code:	90401
* Country:	USA: UNITED STATES

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

310-570-4860	310-570-4863
--------------	--------------

Email Address:

--

**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) #: 1, 2, 4

--

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

TN_Project Evaluation.pdf		Delete Attachment	View Attachment
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## **Project Evaluation**

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools. The evaluator will also examine the intermediate attitudinal and behavioral outcomes among teachers and principals that are expected to lead to changes in student outcomes as a result of the project.

The evaluation will provide both quantitative and qualitative data in the following:

(a) Student achievement and state accountability data (including disaggregated scores) will be provided by both districts. Value-added data (including underlying scores and standard errors) will be provided by the Tennessee Value-Added Assessment System (TVAAS), a service provided by the Tennessee Department of Education. (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance survey. (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from each district and participating schools. (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally. This survey focuses on attitudes toward the specific elements of TAP and perceptions of the quality of TAP implementation on multiple dimensions. Additional local

surveys will be conducted by the evaluator to address questions specific to this project. (e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. The evaluator will analyze data from these activities using grounded theory methods to identify themes that characterize TAP implementation in these schools. The evaluator will be able to triangulate among multiple perspectives on the process of change within schools. (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes. (g) The evaluator will have access to samples of student work, cluster group records, leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools. (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced NIET staff from outside of the school, using quantitative and qualitative rubrics.

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluation will include regular communications between the evaluator, NIET and both districts. An NIET staff member and a staff member within each district will be designated as contact persons for communications with the evaluator. The evaluator, NIET and school district representatives will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET, ACS and MCS presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. The evaluator will provide an initial draft of

this report in early fall of the school year following the year covered by the report, in order to support improvements in the operation of the project. When value-added achievement data become available, typically later in the year, the annual report will be updated to reflect such data. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools.

## 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:

## **Project Abstract**

The National Institute for Excellence in Teaching (nonprofit) proposes to partner with Athens City Schools and Morgan County Schools (LEAs) in Tennessee to apply for a five-year grant under the General TIF Competition (84.374A, group application) to reform each district's human capital management system (HCMS). Athens City Schools has five schools; Morgan County Schools has eight schools, all of which are high-need.

NIET, Athens City Schools and Morgan County Schools are committed to the grant objectives of:

1. Increasing the percent of effective teachers through incentives, career advancement, evaluation, and professional development;
2. Increase the percent of effective principals through incentives, evaluation, and professional development; and,
3. Improve student achievement.

To achieve these goals both districts sought a rigorous, research-based reform, and has decided to implement TAP: The System for Teacher and Student Advancement, which offers both a comprehensive approach to performance-based compensation systems and a data management system to support the proposed improvements to the HCMS. TAP is one of America's leading comprehensive school reforms, providing educators with powerful opportunities of multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation.

Both Athens City Schools and Morgan County Schools are rural LEAs and are applying for Competitive Priority 4. In addition, both districts are committed to reforming their salary schedules within the grant period and are applying for Competitive Priority 5.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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

Add Optional Project Narrative File

**Athens City Schools & Morgan County Schools, Tennessee & National  
Institute for Excellence in Teaching Teacher Incentive Fund Grant**

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## **Introduction**

For this Teacher Incentive Fund (TIF) grant, the National Institute for Excellence in Teaching (NIET) has partnered with Athens City Schools (ACS) and Morgan County Schools (MCS), collectively referred to as “the districts,” in applying for a \$19,483,518 TIF grant, to increase teacher effectiveness and ensure all students achieve a year or more of academic growth in each school district. Through this grant, the partnership Local Education Agencies (LEA) will increase the rigor and reach of their human capital management systems (HCMS) by adopting TAP: The System for Teacher and Student Advancement. The TAP system is more than a performance-based compensation system (PBCS). It is a coherent and integrated strategy for strengthening the educator workforce as it addresses the most important element in a school – human capital. It does so by working with teachers and principals to systematically increase their skills and, thus, student achievement. The TAP system consists of four elements:

- **Performance-based compensation**, which rewards teachers and principals who demonstrate effectiveness through multiple measures, including student growth, with differentiated levels of bonuses.
- **Multiple career paths**,<sup>1</sup> which incentivize teachers to take on new leadership roles (mentor and master teacher) and additional responsibilities with corresponding growth in pay.
- **Instructionally focused accountability**, which provides an evaluation structure that is rigorous, transparent and fair with multiple measures, including student growth.
- **Ongoing applied professional growth**, which is continuous, job-embedded professional development that takes place during the regular school day in weekly “cluster groups.” Professional development is focused on specific student, teacher and principal needs.

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<sup>1</sup> Further description of multiple career path positions is available in “Other Attachments.”

The districts' current educator evaluation system—Tennessee Educator Acceleration Model (TEAM)—is based on the TAP evaluation rubric. TEAM was launched statewide in 2011. After one school year, value-added scores improved at a faster rate than any previously measured year (Tennessee Department of Education, 2012, *Teacher Evaluation in Tennessee: A Report on Year 1 Implementation*). Leadership in both districts believes that implementing TAP is the best method to build upon this achievement.

Through TAP, the partnership school districts will gain access to a related data system already in place in hundreds of schools across the country, called CODE. In addition, the HCMS improvements proposed in this grant will allow ACS and MCS to create a truly data-driven human capital management system.

Athens City Schools and Morgan County Schools are two rural school districts in Tennessee. Both districts are eligible for the federal Rural Low Income Schools (RLIS) Program. Athens City Schools is about 60 miles northeast of Chattanooga, Tennessee. Morgan County Schools, in Wartburg, Tennessee, is about 50 miles east of Knoxville. In the 2011-12 school year, all schools in Athens City Schools had more than 60% of their students qualifying for free or reduced price lunch. In the same school year, all but one school in Morgan County Schools had more than 50% of their students qualifying for free or reduced price lunch; only the high school was below 50% with 47% of students eligible. Its feeder school's FRL%, however, was above 50%. (Please see Other Attachments for the districts' high-need documentation tables.)

**(a) A Coherent and Comprehensive Human Capital Management System**

In this subsection, we will also address Absolute Priority 1 – current HCMS.

Through their work to implement a new educator evaluation system based in significant part on student achievement, Athens City Schools and Morgan County Schools have already taken critical steps toward improving their human capital policies. This grant will enable them to build

a performance-based compensation system and a data management system into their HCMS, as well as align policies in professional development, recruiting, hiring, tenure and dismissal with the new system.

The current set of human capital policies clearly emphasizes educator evaluation and aligns evaluation to some human capital decisions. Evaluation in the districts is cooperative between the evaluator and educator, and it informs each educator’s professional development. These districts use the Tennessee Educator Acceleration Model for evaluation called TEAM. TEAM represents a major policy change for teacher evaluation in Tennessee through Race to the Top funding. TEAM includes student achievement measures in educator evaluations and more rigorous and detailed classroom observations conducted by trained and certified evaluators who must demonstrate proficiency in planning an effective post-conference to retain their certification. The rubric used in Tennessee is NIET’s TAP rubric. Thus TEAM provides a more direct link between teacher evaluation information and teacher professional development, which this project will further enhance and create systems around.

The districts have lacked a comprehensive, coordinated approach to aligning these human capital decisions to each other and the district’s instructional goals. Furthermore, teachers lack opportunities for advancement that allows them to remain in the classroom, and teacher and principal compensation is not tied to educator effectiveness. This grant includes assistant principals, and we will address principals and assistant principals as “principals” unless otherwise noted.

**Figure 1: Athens City Schools’ Current HCMS**

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
Recruitment	Athens City Schools employs a part-time system recruiter. The district advertises and accepts	Teacher effectiveness data is collected when available.

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
	applications online. The recruiter visits all area colleges and staffs a recruiting booth during college fairs.	
Hiring	Athens administrators review available applications, including appropriate licensure and Highly Qualified status. Interviews are conducted with applicants deemed most qualified for the open position. The top three candidates are recommended to the appropriate supervisor for an additional interview. Final recommendations are given to the Director of Schools after reference and background checks are conducted.	Educators must hold the appropriate state license. The district also collects Praxis scores and Highly Qualified documentation.
Performance-based compensation for teachers	Licensed employees receiving National Teacher Certification while employed with Athens City Schools shall receive a one-time stipend of \$2,000. In addition, beginning with the year immediately following the stipend, the salary will be increased by \$1,000 per year as long as they are employed in the Athens City Schools.	Teacher must maintain National Teacher Certification status.
Performance-based compensation for principals	n/a	n/a
Career Advancement	Teachers with effective evaluation scores using the state's evaluation model are considered for administrative positions.	Evaluations are based on the state-adopted observation evaluation rubric and student test scores.
Teacher Evaluation	Athens City Schools implements the Tennessee Educator Acceleration Model (TEAM) evaluation system that meets all the guidelines and criteria set forth by the Tennessee State Board of Education.	Evaluations are based on the state-adopted evaluation model. Annual evaluations differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results.
Principal evaluation	Athens City Schools uses the	Evaluations are based on the state-

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
	TEAM model. It is an annual evaluation using the TILS Rubric. One of the visits includes a reflection time for the principals and supervisors.	adopted model and surveys of teachers and the public. Teacher and/or school growth data is also used.
Professional Development for Teachers	In-service activities are designed to increase the knowledge, skills and attitudes which enable personnel to perform their tasks with maximum effectiveness. In-service credit shall not be given during teaching hours, while participating in activities paid by the board, nor while performing duties which are required by teaching assignment.	Staff development programs and activities shall reflect the needs identified in school improvement plans.
Professional Development for Principals	Athens City Schools provides numerous and varied opportunities for principals to attend high-quality professional development, including, but not limited to, TN Educational Leadership Conference, Lee University Administrators Conference, Special Education Law Institute, and Common Core Training.	Staff development activities have the goal of improving administrator efficacy, allowing them to be better instructional leaders at their respective schools.
Tenure / Retention / Dismissal	Athens City Schools may dismiss personnel due to misconduct or other reasons identified in the district's personnel manual. The Director of Schools shall give the teacher a written copy of the charges against him/her and a form advising the teacher of his/her rights, legal duties and recourse.	Educators must demonstrate "competency in their work" to retain a position in the district. New state tenure law means that ineffective veteran teachers over multiple years do not have tenure. Newly hired teachers do not have tenure unless they earn it through high performance over multiple years.

**Figure 1 (cont.): Morgan County Schools Current HCMS.**

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
Recruitment	Morgan County Schools advertise	No explicit mention of educator

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
	vacancies locally and through a state website with a deadline for receiving applications.	effectiveness in policy.
Hiring	All teachers must be certified in accordance with state law and the regulations of the Tennessee Department of Education.	No explicit mention of educator effectiveness in policy.
Performance-based compensation for teachers	n/a	n/a
Performance-based compensation for principals	n/a	n/a
Career Advancement	n/a	n/a
Teacher Evaluation	MCS uses the Tennessee-approved TEAM model.	Evaluations are based on personal observation by site administrators using the state-adopted observation rubric.
Principal evaluation	MCS uses the TEAM model.	
Professional Development for Teachers	A professional development leadership team assesses system-wide needs, establishes priorities, design activities, monitor and adjust as needed.	
Professional Development for Principals		
Tenure / Retention / Dismissal	Morgan County Schools may dismiss personnel due to misconduct or other reasons identified in the district's personnel manual. The MCS Board of Education maintains a list of qualified individuals who can serve as impartial dismissal hearing officers, as defined by Tennessee state law.	TN State law removes tenure protections from educators without high effectiveness ratings over several years

***(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and***

In this subsection, we will address Absolute Priority 1, section (1) and Requirement 1.

In Tennessee, goals for instructional improvement are tied to incremental progress in student achievement as measured by the Tennessee Value Added Assessment System (TVAAS). The State Department of Education established suggested goals for growth in 2011-2012; each school and district works collaboratively to finalize appropriate goals for their student populations. Both Athens City Schools and Morgan County schools share similar views on a student-focused, collaborative instructional environment. The table below summarizes a few of the districts' core beliefs:

<b>Athens City Schools</b>	<b>Morgan County Schools</b>
<ul style="list-style-type: none"> <li>• To provide the support and resources so that every educator has the knowledge and skills needed to be responsible and effective.</li> <li>• To establish a collaborative culture that fosters learning among teachers in order to produce increased achievement for all students.</li> <li>• To provide multiple opportunities to observe mentor and master teachers teach, including the provision of adequate time to practice appropriate strategies with effective feedback from expert educators.</li> </ul>	<ul style="list-style-type: none"> <li>• All students can learn at high levels.</li> <li>• Helping all students learn requires a collaborative effort.</li> <li>• Focus on results—evidence of student learning—to improve professional practice and respond to students who need intervention or enrichment.</li> <li>• Each student deserves an effective teacher.</li> <li>• A school culture of continuous learning.</li> <li>• Provide continuous professional development activities assigned as needed to enhance staff learning by using peer coaches, academic coaches and curriculum coaches.</li> </ul>

Both districts have an ambitious vision of instructional improvement: all teachers must be effective enough such that all students to achieve at least one year's growth each school year. To achieve this goal, the districts are focused on instructional accountability and data-driven, rigorous instruction centered on the Common Core standards. Their goal for educators and students is to teach each student at a challenging academic level and to personally connect with each one. In order to accomplish that:

- Teachers will be able to differentiate instruction to meet individual students' needs
- Instructional decisions will be based upon data analysis

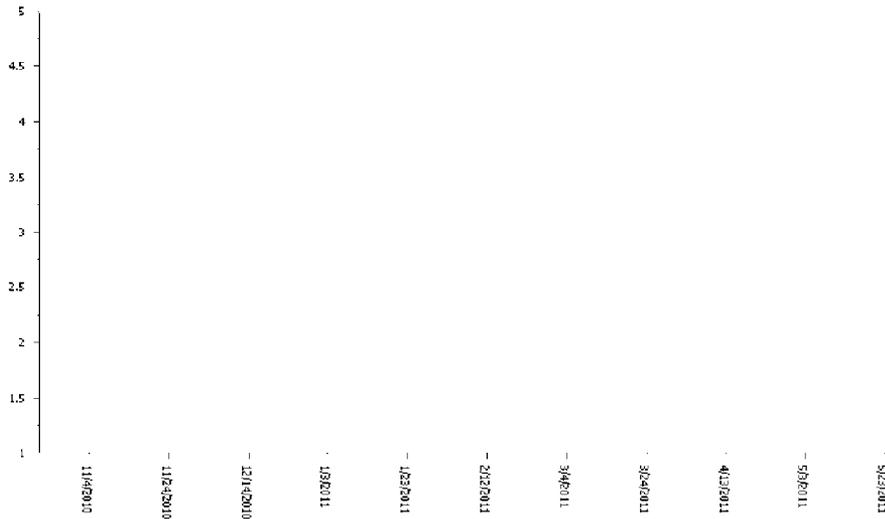
- Professional development will be embedded into leadership teams and cluster meetings and will be focused on improving teacher performance and student success
- Athens City Schools and Morgan County Schools will strengthen the use of technology integration

Athens City Schools and Morgan County Schools propose to make substantial changes to their existing HCMS to ensure that it meets its goals for its teachers and students, aligning to the vision for instructional improvement. The core of the districts' reform strategy is the adoption and implementation of the TAP system, which includes career advancement for effective teachers with salary augmentations for taking on additional roles and responsibilities, ongoing professional development, rigorous and fair evaluation systems, and performance-based compensation for effective educators (Requirement 1, Model 1 PBCS, see table on page 12 for more detail). The TAP system's four interrelated elements will be implemented within ACS' and MCS' larger HCMS structure, which also includes recruitment, hiring, retention, and dismissal.

Creating an HCMS that can serve the needs of the district in real-time requires an integrated data management solution. Adopting TAP will also provide each district with access to the TAP CODE system, NIET's interactive data management tool for storing and analyzing teacher evaluation data and other school data. CODE is a Web-based system that provides secure access to real-time data and powerful analytical tools for principals, master and mentor teachers in a TAP school. CODE's existing capabilities include analytics that allow schools to enter observation data, monitor inter-rater reliability (see page 35 for additional detail), generate more than 20 reports, and calculate teacher effectiveness and performance-based compensation. These reports identify areas of strength and weakness in order to help design effective professional development. The reports also provide tools for ensuring inter-rater reliability and consistency of

evaluators. For accurate and timely results, CODE can automatically calculate performance-based compensation bonuses or calculate overall teacher effectiveness scores with the specific weightings provided by the school, district or state.

**Figure 2: Example CODE Report for Tracking Teacher Progress on Observation Scores**



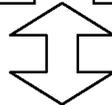
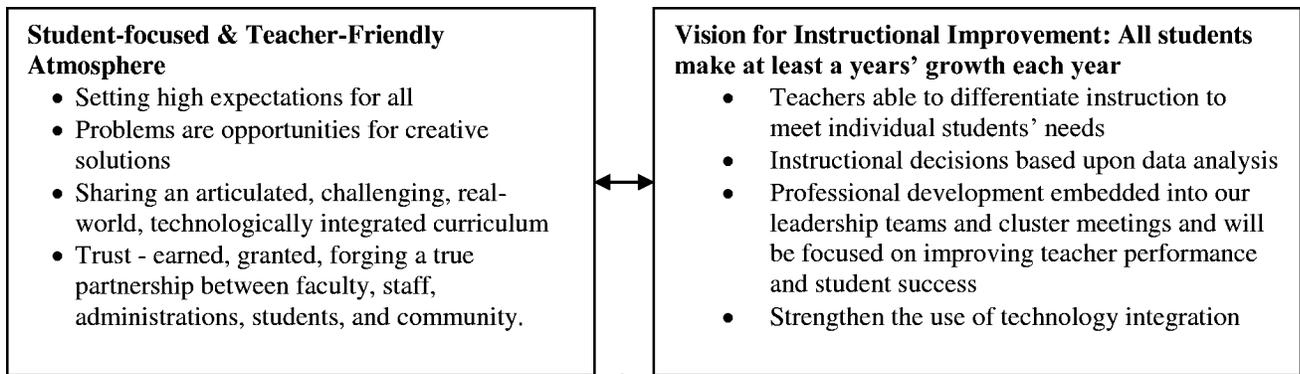
Through this grant, we will customize the data storage and analytical capabilities of CODE to accommodate its new role as the “data backbone” of the districts’ HCMS. The CODE expansion will include:

1. A more explicit link to professional development (PD) through the TAP System Training Portal. Based on evaluation results, CODE will recommend specific areas for PD that the teacher may immediately access on the Portal.
2. Additional teacher information collection, including each teacher’s preparation program and years of experience, which the principal may use to inform future hiring decisions.
3. A simple query-builder that will allow principals to perform custom searches and analytics based on the specific needs at their school site.

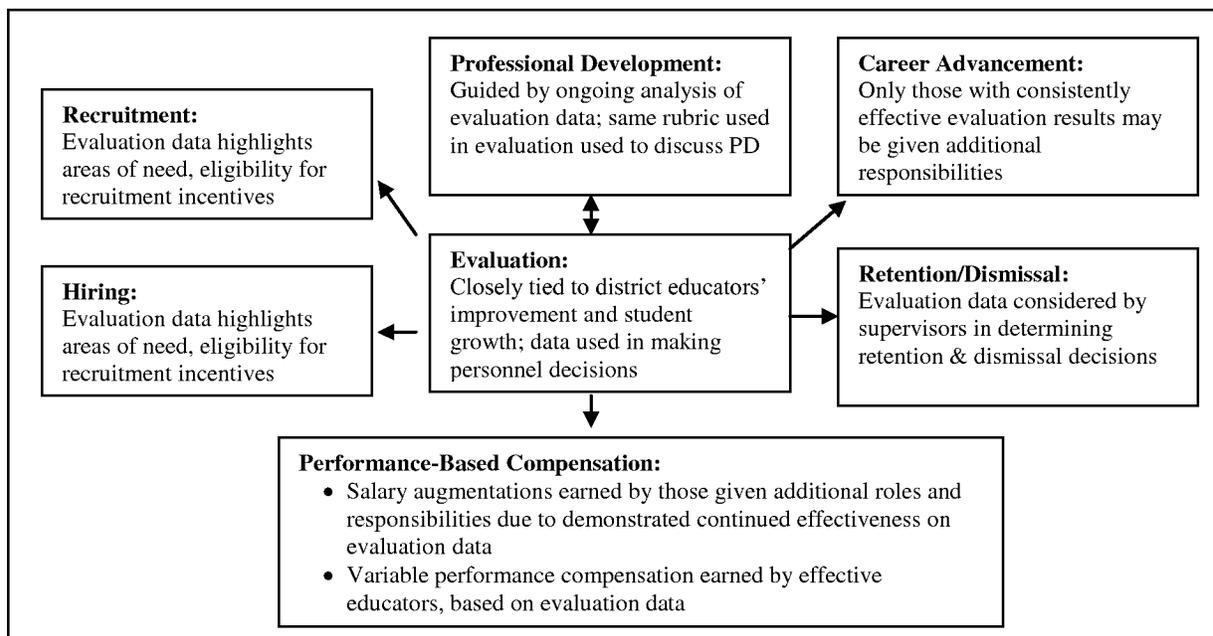
This proposed HCMS, which includes the TAP system, is tightly aligned with the districts’ vision for instructional improvement. Adopting TAP will strengthen the alignment between the

HCMS and the districts' vision for instructional improvement. The proposed TAP evaluation system is at the center of the HCMS and its data drive much of the human capital decisions in the districts. The evaluation system reflects the vision of instructional improvement through the measures included in the evaluation system for teachers and principals. Athens City Schools and Morgan County Schools' teachers will be held accountable for student growth at the classroom and school levels, classroom practice, and a survey of their responsibilities. Both districts will use the TAP rubric as its classroom observation tool, which is significantly positively correlated with student achievement growth (see page 40 for chart). Both Athens City Schools and Morgan County Schools' educators are already familiar with the TAP rubric as the Tennessee Department of Education adopted a slightly modified version of it for their educator evaluation system. On the TAP rubric (see Other Attachments for a complete rubric), the "Teacher Knowledge of Students" indicator for an exemplary level of teaching states "Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught." The TAP rubric will provide the platform for measuring how a teacher meets individual student needs and measuring student growth data for every teacher will ensure that a district meets its instructional goals. The results from classroom observations will also be used to inform teachers' ongoing professional development, career advancement, compensation, and a range of other human capital decisions (see following section for more detail). At the end of each year, school leadership will use classroom-level student growth and schoolwide student growth to assess whether they reached their student growth goal.

**Figure 3: Athens City Schools and Morgan County Schools' Proposed HCMS Aligns to Vision for Instructional Improvement**



**Athens City Schools and Morgan County Schools' Human Capital Management System**



This alignment holds true for principals as well. The proposed principal evaluation holds the districts' principals accountable for student achievement growth at the school level and multiple measures of leadership capabilities. This accountability aligns to each district's instructional vision that leaders enable and support teacher and student growth. For example, this concept aligns to the observational instrument used for principals, the TLT Observation Rubric, where an exemplary principal would "demonstrate expertise when presenting new learning as

evidenced by his or her ability to establish a strong sense of purpose demonstrated through the examination of data in order to connect what members are implementing in the school to student achievement.” Like teachers, principals will receive training in each of the evaluation measures (see 30 for more detail on principal evaluation measures), ensuring that they understand the connection between the measures and instructional improvement vision of the district. Having teacher and principal evaluation systems that reflect the vision for instructional improvement, and using the data from the evaluation system to inform other human capital strategies (see following section for detail) ensures that the entire HCMS is aligned to the districts’ vision for instructional improvement.

***(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by (35 points)—***

(i) The range of human capital decisions for which the applicant proposes to factor in educator effectiveness—based on the educator evaluation systems described in the application.

In this subsection, we will also address Absolute Priority 1, section (2) and Requirement 1.

Educator effectiveness will help shape decisions across the districts’ HCMS. The following table details the human capital decisions that will include educator effectiveness and the ways in which it is involved in decision making. All teacher and principal effectiveness data is generated by their respective evaluations. For more detail on the specific measures, see Selection Criteria B. In addition to implementing TAP, which has a record of attracting, developing and retaining effective educators in high-need schools, ACS and MCS have worked to create student-focused and teacher-friendly district cultures and are committed to using educator effectiveness to inform decision making in all stages of the educator employment pipeline. Combined with the proven success of the TAP model, ACS and MCS’ proposed HCMS will help the districts attract and retain highly effective educators. Note the widespread and aligned use of educator evaluation data in the proposed HCMS compared to the current HCMS illustrated on pages 4-7. In addition,

we expect district administrators to creatively use the data once enough data has been collected. For example, district administrators will be able to see the distribution of teacher effectiveness across their schools for the first time. Based on this data, they will be able to make staffing and placement decisions based on the combination of school needs and available human capital.

**Table 1: Use of Educator Evaluation Data in Proposed HCMS**

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
Recruitment	Athens City Schools and Morgan County Schools will continue to use their existing recruitment policies. Athens will use their part-time recruiter to retain qualified educators. Morgan will advertise positions locally and through a state recruiting website.	Athens City Schools and Morgan County Schools will make every effort to recruit teachers with a record of effectiveness.
Hiring	Both Athens City Schools and Morgan County Schools will strive to employ and retain the best qualified personnel.	Both districts will consider available teacher effectiveness data to fulfill its commitment to employing the best qualified personnel.
Performance-based compensation for teachers ( <u>Requirement 1, Model 1</u> )	Every year, all teachers can earn up to 10 percent of their compensation based on their effectiveness. On top of this performance compensation, teachers who take on additional roles and responsibilities, in Athens City Schools and Morgan County Schools, may earn a salary augmentation of \$4,500 as mentor teachers and \$9,000 as master teachers.	Athens City Schools will allocate \$2,000 per teacher into an annual performance award fund. Morgan County Schools will allocate \$2,500 per teacher into their annual performance award fund. Teachers earn this performance-based compensation based on educator effectiveness, as assessed by classroom observation data and a responsibilities survey, classroom-level student growth, and schoolwide achievement growth.
Performance-based compensation for assistant principals ( <u>Requirement 1, Model 1</u> )	Every year, assistant principals can earn up to \$2,500 in Athens City Schools or \$5,000 in Morgan County Schools based on their effectiveness.	Athens City Schools will allocate \$2,500 per assistant principal as possible performance compensation. Morgan County Schools will allocate \$5,000 per assistant principal. APs may earn the bonus based on their performance, as assessed by TLT observation rubric scores, scores on a 360-degree survey, and schoolwide achievement growth.

<b>Human Capital Policy</b>	<b>Description of the Policy</b>	<b>Use of Educator Effectiveness Data</b>
Performance-based compensation for principals ( <u>Requirement 1, Model 1</u> )	Every year, principals can earn up to \$5,000 in Athens City Schools or \$7,500 in Morgan County Schools based on their effectiveness.	Athens City Schools will allocate \$5,000 per principal as possible performance compensation. Morgan County Schools will allocate \$7,500 per principal. Principals may earn the bonus based on their performance, as assessed by TLT observation rubric scores, scores on a 360-degree survey, and schoolwide achievement growth.
Career Advancement ( <u>Requirement 1, Model 1</u> )	Teachers in Athens City Schools and Morgan County Schools will have the opportunity to take on additional roles and responsibilities as mentor and master teachers.	Consistently effective teachers that have also shown an aptitude for working with adult learners may become master or mentor teachers, and earn salary augmentations for taking on additional roles and responsibilities. Educator effectiveness data (see Selection Criterion B for details) must be used in career advancement. Once promoted, master and mentor teachers must continue to be effective to retain their positions.
Professional Development for Teachers	Professional development will occur weekly in on-site “cluster groups” led by master and mentor teachers. Both the topic of cluster groups and the individualized follow-up will be informed by the schools’ instructional goals, the needs of the students, and the needs of the teachers.	Teacher classroom observation data is routinely entered into the CODE system and directly guides teacher PD. The principal, master teacher, and mentor teachers will analyze teacher observation data twice a month to evaluate the needs of teachers as a group, by grade level, and individually. Their analysis will highlight particular areas of need that they will incorporate into cluster meetings as well as in-class follow up (co-teaching, modeling, etc.).
Professional Development for Principals	In both Athens City Schools and Morgan County Schools, district executive master teachers and/or project directors deliver onsite coaching throughout the school year.	Principal scores on the TLT rubric (observation tool) inform coaching throughout the year; analytics available in CODE.
Retention/Dismissal	Educators must demonstrate competency in their work to	The district will consider available teacher effectiveness data to fulfill its

Human Capital Policy	Description of the Policy	Use of Educator Effectiveness Data
	retain a position in the district.	commitment to retaining the best qualified personnel.

(ii) The weight given to educator effectiveness—based on the educator evaluation systems described in the application—when human capital decisions are made;

Educator effectiveness data will play a central role in a range of human capital decisions discussed above. We will distinguish between those policies where educator effectiveness is a primary driver of a policy (“Strong weight”) and where educator effectiveness is one of several factors driving a policy (“Moderate weight”). The importance of educator effectiveness data in performance-based compensation and career advancement will serve to attract the most capable educators to Athens and Morgan school districts, as they can expect to earn in excess of five, and in some cases ten, percent of their base salary in bonuses and salary stipends every year. In the final year of the grant, up to 10 percent of their salary will be determined by effectiveness as the district reforms its salary schedule. Odden & Wallace (2007) recommend a range of 4-8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that. A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1,500 (Vigdor, 2009). The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses much below that were perceived as less successful by the private sector companies using them (McAdams & Hawk, 1994). The most substantial body of evidence available for the size of these awards comes from TAP’s 10 years of successful experience in providing performance bonuses to teachers and principals as a core element of a comprehensive support and accountability system. As shown by this track record, allocating performance incentives in the range of 5% of base pay in the context of TAP’s comprehensive approach to reform has proven high enough to change behavior and improve student outcomes.

**Table 2: Weight of Educator Effectiveness in Proposed HCMS**

<b>Human Capital Policy</b>	<b>Weight of Educator Effectiveness Data</b>	<b>Other Factors Used in Making the Human Capital Decision</b>
<b>Strong weight</b>		
Performance-based compensation for teachers	All of teacher performance-based compensation will depend on effectiveness: SKR score, classroom-level student growth and schoolwide value-added growth. For teachers in non-tested grades/subjects, Student Learning Objective growth will be used in lieu of classroom value-added.	None.
Performance-based compensation for assistant principals	All of principal performance-based compensation will depend on effectiveness: 60% schoolwide value-added growth, 20% 360-degree assessment, 20% leadership assessment	None.
Performance-based compensation for principals	All of principal performance-based compensation will depend on effectiveness: 50% schoolwide value-added growth, 30% 360-degree assessment, 20% leadership assessment	None.
Career Advancement	To first be considered for a master or mentor teacher position, a teacher must have a record of effectiveness. To then retain a master or mentor teacher position, the teacher must maintain a record of effectiveness.	Teacher competence with adult learners also taken into account, but a teacher without strong evaluation data will not be promoted.
Professional Development for Teachers	Evaluation data is one of the primary drivers of teacher PD. TAP leadership team members regularly enter teacher observation data into CODE and use CODE analytics to determine appropriate PD.	School goals, individual growth plans, student needs also guide PD.
Professional Development for Principals	Evaluation data is one of the primary drivers of principal PD. District executive master teachers and/or project directors regularly enter teacher observation data into CODE and use CODE analytics to determine appropriate PD.	School and district goals, student needs also guide PD.
<b>Moderate weight</b>		
Recruitment/Hiring	It is the policy of both districts to	Vacancies, educator experience

	employ and retain the best qualified personnel. The districts will use educator effectiveness to help determine which teachers should be recruited and hired.	also factor into recruitment and hiring decisions.
Retention/Dismissal	Educators must demonstrate competency in their work to retain a position in the district. Educator effectiveness ratings help district determine competency.	Educators may be dismissed for unprofessional conduct.

TAP has substantial experience in effectively structuring and presenting performance incentives that affect behavior. This means more than simply assuming that teachers and principals will change behavior if offered large enough incentives. Research has shown that features other than the magnitude of awards, such as how incentives are structured and presented, also affect behavioral and educational outcomes (Bonner, 2002; Heneman, 1998; Taylor et al., 2009). TAP's comprehensive approach to the size and structure of incentives affects behavior in two key ways. One is to elicit motivated participation in the process of continuing improvement in teaching and leadership skills, based on instructionally focused accountability and on-site professional development. TAP's success in this is shown by student achievement growth results, teacher growth in instructional quality measures and staff survey data (NIET, 2010). The second way TAP incentives affect behavior is to attract effective teachers and principals to high-need schools and retain them because of the opportunities for expanded pay and the supportive working environment TAP creates. Evidence of success is shown in the chart, "Increased Retention of Highly Effective Teachers in TAP Schools," on page 24 and is confirmed by staff survey data (NIET, 2010). By recruiting and retaining effective educators, TAP schools improve student outcomes over time.<sup>2</sup>

These reforms will motivate effective educators stuck in districts with traditional step-and-lane salary schedules and no career advancement to come to Athens City Schools and

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<sup>2</sup> See "Other Attachments" for a full presentation of the research that supports why our weighting

Morgan County Schools. In addition, teachers interested in improving their instructional skills will be drawn to ACS and MCS given the tight alignment between evaluation data and ongoing professional development. As shown in the chart on page 23, educators in TAP schools across the country have significantly increased their skills while in a TAP school. These teachers have also been rewarded for their effort in performance compensation. Under this proposed HCMS, effective educators can expect substantial performance compensation, ample opportunities for advancement, and support in continuing their professional growth. Thus, the emphasis on educator effectiveness ensures that the districts will increase the number of effective educators in their schools.

(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions;

The HCMS described above builds upon an existing structure within the district and combines it with the TAP system, which is a proven national model. The district has prior experience using educator evaluation to inform human capital decisions through the use of the existing statewide TEAM educator evaluation system—the framework of which is based on the TAP evaluation rubric. This experience includes already having trained and certified evaluators during the summer of 2011; introducing the new system to teachers and principals, conducting multiple observations of every educator this past school year, reviewing results, discussing inter-rater reliability, aligning professional development to evaluation and identifying and resolving implementation challenges. While there is much still to learn, the districts are well down the road in using information from the educator evaluation system to inform their human capital decisions. The proposed uses of evaluation data in other aspects of the proposed HCMS is well within their capacity.

In addition, the districts already use student learning objectives to assess student growth, which is a key component of the HCMS. In Athens City Schools, the focus on student achievement has been on implementing an instructional plan that incorporates highly effective teachers, uniform pacing guides, quality lesson planning, rigorous common assessments and a cohesive grading policy to insure student success. Teachers have participated in the Battelle Formative Instructional Practices Training, resulting in developing student “I Can” statements by grade level/subject area. Additionally, the current Tennessee Curriculum Standards and the accompanying learning objectives, the State Performance Indicator, and Focus Standards are used in grades 3-8.

In Morgan County Schools, student learning objectives are a point of emphasis across the PreK-12 spectrum with priority given to K-8 math and language arts. Current curriculum work by teachers and administrators involves understanding of the Common Core and the crosswalks between past standards and the more rigorous requirements of Common Core. Learner objectives are included in teacher lesson plans and displayed and discussed with students as a part of the daily lesson in each classroom. Morgan County Schools’ PreK-3 teachers have also been trained and use “I Can” statements with lesson planning and implementation. The TAP system offers ACS and MCS more rigorous tools and analytics to support this work.

The TAP system has been fully and successfully implemented in new schools across the country with planning and training assistance from the National Institute for Excellence in Teaching. NIET will provide the same support and training to Athens and Morgan County school districts that it has to hundreds of other TAP schools, ensuring the feasibility of the HCMS. Further, the CODE system to store, track and analyze the data needed to make human capital decisions already exists and can be set up for the district immediately.

(iv) The commitment of the LEA leadership to implementing the described HCMS, including all of its component parts; and

The districts' leadership is fully committed to the implementation of the HCMS as described

above. Educators in Athens City Schools voted in favor of implementing TAP with a 96%

majority. Morgan County Schools will conduct a vote early in the 2012-2013 school year. Initial

response from Morgan's educators has been favorable. Please refer to the MOU for the

leadership's explicit commitment to implementing all parts of the HCMS detailed in this grant.

(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

In this subsection, we will also address Absolute Priority 1, section (3). Athens City

Schools and Morgan County Schools will adopt the TAP system to help the district revamp its

approach to career advancement, professional development, evaluation, and compensation.

TAP's decade of experience attracting, developing and retaining effective teachers in high-need

schools made it an attractive option for both districts. Implementing TAP will allow the districts

to increase the number of effective educators in all of its schools.

To enhance TAP's teacher recruitment and retention strategy, NIET will contract with a professor at Middle Tennessee State University (MTSU). MTSU's teacher preparation program

provides instruction on the Tennessee evaluation rubric and embeds the rubric in their overall

curriculum. This close alignment between effective classroom instruction and teacher

preparation provides benefit both to the districts as well as the university. Partnering with MTSU

gives the districts' an opportunity to expand the scale of their recruitment and retention efforts by

involving Tennessee's leading teacher preparation program. The MTSU professor will serve as a

liaison between higher education and site-level implementation of the grant; this position will

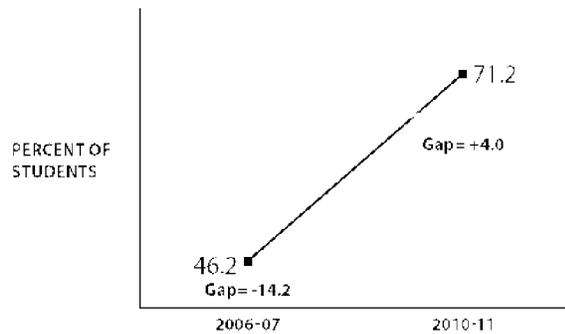
bridge a gap between knowledge and practice of the teacher evaluation process. Located in

MTSU's College of Education, this position will create a process to connect the classroom

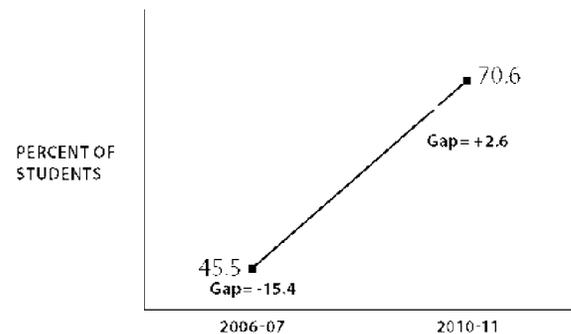
teaching experience with the clinical experience of student teachers and teacher supervisors in the teacher preparation program. The structure of the program increases the amount of time teacher candidates work directly with students in real classrooms, and orients that work around the effective instructional behaviors contained in the TAP rubric.

TAP has had success in three key areas that will increase the overall number of effective educators in ACS and MCS' schools. Using these strategies in another TAP site, the Algiers Charter Schools based in New Orleans, resulted in closing achievement gaps in math and English Language Arts within five years, as illustrated below. Through an NIET TIF-3 grant in Knox County Schools, in the first year of using TAP, 11 of 14 Knox TAP schools received a value-added score of five (5).

PERCENT OF STUDENTS SCORING BASIC OR ABOVE IN MATH  
Louisiana statewide average versus cohort of ACSA schools



PERCENT OF STUDENTS SCORING BASIC OR ABOVE IN ELA  
Louisiana statewide average versus cohort of ACSA schools



STATEWIDE  
■ ACSA

ACSA data shown for all 6 schools in ACSA TAP from 2006-07 through 2009-11

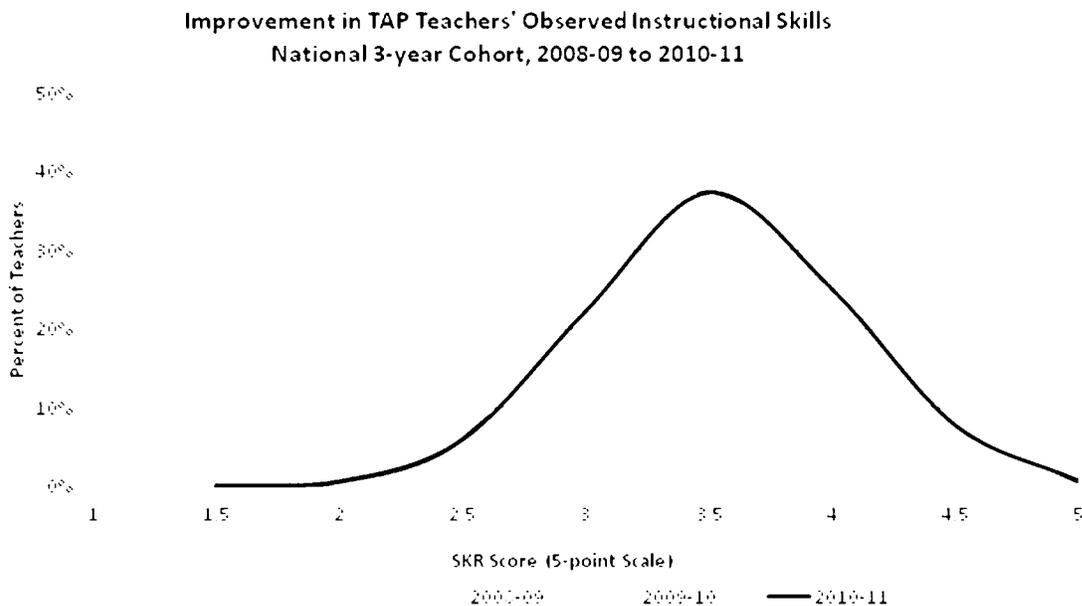
Source: LDOE data, analysis by NIET using student-weighted averages

1. **Recruiting Effective Educators:** In an annual anonymous survey distributed to all TAP teachers, one in three reported moving to a TAP school from a more affluent school. Athens City Schools and Morgan County Schools will be implementing the same policies and can expect similar results. In ACS and MCS' proposed HCMS, effective teachers may earn more compensation for taking on additional leadership roles and

responsibilities. Effective teachers and principals also earn additional compensation through performance-based pay. With these strategies, both districts can expect to recruit effective teachers.

- 2. Developing Instructional Skills of All Teachers:** All TAP teachers participate in weekly professional development led by master and mentor teachers. This intensive support has resulted in TAP schools growing the effectiveness of all of their teachers. In the chart below, note that average teacher performance in TAP schools is significantly increasing. This is particularly encouraging because the teacher observation scores shown are positively correlated with student achievement growth. Both Athens and Morgan school districts will implement TAP’s professional development and can expect to grow a more effective teaching staff.

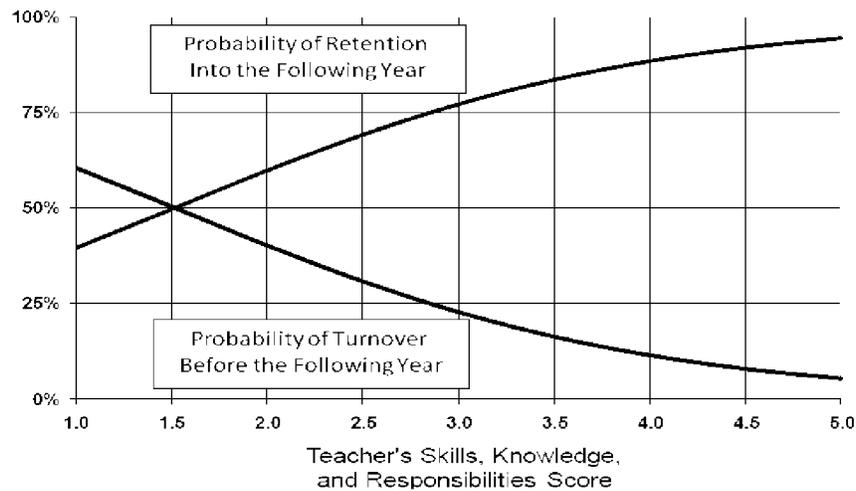
**Figure 4: Improvement in Teacher Performance**



- 3. Retaining Effective Educators:** Effective teachers tend to stay in TAP schools at a higher rate than less effective teachers, as shown below. Effective teachers are

incentivized to stay due to the opportunities for career advancement, additional pay for leadership roles and performance, and the ongoing support from TAP’s evaluation and professional development. Over time, this means that TAP schools have a larger number of effective teachers. Again, because ACS and MCS will implement all elements of the TAP system, it can reasonably expect to achieve similar results.

**Figure 5: Increased Retention of Highly Effective Teachers in TAP Schools<sup>3</sup>**



Given TAP’s success and both districts’ existing policies, the financial and non-financial incentives in place are highly likely to attract and retain effective educators in all of ACS and MCS’ schools, all of which are high-need schools.

**(b) Rigorous, Valid, and Reliable Educator Evaluation Systems**

<sup>3</sup> Probability of staying or leaving as related to TAP ratings for 7377 teacher-year cases, in 138 schools, in 12 states, for years 2004-05 through 2007-08. Retention includes teachers who stayed in TAP, including master and mentor teachers. Turnover includes those who became administrators, moved to non-TAP schools, took leaves longer than a year, or left teaching.

**(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);**

Teachers and principals in both districts will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on four levels. In this subsection, we will address Absolute Priority 2, sections (1), (2) and (3).

### **Evaluating Teachers**

Teacher effectiveness will be evaluated annually based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey. (Absolute Priority 2, section (1))

Multiple observation-based assessments per year. Athens City Schools and Morgan County Schools' teachers will be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year (Absolute Priority 2, section (2i)) in announced and unannounced classroom observations using the Skills and Knowledge rubric from the TAP Skills, Knowledge and Responsibilities Performance Standards (Standards). While the TEAM process has the same rubric, TAP requires four annual observations instead of two, and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations (see page 34 for more detail). The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator and Other Attachments for the complete rubric.

**Figure 6: Indicator from the Standards - "Academic Feedback"**

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> <li>Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>Feedback is frequently given during guided practice and homework review.</li> <li>The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> <li>Teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>Feedback is sometimes given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities to support engagement and monitor student work.</li> <li>Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The quality and timeliness of feedback is inconsistent.</li> <li>Feedback is rarely given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a “pre-conference” session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a “post-conference” session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator and Other Attachments for the complete rubric. (Absolute Priority 2, sections (2iii))

**Figure 7: Indicator on the Responsibilities Survey - "Growing and Developing Professionally"**

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures at the classroom level. For grades and subjects with available state or benchmark tests, Athens City Schools and Morgan County Schools will use a “value-added” model calculated by the Tennessee Department of Education, the Tennessee Value-Added Assessment System (TVAAS), per state requirement, to measure the contributions of teachers and schools to student achievement during a school year at both the classroom and school level. For grades and subjects without state or benchmark tests, both districts will calculate student growth using student learning objectives (SLOs). Teachers will develop their SLOs with guidance from their TAP leadership team. The TAP leadership team will then use a rubric to determine the rigor of the SLOs, and will continue to work with teachers until all have developed rigorous SLOs. To ensure that the SLOs used in this grant are high-quality measures of growth, Athens City Schools and Morgan County Schools will invest in intensive training for its leadership team on developing and evaluating rigorous SLOs. This training will occur in the first and second year of the grant, with technical assistance in Year 3. Growth calculated using SLOs and classroom value-added growth will be measured on a five-point scale developed by each district during the planning year. (Absolute Priority 2, section (2ii))

Additional factors. All teachers’ evaluations will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale. (Absolute Priority 2, section (2iii))

Generating an overall evaluation rating for teachers. Athens City Schools and Morgan County Schools will each convene a TAP Implementation Committee in Year 1 of the grant that includes members of the leadership team (principal, master and mentor teachers) and any other key stakeholders within the school building to determine the weights to determine the overall evaluation rating for teachers in untested grades and subjects within the specified ranges. The districts' TAP Implementation Committee will reconvene in Year 3 of the grant to reexamine the weights given to each of the measures. (Absolute Priority 2, section (3))

<b>Teachers with classroom VA</b>	<b>Teachers with SLOs</b>
SKR Score* 50%	SKR Score* 50%
Schoolwide Value-Added Score (SWVA) 20%	Schoolwide Value-Added Score (SWVA) 20% - 30%
Classroom Value-Added Score (CLVA) 30%	Student Learning Objective Growth (SLO) 20% - 30%

\*Note: This includes the average classroom observation score and the responsibilities survey score.

Athens City Schools has two schools (PreK-2) with no state-tested grades and, therefore, no schoolwide value-added scores. Athens' TAP Implementation Committee in Year 1 will decide the best method for calculating schoolwide value-added scores for those schools. One option being considered involves Athens' participation in a state pilot project, in 2011-2012, to address this issue. The Stanford Achievement Test (SAT 10) was administered to first and second grade students in an attempt to measure growth through pre- and post-tests. To generate a schoolwide value-added score, the district is considering using the classroom value-added scores from grades one and two and applying those results schoolwide. By the end of Year 1, the TAP Implementation Committee will select a strategy that will account for the 20%-30% of schoolwide value-added measure.

Teachers' weighted scores based on the above determine their overall evaluation rating.

<b>Weighted Average Score</b>	<b>Overall Evaluation Rating</b>
1.0 – 1.99	Unsatisfactory

2.0 – 2.99	Developing
3.0 – 3.99	Proficient
4.0 – 5.00	Exemplary

“Unsatisfactory” teachers are ineligible for performance pay. Teachers will automatically fall into the “Unsatisfactory” performance rating if they do not meet performance minimums on the SKR score (average score below a 2.0); classroom value-added (score below a 2.0); or SLOs (score below a 2.0). Using SLOs to calculate growth is an innovative component of this teacher evaluation system; therefore, the performance for SLOs will not go into effect until the third year of the grant, allowing two years for refining their implementation. These teachers will also be ineligible for performance pay if they score below a “2.” Both “Developing” and “Proficient” bands contain effective teachers. “Exemplary” teachers are highly effective. A low schoolwide value-added score will not result in a teacher automatically falling into the lowest category, as we do not want to discourage otherwise effective teachers from moving to struggling schools.

The following table illustrates outcomes for three teachers at the same school:

	Teacher A	Teacher B	Teacher C
SKR Score	$2.5 * 50\% = 1.25$	1 - Automatic “Unsatisfactory” $1 * 50\% = 0.5$	$4 * 50\% = 2$
SWVA	$4 * 20\% = 0.8$	$4 * 20\% = 0.8$	$4 * 20\% = 0.8$
CLVA	$2 * 30\% = 0.6$	$2 * 30\% = 0.6$	$5 * 30\% = 1.5$
Weighted Average Score	2.65	1.9	4.3
Effectiveness Rating	Developing	Unsatisfactory	Exemplary

### **Evaluating Principals**

Principal effectiveness will be evaluated annually (Absolute Priority 2, section (1)) based on student achievement growth at the school level, scores on 360-degree assessment of principal effectiveness, and TAP Leadership Team (TLT) observation scores.

Multiple observation-based assessments per year. Principals will be observed two or more times a year during the TAP Leadership Team (TLT) meetings. (Absolute Priority 2, section (2i)) TLT meetings occur weekly and drive the implementation of the TAP model at the

building level, helping to ensure a strong degree of fidelity to TAP implementation. One of the principal’s main responsibilities during these meetings is to facilitate them as the instructional leader in the school.

Student growth measures. A significant portion of principal effectiveness will depend on student growth measured by school-wide value-added scores. (Absolute Priority 2, sections (2ii))

Additional assessments. Athens City Schools and Morgan County Schools will use a valid and reliable 360-degree assessment<sup>4</sup> to measure the effectiveness of a principal’s key leadership behaviors that influence teacher performance and student learning using a multi-rater, evidence-based approach. (Absolute Priority 2, section (2iii))

Generating an overall evaluation rating for principals. Half of the principal evaluation rating will depend on schoolwide value-added scores, 30% will depend on the 360-degree assessment, and 20% will depend on the average score from TLT observations. Principals’ weighted scores based on the above determine their overall evaluation rating. (Absolute Priority 2, section (3))

<b>Weighted Average Score</b>	<b>Overall Evaluation Rating</b>
1.0 – 1.99	Unsatisfactory
2.0 – 2.99	Developing
3.0 – 3.99	Proficient
4.0 – 5.00	Exemplary

“Unsatisfactory” principals are ineligible for performance pay. Principals will automatically fall into the “Unsatisfactory” performance rating if they do not meet performance minimums on the TLT score (average score less than 2.0) or on the 360-degree survey instrument (score less than 2.0). These principals are also ineligible for performance pay. Both “Developing” and “Proficient” bands contain effective principals. “Exemplary” principals are highly effective.

### **Evaluating Assistant Principals**

<sup>4</sup> A 360-degree assessment indicates that an individual is evaluated by his or her subordinates, peers and superiors, and occasionally includes a self-evaluation component.

Assistant principals in TAP schools help principals implement all aspects of the TAP system, and therefore will be evaluated using the same measures. However, since principals have a more pronounced leadership role both generally and in leading TLT meetings, assistant principals will be evaluated with different weights. Schoolwide student achievement growth is still the primary goal, so 60% of the APs' evaluation will depend on the schoolwide value-added score. Since the APs help plan TLT meetings, 20% of the evaluation will depend on the principal TLT score, and the remaining 20% will depend on the results of the 360-degree survey of their observed leadership skills. The cut scores and overall evaluation ratings will be the same as those used for principals.

**(2) Each participating LEA has presented (4 points)--**

(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and  
Both Athens and Morgan school districts expect all students to make at least a year's growth every school year. To focus all teachers and principals on this goal, the districts require that at least 50% of teacher and principal evaluations depend on student growth measures. In addition, despite scores on other measures, low scores on student growth measures automatically place teachers and principals in the lowest evaluation rating and make them ineligible for performance-based compensation.

Student growth measures constitute a significant portion of teachers' overall evaluation rating (50%). ACS and MCS will use the state's "value added" model, TVAAS, to measure the contributions of teachers and schools to student achievement during a school year at both the classroom and school levels. For teachers in state-tested grades, their student growth measures will be weighted 30% to classroom value-added scores and 20% to schoolwide value-added scores. Teachers in untested grades and subjects will use SLOs for a portion of their student growth measure (20%-30%) and schoolwide value-added for the other portion (20%-30%). Each

district's TAP Implementation Committee will determine the weights in each measure to determine the overall evaluation rating. The remaining 50% to determine a teacher's overall evaluation rating comes from their SKR scores which can be linked to the student growth outcomes—either through classroom value-added or SLOs.

For principals, the schoolwide value-added score is the single largest contributor to their overall evaluation rating (50%). Principals are the instructional leaders of a campus, and each district will hold them accountable for the overall success or failure of their school to achieve its instructional and achievement goals, which included having every student achieve a year or more of growth each year. Thus, ACS and MCS elected to make value-added data the primary factor differentiating principal effectiveness.

*(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;*  
Athens City Schools and Morgan County Schools will use the state's value-added system, TVAAS, for their value-added calculations, which validates value added as a measure of student growth to determine teacher and principal effectiveness. Value added is a well-established and widely recognized methodology for measuring student learning growth as evidenced by the U.S. Department of Education's promoting value added as a preferred method of measuring student growth. Value added is an advanced form of student growth modeling—in use in Tennessee since 1992.. Beyond tracking the difference in scores of the same students from one year to the next, value added estimates the impact schools and teachers have on student learning isolated from other contributing factors such as family characteristics and socioeconomic background (Braun, 2005; Goldschmidt, et al., 2005). In other words, value-added analysis provides a way to measure the specific effect a school or teacher has on student academic performance over the course of a school year or another period of time. School districts

that are implementing TAP district-wide often use value-added data to identify schools, grades and content areas that have or have not increased student achievement. These data help district officials plan how to target professional development. Value-added analysis can be used to differentiate ineffective and effective levels of teacher and school performance as referenced against rigorous standards of expected student growth for an academic year (Goldhaber, 2010; Glazerman et al., 2011). Although some may suggest value added scores have been shown to fluctuate with teachers' class, grade and subject area. Though any single measure of performance will contain error and only capture one aspect of performance, used in concert with other measures of performance value added remains a highly predictive measure of future student gains (Steele et al., 2010).

Athens City Schools and Morgan County Schools will adopt student learning objectives as a measure for student growth in non-tested grades and subjects to determine teacher and principal effectiveness. Teachers' and principals' ratings are based on progress toward a specific learning target as measured from a baseline. Student learning objectives have been in use in several districts and states including: Austin ISD (TX), Charlotte-Mecklenburg (SC), Denver Public Schools (CO), Houston ISD (TX), Georgia, Indiana, New Haven (CT), New York, and Rhode Island. Recommendations for student learning objectives developed by the Community Training and Assistance Center state that high quality objectives should specify the targeted population, the interval of instructional time, expected growth, justification for assessment used, rationale for the objective, content taught, and methods and interventions to be used to support the objective (Slotnik & Smith, 2008). Student learning objectives can be evaluated for rigor before approval against quality rubrics to ensure the objectives and methods of assessment are appropriate. Progress towards meeting objectives is determined by a trained designee; in this

case, the TAP Leadership Team, against agreed upon benchmarks and types of evidence. Meeting student learning objectives assessed as high rigor has been positively associated with higher mean achievement scores for teachers on conventional assessments as compared to teachers with lower quality objectives (CTAC, 2004). The comparability of student learning objectives can be enhanced with common requirements across teachers or administrators, for instance incorporating a shared assessment or basing the objective on school- or district-wide goals (Goe & Holdheide, 2011).

**(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);**

Athens City Schools and Morgan County Schools have a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability.

Highly Qualified Evaluators Conduct Educator Observations. Each district's teachers will be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team, along with the principal, to deliver school-based professional support and conduct classroom observations. Evaluators are trained and must pass a certification and annual recertification test. The recertification process involves viewing and scoring lessons within one point of national raters, and correctly answering a series of video-embedded questions related to post-conferencing.

The districts' principals will be evaluated by the District Executive Master Teacher (DEMT) and/or the superintendent using the TAP Leadership Team rubric, who must first complete an evaluator training and pass a certification and annual recertification test (see page 34 for more detail). DEMTs require a deep understanding of the TAP system and its implementation.

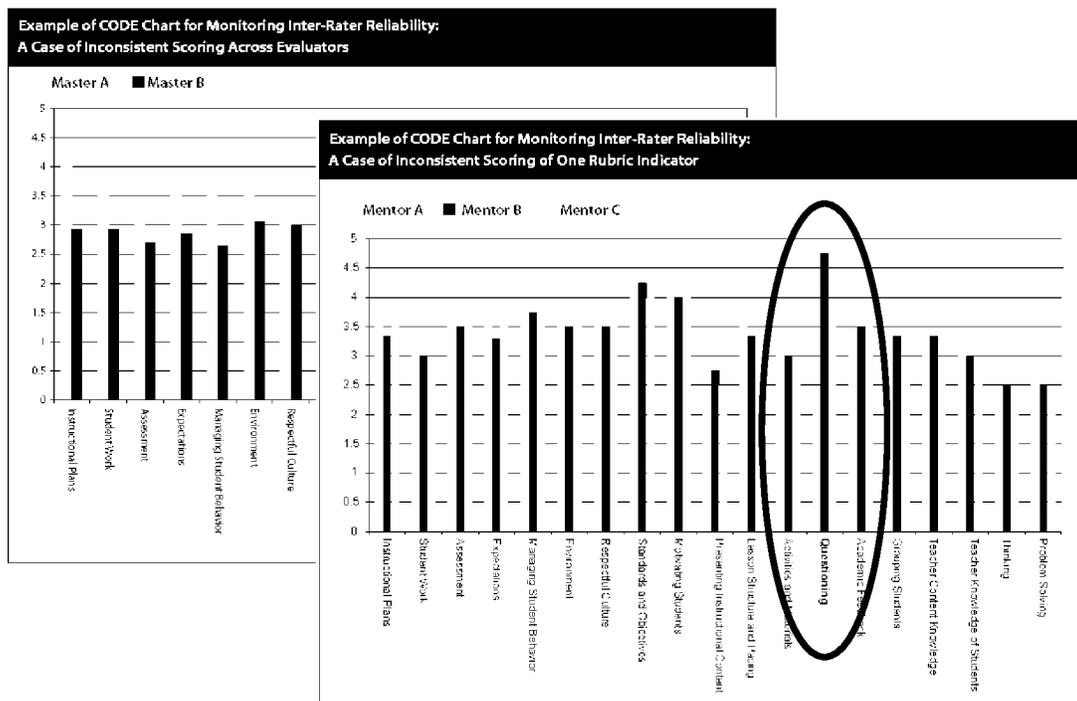
Ensuring Teacher Evaluator Accuracy and Inter-rater Reliability. Before members of a school's leadership team can perform evaluations, they must successfully complete a nine-day training program (with four days devoted to evaluation and five days to other elements of TAP) that culminates in a performance-based certification assessment and is followed by annual recertification tests, taken on the TAP System Training Portal. This upfront training is followed by consistent, on-site support from the project director. Since school leadership teams bear responsibility for ensuring valid and reliable ratings, all members of the team must train together.

Team members are provided with in-depth instruction on the TAP Teaching Skills, Knowledge, and Responsibilities Performance Standards breaking down each domain and carefully examining every performance indicator. Importantly, the training sessions also teach evaluators how to plan for and conduct the post-conference meetings with teachers that must take place after each observation. At the end of the training each member of the leadership team must pass a performance assessment in which they show they can gather sufficient evidence to arrive at an accurate score that is in line with national raters, and can demonstrate their understanding of how to conceptually plan an effective post-conference. Team members must pass a recertification assessment every year.

During the school year, the districts' leadership teams will take explicit responsibility for ensuring the quality of teacher evaluations. Teams devote at least one meeting per month to

discussing issues related to evaluation and analyzing data to identify potential problems with inter-rater reliability, the extent to which evaluators are consistently applying the TAP Rubric when evaluating lessons. Using CODE, Athens and Morgan school districts' TAP leadership teams will monitor inter-rater reliability. The figures in the following chart illustrate cases of inconsistent scoring across evaluators and inconsistent scoring on a particular rubric indicator.

**Figure 8: Example CODE Charts Monitoring Inter-rater Reliability**



The districts' leadership teams will employ a number of strategies to monitor inter-rater reliability and guard against score inflation or to calibrate evaluations if CODE reports reveal problems. They can conduct teamed evaluations, either as a formal part of the evaluation process or on an informal basis as necessary. NIET has compiled an extensive video library of lessons available on the TAP System Training Portal in Kindergarten through 12th grade that have been scored by national raters. School leadership teams are encouraged to make use of the videos during leadership team meetings to troubleshoot issues and ensure that team members are continuing to apply the TAP Rubric consistently and accurately after they have been certified.

Ensuring Principal Evaluator Accuracy and Inter-rater Reliability. Before evaluating principals using the TLT Observation Rubric, district leaders have to participate in a one-day training, which covers leadership team planning expectations, leadership team facilitation, leadership team member participation, leadership team connection to TAP, and leadership team meeting outcomes. At each leadership team meeting there are specific TAP elements that are discussed which include one or more of the following: data, individual growth plans, cluster and evaluation (includes inter-rater reliability). Principal evaluators must be familiar with the focal elements of the leadership team meeting in order to observe if those elements are present, along with measurable and specific outcomes and action-oriented follow up. The leadership team is charged with monitoring the fidelity of all the TAP processes in their school. Principal evaluators must be able to determine if the leadership team meetings are functioning effectively through the application of the TLT rubric, and if the team is monitoring the appropriate instructional operations during the meeting. After the training, the principal evaluator (e.g. District Executive Master Teacher, other district level personnel, etc.) must complete a certification and annual recertification assessment each year.

To ensure inter-rater reliability for principal evaluations, groups of certified principal evaluators calibrate principal evaluation scores throughout the year. Principal evaluators can watch videos of leadership team meetings through the TAP System Training Portal and then collect evidence and score them according to the TLT rubric and compare them in order to determine whether or not they have inter-rater reliability with one another. Principal evaluators can also watch live leadership team meetings in groups and then discuss their evidence collection and scores for the meeting in order to practice inter-rater reliability. Through this grant, we will expand CODE' capabilities for analyzing principal data for inter-rater reliability. While CODE

is already able to store principal evaluation data, it currently lacks the capacity to perform analyses similar to the teacher score analysis.

Teachers Evaluated Using a Research-Based Observation Tool. The TAP Skills, Knowledge and Responsibilities Performance Standards (Standards) establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale (see page 26 for an example indicator). The scores from the four or more observations each year are combined with the score from the responsibilities survey to calculate the SKR score.

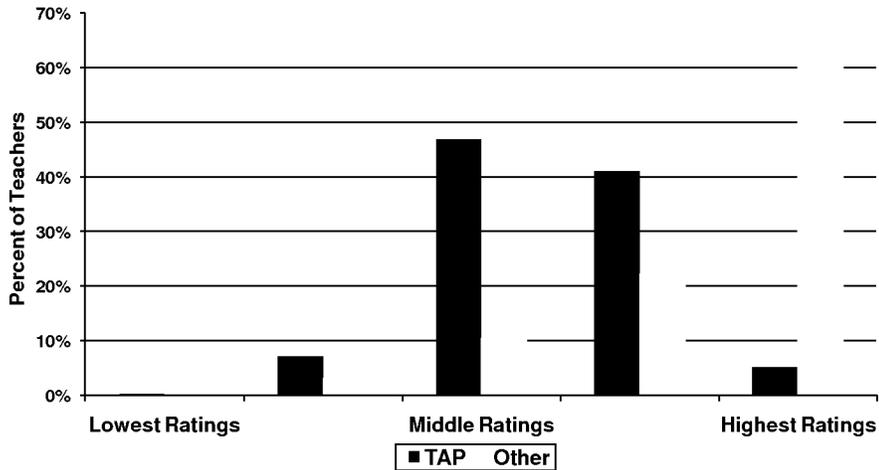
The Standards were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations.<sup>5</sup> The Standards identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional evaluation systems.

**Figure 9: TAP's Evaluation System Differentiates Effective from Ineffective Teachers<sup>6</sup>**

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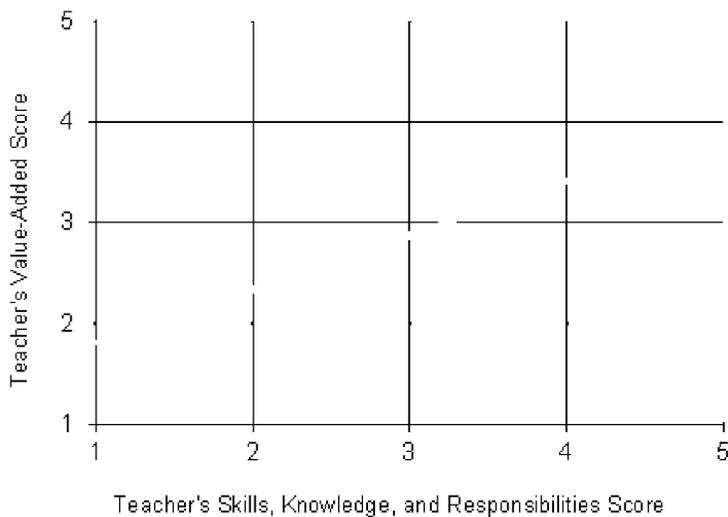
<sup>5</sup> See Daley & Kim (2010) for a complete review of relevant studies.

<sup>6</sup> Data for 5 districts from Weisberg et al (2009)



The SKR score has been shown to be valid and reliable based on the following findings. There is evidence that the SKR score is highly correlated with the value-added gains of the teacher’s students. Higher SKR scores for teachers during the school year are associated with higher value-added scores for their students at the end of the year, regardless of the school’s overall level of performance (see Figure 10). This provides an important validation of TAP’s teacher evaluation system and its link to improvements in student achievement. For multiple measures to work in a teacher evaluation system, they should be different yet complementary.

**Figure 10: TAP Teachers with High Classroom Observation Scores Also Have Students with High Value-Added Growth<sup>7</sup>**



<sup>7</sup> Using data for 2,375 TAP teachers nationally for school years 2006-07 to 2009-10.

Research-Based Principal Observation Tool Measures Leadership Capacity. The TLT Observation Rubric measures principal effectiveness based on a participatory, action research approach to addressing the four main areas of TAP implementation: data analysis, cluster implementation, growth plans and the evaluation process (inter-rater reliability). The TLT rubric, which is aligned with professional leadership standards, measures the principal as a facilitator, sharing leadership and engaging other members. The constant analysis and cyclical nature of the TLT rubric aligns to the action research approach which seeks to create knowledge, propose and implement change, and improve practice and performance (Stringer, 1996). Kemmis and McTaggart (1988) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement; (2) implementing the plan; (3) observing and documenting the effects of the plan; and (4) reflecting on the effects of the plan for further planning and informed action. New knowledge gained results in changes in practice (see also, Fullan, 2000).

**(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);**

Both districts use the Tennessee Value Added Assessment System—implemented in Tennessee in 1992. Value-added results for teachers help them identify areas for instructional improvement including directed staff development. Athens City Schools’ administrators and teachers have also participated in the Battelle training which provide detailed analyses for interpreting and using value-added data.

**(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —**

(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;

Student growth measures constitute a significant portion of teachers’ overall evaluation rating (50%). ACS and MCS will use TVAAS to measure the contributions of teachers and schools to student achievement during a school year at both the classroom and school levels. For

teachers in state-tested grades, student growth measures will be weighted 30% to classroom value-added scores and 20% to schoolwide value-added scores. Teachers in untested grades and subjects will use SLOs for a portion of their student growth measure (20%-30%) and schoolwide value-added for the other portion (20%-30%). Each district’s TAP Implementation Committee will determine the weights in each measure to determine the overall evaluation rating. The remaining 50% to determine a teacher’s overall evaluation rating comes from their SKR scores which can be linked to the student growth outcomes—either through classroom value-added or SLOs.

Athens City Schools and Morgan County Schools will require that 50% of teacher and principal evaluations depend on student growth measures. In addition, despite scores on other measures, low scores on student growth measures automatically place teachers and principals in the lowest evaluation rating and make them ineligible for performance-based compensation. See B(2)(i) for additional detail.

(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners; As stated above, the Standards establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. The TAP Rubric directly evaluates the practice of teachers working with special student populations. The table below provides examples of “proficient” teaching on indicators that apply to a teacher’s ability to work with special student populations, spanning lesson planning, delivery, and expectations.

Indicator	Evaluation of Practice
Instructional Plans	Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of most learners.

Instructional Plans	Instructional plans include evidence that the plan provides some opportunities to accommodate individual student needs.
Lesson Structure and Pacing	Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.
Teacher Knowledge of Students	Teacher practices display understanding of some students' anticipated learning difficulties.
Teacher Knowledge of Students	Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
Expectations	Teacher sets high and demanding academic expectations for every student.

The professional development support that teachers receive as a result of their evaluations allows them to analyze student work and determine if progress is being made with all student groups including special student populations, students with special needs and English language learners. During cluster group meetings teachers are required to bring student work samples from specified student groups in order to analyze the characteristics that made the strategy successful for their students. Conversely if a teacher did not have success with a student strategy the cluster group members analyze how the implementation of the strategy could be adapted in order to improve student outcomes. During the analysis of student work teachers are required to reflect upon the accommodations and modifications that were made in order to help general and special student populations to have success with the strategy.

An article from the Special Ed Advisor directly addresses the TAP system's applicability to special populations, "Because special education teachers are integrated into the TAP professional development system, they not only have the opportunity to be involved with grade-level and other content teachers, but the grade-level and content teachers also have the opportunity to learn a wealth of individual learning strategies that can be applied in the regular

education environment.”<sup>8</sup> The Algiers Charter Schools Association (ACSA), which has been implementing TAP for more than four years, has achieved significant progress with its special education students. While the state average graduation rate for students with special needs is about 40%, ACSA’s graduation rate for students with special needs reached 70% in the 2010-11 school year (ACSA, 2012).

**(6) In the case of principal evaluations, the proposed evaluation system (6 points)—**

(i) Bases the overall evaluation rating on, in significant part, student growth; and

For principals, the schoolwide value-added score is the single largest contributor to their overall evaluation rating. Principals are the instructional leaders of a campus, and ACS and MCS will hold them accountable for the overall success or failure of the school to achieve its instructional and achievement goals. Thus, ACS and MCS elected to make value-added data the primary factor differentiating principal effectiveness.

*(ii) Evaluates, among other factors, a principal’s practice in—*

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

Within the leadership team, the principal is charged with collaboratively creating a school plan that is focused on improving an identified academic area of need. During the creation of the school plan the principal leads the leadership team and their faculty in an in-depth examination of data in order to determine school-wide areas of need. The areas of need are identified and then school goals, yearly cluster goals and cluster cycle goals are crafted that will meet the identified academic need. The process of creating the school plan requires the principal to focus every teacher and the school community on student growth. This school plan then becomes the driver of all the professional development learning that will occur in the school through the

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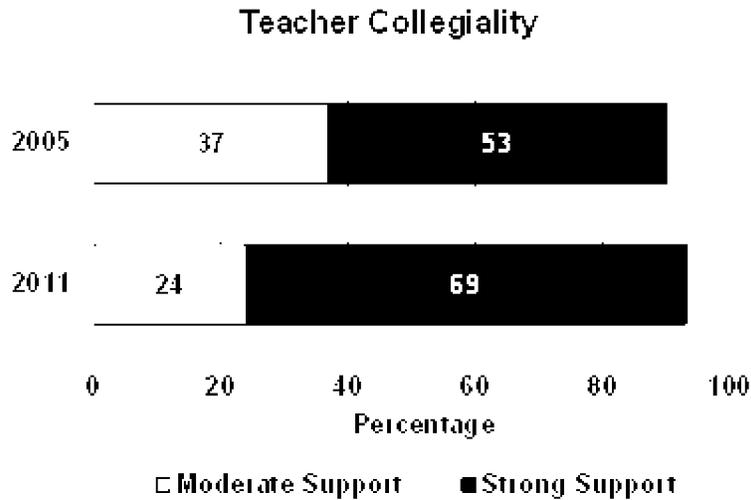
<sup>8</sup> Stark, Gary and Kelly Hanson. (2007). Comprehensive Reform Can Lead To Increased Achievement for Special Ed Teachers and Students. Special Ed Advisor. Retrieved from [http://www.tapsystem.org/pubs/special\\_ed\\_advisor\\_0207.pdf](http://www.tapsystem.org/pubs/special_ed_advisor_0207.pdf)

cluster group meetings, teacher support, and evaluation of teachers. During leadership team meetings the principal leads the team in monitoring student growth toward the goals that were established in the school plan. The teachers also monitor student growth toward the goals in the school plan every week during the cluster group meetings. ACS and MCS will use the TLT observation rubric to assess the degree to which principals accomplish these tasks.

(B) Establishing a collaborative school culture focused on continuous improvement; and  
The school plan fosters a collaborative school culture focused on continuous improvement. The leadership team periodically monitors the school data in order to determine if gains are being met in identified student skill areas. The leadership team also monitors the cluster operations and implementation of strategies in order to determine if gains are being made. Through the evaluation process every teacher including the master and mentor teachers receive an area of reinforcement, or strength and an area of refinement, or need. Every teacher has an area to improve upon continuously through the evaluation process. Both the TLT observation rubric and the 360-degree survey evaluate the principal's ability to establish a collaborative school culture.

Data from an anonymous annual survey of TAP educators demonstrates sustained high levels of collegiality among staff, as shown below.

**Figure 11: Teachers Report TAP leads to a high degree of collegiality in TAP schools**



(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.

One of the key roles of administrators in TAP is to plan and deliver proactive and meaningful weekly Leadership Team meetings. Unlike a more traditional update-style meetings, these TAP Leadership Teams more closely resemble the specificity and focus of TAP's cluster meetings. The team is thoroughly trained on the applicable topics (data analysis, cluster operations, individual growth plans, and the evaluation process). During the data analysis portion, the team disaggregates student data and examines impact on all sub-populations (including but not limited to students with disabilities and English language learners). The team then questions and vets specific instructional strategies as to their applicability for all sub-groups in the building. Through the cluster group meetings the cluster leaders establish individualized and differentiated plans for supporting teachers through co-teaching, demonstration lessons, modeling lessons, and observation with feedback. The principal monitors and observes the

cluster group meetings and ensures that the cluster group leaders are managing systems for teachers to receive support with the implementation of strategies that will support the academic needs of special student populations. As previously stated, the cluster groups analyze student work and in particular how strategies are being implemented with special student populations (see table on page 41). The indicator of “Leadership team/TAP Connection” on the TAP Leadership Team rubric requires principals to “demonstrate expertise when presenting new learning as evidenced by his or her ability to: establish a strong sense of purpose demonstrated through the examination of data in order to connect what members are implementing in the school to student achievement and provide appropriate information to team members as part of a logical continuum of learning resulting in increased team proficiency and higher student achievement.” As principals are evaluated on the TAP Leadership Team rubric in this indicator they are required to make connections for the Leadership Team on precisely how the various student populations are being supported through the implementation of research-based strategies, support for teachers through modeling, demonstration lessons, observation, co-teaching structures, and cluster group operations. All of these systems of support will optimally lead to increased student achievement through the principal’s leadership.

**(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)**

TAP’s approach to teacher evaluation focuses on two equally important objectives which can be considered the “dual goals” of the system: One goal is to produce sound summative data on teacher effectiveness that can be used to make performance and personnel decisions. The second goal is to provide individualized and intensive support to teachers to help them improve their performance over time. Those two goals for evaluation translate into two distinct levers for raising the overall level of teacher effectiveness in a school or district. For example, providing

differential incentives based on performance (the first goal) can have a salutary impact on teacher turnover so that highly effective teachers become more likely to remain and less effective teachers become more likely to leave, which in turn elevates the effectiveness of the teacher workforce as a whole over time. Providing intensive feedback and assistance as part of the evaluation process (the second goal) gives every teacher the opportunity to improve on the job, regardless of his or her current level of measured performance, which also raises the average effectiveness of the workforce over time. Athens and Morgan school districts will fully implement TAP's professional development model. Underlying TAP's powerful model of professional development is the TAP System Training Portal,<sup>9</sup> a powerful, interactive Web tool that provides individualized TAP trainings and support. At their fingertips, TAP leaders can gain real-time access to the latest trainings to download, review and deliver to teachers in order to improve instruction.

**(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);** The TAP Leadership team (TLT) in each school meets weekly in order to monitor the

implementation fidelity of the TAP System. Each Leadership team meeting focuses on one or more specific areas of the TAP System including data, individual growth plans, cluster group operations, and educator evaluation. At least monthly, TLTs may engage in an examination of inter-rater reliability and the evaluation process overall. The TLT regularly examines evaluation data in order to drive their professional development needs. In addition to storing and analyzing educator evaluation data, CODE provides tools for managing school goals, cluster groups and schedules, and providing real time reports to support the TAP system implementation. The TLT utilizes CODE to generate reports that provide information about school-wide areas of strength and need aligned to various TAP instructional rubric indicators. The CODE reports also allow

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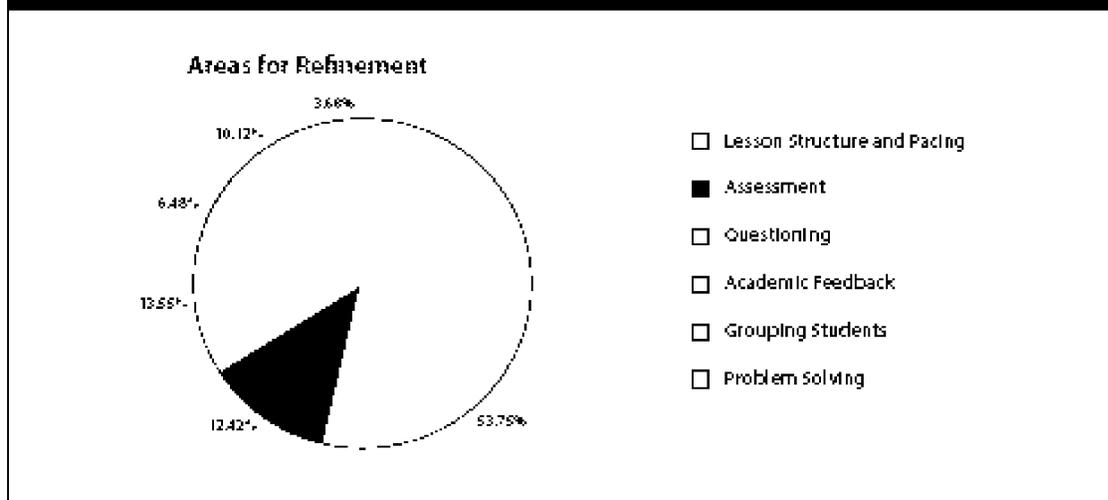
<sup>9</sup> For a more detailed explanation of the TAP Training Portal, see "Other Attachments."

TLTs to view teacher averages by rubric indicator, rubric averages by subject area and grade level and many other reports. The disaggregated information generated by these reports provides TLTs with valuable data in order to determine professional development needs for teachers in TAP schools. Once prime areas of strength and need are identified then a plan is developed to address these areas during cluster group meetings or through individualized coaching. As a result of the TAP evaluation process, every teacher in a TAP school receives an area of reinforcement or strength and an area of refinement or improvement area through a reflective conversation known as the post-conference. The areas of reinforcement and refinement are discussed with each teacher after a lesson observation has been completed and then the evaluator provides specific recommendations for improvement in the identified area of need. The teachers receive individualized coaching to align to their individual areas of strength and need. Through the post-conference process and identification of reinforcement and refinement areas the professional development needs of individual educators are being addressed.

The following chart, generated using CODE data, shows how often particular indicators on the TAP Rubric have been chosen as the area of refinement (i.e., area of relative weakness) during the post-conference. In this case, more than half of observations at this example school have led to the “Lesson Structure and Pacing” indicator being targeted as an area for improvement, suggesting that master and mentor teachers might want to pay particular attention to this skill in upcoming professional development activities such as cluster group meetings.

**Figure 12: Example CODE Report – Areas for Refinement**

### Example of CODE Chart to Support Professional Development Planning



## (2) Provide professional development in a timely way (2 points);

Both districts will structure their schools' schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers will lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement and enhancing teacher capacity. Cluster groups are grade- or subject-specific and typically have 5-8 members. Professional development will extend into each classroom as master teachers model lessons, observe instruction and support other teachers to improve their practice.

In addition, within three days of a classroom observation, each district's teachers will participate in a post-conference meeting with their evaluator. These cognitive coaching sessions will offer teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. The self reflection leads to meaningful dialogue in the post conferencing process and is integrated into the

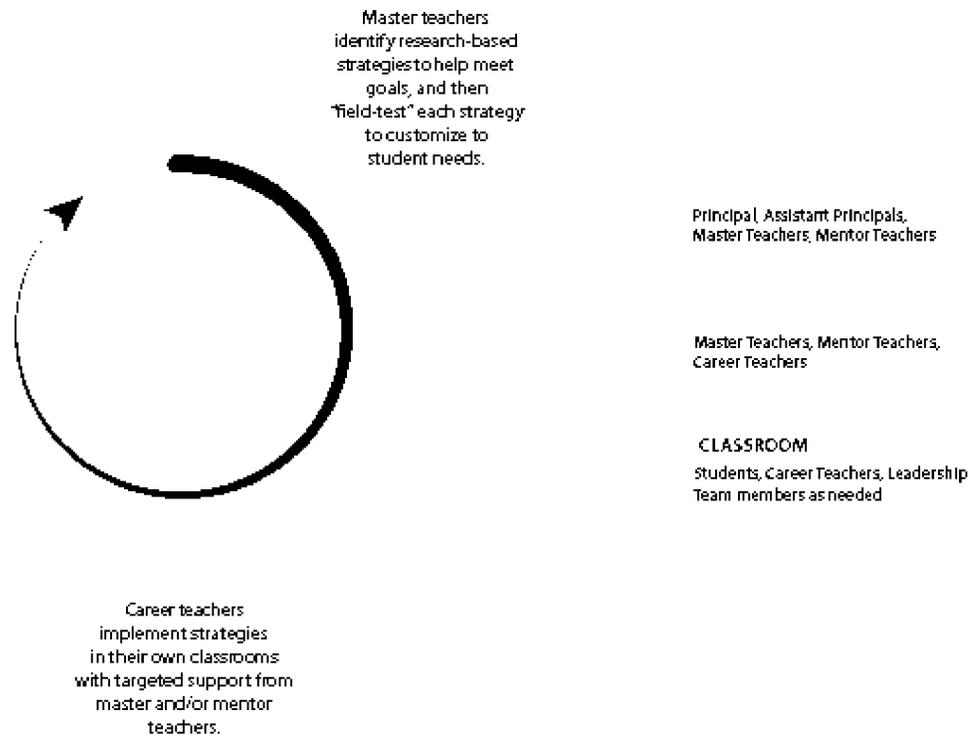
overall teacher effectiveness score at a weight of 10% within the Skills, Knowledge, and Responsibilities component.

**(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and**

The TAP system incorporates both strategies that the research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In ACS and MCS’ schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called “cluster groups,” which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher’s individual needs. The districts’ master and mentor teachers will also serve on a schoolwide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success. The following chart provides an illustration of how PD will work in ACS and MCS’ schools. Note that one hundred percent of the PD illustrated occurs on-site and is job-embedded.

**Figure 13: Overview of Proposed PD Model in ACS and MCS’ Schools**



**(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph(c) (1) of this criterion (20 points).**

As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the

teachers that they are supporting. Both districts are committed to implementing this high-impact model of professional development

Unlike the fragmented and disconnected approach to professional development still common in most schools, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

**Cluster Groups.** TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

**Individualized Coaching.** The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive,

individual work with classroom teachers is described in detail in their supplemental contracts.

Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?
- Will one of the “critical attributes” - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from “lighter” coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new

instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

All of the above job-embedded professional development opportunities will build upon the efforts already initiated at Morgan County Schools. The district's goal is to develop a collaborative school culture for continuous learning through the use of a Professional Learning Community (PLC) approach. The MCS district leadership team (instructional supervisors, principals, assistant principals, curriculum and academic coaches) have received training in these collaborative processes. In the past year, district-wide teams (PLCs) were organized around grade level and/or content areas. A teacher facilitator was trained for each group. These teams are learning to analyze summative and formative data for instructional improvement. They are also addressing challenges such as student motivation. Common Core standards, pacing guides and common formative assessments are focus areas for the upcoming (2012-2013) school year.

**(d) Involvement of Educators. (35 points)**

Requirement 2, section (c): In Athens City Schools and Morgan County Schools, a union is not the exclusive representative of teachers. In Athens City Schools and Morgan County Schools, a union is not the exclusive representative of principals.

**(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and**

NOTE: This section also addresses Requirement 2, section (a).

The TAP system was first developed over 10 years ago with significant input and guidance from teachers and administrators across the country. Educators continue to be involved in the specific implementation of the system in their schools today. Through early implementation workshops,

CORE training, tailoring professional development to meet the needs of the teachers, crafting school-specific responsibility survey items, and teacher involvement in the selection of master and mentor teachers, both districts' educators are heavily involved in the design and implementation of the TAP system.

Implementation Workshops. The first step in the partnership between NIET and ACS and MCS was a phone conference to discuss implementation issues. This 'implementation workshop' involved key stakeholders and provided a detailed overview of the TAP system as well as guidance and structure for designing the TAP system for a school. Both Athens City Schools and Morgan County Schools are familiar with the evaluation rubric. Through this grant, they are looking to implement, and incorporate, the other three elements of TAP into their districts' HCMS. After the implementation workshop, the faculty in Athens City Schools voted to approve the proposed implementation of TAP by an overwhelming 96% of educators. Typically, NIET requires that 70% of the faculty approve implementation of the TAP system. See the following section for more information on the faculty vote. Morgan County Schools took an informal staff survey which indicated a strong level of support for TAP. A formal staff vote will take place early in the 2012-2013 school year.

Initial Design Decisions Made at CORE Training. ACS and MCS' educators will be involved in the design of the PBCS initially through a nine day CORE training that includes a TAP overview, evaluation training, cluster and leadership team explanation and finally an explanation of the field test process. All of the TAP Leadership team (TLT) members are required to attend the nine day CORE training. The TLT includes master and mentor teachers and administrators. The training will include time for each district's schools to set instructional and achievement goals by creating a school plan that targets a specified area of academic need

that will drive the professional development focus for the school. During the CORE TLT training, the leadership team members will decide how to restructure the school day to accommodate cluster group meeting times. The TLT will also determine how cluster groups will be configured and whether they will be grade-level or content-area specific or a combination of the two. Leadership teams will determine which skills and instructional rubric indicators will be modeled and taught during cluster group meetings after an examination of data to support their decision. The TAP system provides the structure for how to implement these processes, but it is the responsibility of each district's educators to determine how the structure of PD will align with the goals for their school.

*Athens City Schools and Morgan County Schools' Educators Drive Professional Development Content.* The first few months of professional development in each district's schools will be targeted at establishing a common understanding of the instructional rubric among all teachers. As a result of the training that the TLT receives in CORE training, they are poised to provide feedback to teachers in order to help them improve upon specific areas of the instructional rubric. Leadership team members will support and provide feedback to teachers in a differentiated manner given their specific areas of reinforcement and refinement. In essence, professional development will be tailored to the specific needs of each teacher.

*Defining Educator Responsibilities.* A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, ACS and MCS' educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document

areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the “SKR score” portion of the TAP performance award. The districts’ schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

**Calculating Educator Effectiveness.** Both districts will convene a TAP Implementation Committee in Year 1 of the grant that includes members of the leadership team (principal, master and mentor teachers) and any other key stakeholders within the school building to determine the weights to determine the overall evaluation rating for teachers in untested grades and subjects within the specified ranges. The TAP Implementation Committees will reconvene in Year 3 of the grant to reexamine the weights given to each of the measures.

**Ownership of Selection of Key Positions.** Athens City Schools and Morgan County Schools will form an interview committee at each of its TAP schools to assist in the selection of master and mentor teachers. This committee will remain in place for the duration of the implementation of TAP, as some normal turnover and promotion opportunities are expected. The committee is typically comprised of the principal, assistant principal, teachers, a district-level designee and a state-level TAP representative, and teachers who will work in the TAP school. Through participation in the interview committee, the districts’ teachers will be involved in the selection process for the instructional leaders in their school.

Measuring Classroom-Level Student Growth in Non-tested Grades and Subjects. In Year 1 of the grant, each district's TAP leadership team will work together to create two rubrics related to SLOs: one to assess the rigor of each SLO, and another to determine student growth based on the SLO. Further, the committee will determine the weights goals as well as how/if they were accomplished. Each year, teachers will develop their SLOs with guidance from their TAP leadership team. The TAP leadership team will then use a rubric to determine the rigor of the SLOs, and will continue to work with teachers until all have developed rigorous SLOs. At the end of each school year, the TAP leadership team will reconvene to determine classroom-level student growth based on the SLOs.

In the TAP system educators continue to be involved in the development and implementation of the evaluation system. Vehicles such as the faculty vote, implementation committees early implementation workshops, CORE training, tailoring professional development to meet the needs of the teachers, crafting school-specific responsibility survey items, and teacher involvement in the selection of master and mentor teachers allow educators to take ownership in the evaluation process. The TAP system provides the framework for the evaluation process but through educator involvement the structure becomes unique and individualized for each school.

**(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application. (25 points)**

NOTE: This section also addresses Requirement 2, section (b).

Educator buy-in has been a fundamental aspect of TAP since its inception. The TAP system is a bottom-up, top-down reform, which has proven to be most impactful when teachers and school administrators strongly support the effort while garnering support from district and state education leaders. Federal monies provided through the Teacher Incentive Fund provide

another, very significant layer of support both in terms of funds and alignment to educational policy. NIET recommends a 70% vote of support from faculty within a TAP school. In fact, Athens City Schools held a vote of the faculty and its educators voted in favor of TAP as their PBCS (see table below). Educators at Morgan County Schools will conduct their vote early in the 2012-2012 school year. TAP has a history of receiving strong support at the site- and district-level. Staff at fourteen schools in Knox County Schools (Knoxville, Tennessee), for example, voted in favor of TAP by 87%.

**Athens City Schools Educator Vote**

School	Yes	No	In-Favor %
Athens City MS	31	1	97%
City Park ES	25	0	100%
Ingleside ES	22	0	100%
North City ES	14	4	78%
Westside ES	19	0	100%
TOTAL	111	5	96%

**(e) Project Management. (30 points)**

**(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);**

NIET will be the fiscal agent for the proposed TIF grant. The roles and responsibilities of the partner LEA are noted in the “TIF Project Timeline” later in this section and in the memoranda of understanding (see Other Attachments). The management plan describes NIET’s management structure for implementing this project. As part of this plan, NIET and the districts will maintain the proposed HCMS in the high-need schools under this grant for the five years of the TIF project period. The management plan for this TIF grant is designed to fulfill the goals and objectives of this project on time and within budget.

Oversight, management and coordination of this project will ultimately be the responsibility of the TIF Project Director who will oversee and administer the grant. This will include three subsets of activities to ensure the goals and objectives are achieved on time and

within budget: **oversight** of grant execution; **management** of grant activities; and **work** to implement the proposed HCMS in Athens City Schools and Morgan County Schools. NIET will use routine cost-control mechanisms that involve work and budget planning and systematic review. NIET believes that paramount to effective control of any project's costs are detailed work and budget planning, coupled with systematic reviews of actual performance against those plans and the ability to make adjustments as required. Actual accomplishments and their costs will be compared to the planned work flows and budgets. Each quarter, NIET will generate financial reports for the districts. These reports will allow NIET to closely monitor expenditures and make sure the project is within budget. Within the three subsets of activities are key project personnel from NIET and new positions that will be hired to work in the district.

NIET, with ACS and MCS, has assembled an exceptionally well-qualified team of managers and other personnel who will complete their project responsibilities on time and within budget. The qualifications of the staff described below represent the full range of skills to guarantee quality and timely work on all project tasks. The time commitments these key personnel will devote to this grant are adequate to implement the project effectively. Resumes for key personnel showing their relevant training and experience are included in "Other Attachments."

NIET will hire a project director to oversee all aspects of TAP operation in the districts; assist in aligning TAP implementation and this grant effort to the districts' long-term strategic plans; lead annual advisory board meetings; work closely with NIET senior management and ACS and MCS' district administration to select, train and supervise the new positions hired under this grant; provide on-site technical assistance as needed; provide training on the TLT

Observation Rubric to TAP district leaders; and work with both districts to help them attract high caliber teachers and principals.

The additional key NIET personnel involved in the management and work of implementing TAP in Athens City Schools and Morgan County Schools include: Gary Stark, President; Jason Culbertson, Senior Vice President; and Kristan Van Hook, Senior Vice President.

As President and Chief Executive Officer, Dr. Gary Stark is responsible for the management, operations and performance of NIET. He works closely with NIET senior staff to oversee activities related to the implementation and advancement of TAP across the country, including Athens City Schools and Morgan County Schools if funded under this proposal. Dr. Stark will provide in-kind services as needed.

As Senior Vice President, Jason Culbertson will time to the project providing leadership and oversight assistance for the Project Director. Mr. Culbertson was previously the Project Director for a South Carolina TAP Teacher Incentive Fund grant, showing his experience managing a federal grant. Mr. Culbertson's experience with TAP began as he worked his way up the career path within TAP schools, advancing from a career teacher to master teacher. Prior to his current work at NIET, Mr. Culbertson was the Executive Director for South Carolina TAP for four years. In this capacity, he provided technical support to schools, grant management and oversight, as well as budget creation and implementation.

As Senior Vice President, Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will have this role for the TIF grant. This will include developing and executing strategies for communicating the projects results to policymakers, practitioners and the public. Ms. Van Hook has over 20 years of experience in

government and public policy. She will dedicate her time to provide communications management to this grant.

Each district, with NIET's assistance, will hire a District Executive Master Teacher (DEMT) who will be based in the district. The DEMT will be responsible for training school-based leadership teams and conducting regular site visits. The DEMT will work directly with master and mentor teachers to anchor the training process. Athens City Schools and Morgan County Schools, with the assistance of NIET, will seek applicants who have at least five years of classroom teaching experience, preferably as a master teacher in a TAP school; master's degree in education, preferred; demonstrated expertise in curriculum development, test analysis, mentoring and professional development; and the ability to work with faculty in a diverse cross-section of schools.

**(2) Allocates sufficient human resources to complete project tasks (5 points);**

NIET has served as the fiscal agent to a number of other large grants—including four TIF grants—and will use the same strategies to assess human resource needs for this grant as have been successfully employed in the past. Using prior grants as models, the following human resource allocations will be sufficient to successfully complete project tasks:

- The District Executive Master Teacher will spend 100% of his or her time on the previously established responsibilities.
- The Project Director will allocate 100% of his or her time to accomplish the responsibilities discussed in the previous section.
- Jason Culbertson will dedicate 10% of his time to project leadership and oversight.
- Kristan Van Hook will dedicate 10% of her time to provide communications management.

In addition, upon notification of funding NIET will convene a TIF Advisory Board that will include: NIET's President (or designee); the TIF Project Director; the District Executive

Master Teacher; a local representative from the Tennessee Education Association; the superintendent (or designee) from each district; and a principal and teacher representative. The TIF Advisory Board will meet annually to provide a consistent platform for systematic review of the status and improvement of the TIF project. Based on the Board's findings and with approval of the U.S. Department of Education (ED), changes or adaptations will be made in the TAP system's implementation to guarantee that all of the project's objectives are met. In addition, NIET and the districts will establish quarterly communications to monitor progress, ensure implementation is on track and address any challenges they may be facing.

**(3) Includes measurable project objectives and performance measures (5 points);**

In addition to the four required GPRA measures, our evaluation will collect and analyze the following measures of performance related to the goals of the project. For additional detail, refer to "Other Attachments"

Project Objectives

**Project Objective 1: Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.**

- 1.a. Increase the percent of effective teachers as defined within the TIF grant.
- 1.b. Increase the percent of effective teachers retained each year.
- 1.c. Enhance the opportunity for principals to recruit teachers who are likely to be effective.

**Project Objective 2: Increase the percent of effective principals through incentives, evaluation, and professional development.**

- 2.a. Increase the percent of effective principals as defined within the TIF grant.
- 2.b. Increase the percent of principals retained each year.

**Project Objective 3: Improve student achievement.**

3.a. Achieve a year or more of student growth at the school level as defined within the TIF grant.

**(4) Includes an effective project evaluation plan (5 points);**

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools. The evaluator will also examine the intermediate attitudinal and behavioral outcomes among teachers and principals that are expected to lead to changes in student outcomes as a result of the project.

The evaluation will provide both quantitative and qualitative data in the following:

(a) Student achievement and state accountability data (including disaggregated scores) will be provided by both districts. Value-added data (including underlying scores and standard errors) will be provided by the Tennessee Value-Added Assessment System (TVAAS), a service provided by the Tennessee Department of Education. (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance survey. (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from each district and participating schools. (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by

NIET nationally. This survey focuses on attitudes toward the specific elements of TAP and perceptions of the quality of TAP implementation on multiple dimensions. Additional local surveys will be conducted by the evaluator to address questions specific to this project. (e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. The evaluator will analyze data from these activities using grounded theory methods to identify themes that characterize TAP implementation in these schools. The evaluator will be able to triangulate among multiple perspectives on the process of change within schools. (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes. (g) The evaluator will have access to samples of student work, cluster group records, leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools. (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced NIET staff from outside of the school, using quantitative and qualitative rubrics.

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluation will include regular communications between the evaluator, NIET and both districts. An NIET staff member and a staff member within each district will be designated as contact persons for communications with the evaluator. The evaluator, NIET and school district representatives will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET, ACS and

MCS presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. The evaluator will provide an initial draft of this report in early fall of the school year following the year covered by the report, in order to support improvements in the operation of the project. When value-added achievement data become available, typically later in the year, the annual report will be updated to reflect such data. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools.

**(5) Specifies realistic and achievable timelines for:**

- (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).
- (ii) Successfully completing project tasks and achieving objectives (4 points).

NOTE: This section addresses Absolute Priority 1, section (4) and Absolute Priority 2, section (4) regarding timelines for implementing changes to the HCMS and evaluation system.

Athens City Schools and Morgan County Schools will take one year to implement the evaluation system LEA-wide. Over the course of the year, NIET will provide each district’s TAP Leadership Team (principal(s), assistant principal(s), master and mentor teachers) with nine days of training, four of which will prepare the partner to accurately and reliably use the observation rubric. NIET will also deliver separate training on the development and analysis of student learning objectives (SLOs) for the purposes of evaluating student growth. By the end of the first year of the grant, all evaluators will be trained and certified, and all schools in the LEA will fully implement the evaluation system at the start of the second year of the grant.

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
<b>Human Capital Management System (HCMS) Development &amp; Implementation</b>						

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
Upload all school data to the CODE system in preparation for the school year.	District Administration (DA)	x				
Provide feedback to NIET quarterly to guide future development of the CODE system.	DA, Schools	x	x	x	x	x
Add analytic and data management functionality to the CODE system.	NIET	x	x	x	x	x
The district will sign a memorandum of understanding with NIET and other parties, as applicable.*	NIET, District Administration (DA)	x				
Establish a TIF Advisory Board to meet annually to assess the progress of meeting the stated goals of the TIF grant in ACS and MCS.	Project Director (PD), DA	x	x	x	x	x
Schools must solicit approval through a vote for TAP implementation.*	DA, Schools	x				
Contract with Middle Tennessee State University College of Education	NIET	x	x	x	x	x
Plan for the revised salary schedule	NIET, DA, Schools			x	x	x
Incorporate performance into the salary schedule	DA, Schools					x
<b>PBCS Preparation</b>						
Hire District Executive Master Teacher.	NIET, DA	x				
Career Advancement						
Establish a Staffing Committee for master and mentor teacher selection and accountability.	District Executive Master Teacher (DEMT), DA, TEA	x	x	x	x	x
Each TAP school conducts a staff meeting to review TAP's Multiple Career Path opportunities. The mentor and master teacher roles, responsibilities and qualifications, along with the interview and selection process, are reviewed.	Schools	x				
All master and mentor teaching positions are posted and applications may be sent to the district personnel department.	Staffing Committee	x				

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
Mentor and master teacher applications are reviewed by the Staffing Committee. A pool of qualified candidates will be developed. Committee members will interview and select these teachers from the pool of qualified candidates.	Staffing Committee	x				
Master and mentor teachers will sign addendums to their contract, outlining the responsibilities, job descriptions and compensation.	Schools	x	x	x	x	x
Professional Development						
Participating schools will restructure the school schedule to allow for ongoing applied professional growth activities to take place during the school day.*	DA, Schools	x				
The TAP Leadership Teams (TLT) of each school will meet with a NIET representative to review: cluster group assignments and schedule; roles and responsibilities; TLT meeting expectations; and preparations for the Startup of School Workshop.	TAP Leadership Teams (TLT), NIET	x				
Evaluation ( <u>Absolute Priority 2, section (4)</u> )						
Convene the Educator Implementation Committee to allocate specific weight given to student growth measures	DA, Educator Implementation Committee	x		x		
Based on the Educator Implementation Committee recommendations, upload weights to the CODE system	NIET	x				
Select a method for calculating student growth in Athens' PreK-2 schools	Athens DA, TLT, TAP Implementation committee					
Student Learning Objectives training and technical assistance	NIET, DA, TLT	x	x	x		
TLT will develop a rubric to evaluate rigor of SLOs	TLT	x				
TLT will develop a rubric to evaluate growth based on SLOs	TLT	x				
Calculating Student Growth						
TAP schools will sign a form releasing student-level test data. In addition, each TAP school is required to make arrangements to have school-level and classroom-level value-added calculations done through TVAAS.	DA, Schools	x				

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
<b>PBCS Implementation: District-wide</b>						
Schools complete TAP Core Trainings.*	TLT, NIET	x	x			
Members of the school TLT will attend the TAP Summer Institute.*	TLT	x	x	x	x	x
Members of the school TLT will attend the annual National TAP Conference and Training.*	TLT	x	x	x	x	x
ACS and MCS will work with NIET to disseminate information about TAP and the success of the schools to key stakeholders.*	DA, PD, NIET	x	x	x	x	x
Implement LEA-wide educator evaluation system. (Absolute Priority 2, section (4))	DA		x	x	x	x
All participating schools receive a School Review.*	NIET, Schools		x	x	x	x
Implement a district salary structure based on effectiveness for both teachers and principals by the end of year 5.	DA					x
ACS and MCS will work with NIET to develop a plan for sustaining and expanding TAP beyond the life of the grant.*	DA, PD, NIET	x	x	x	x	x
<b>PBCS Implementation: Teachers</b>						
Participating schools will provide ongoing applied professional growth activities to teachers.	TLT	x	x	x	x	x
ACS and MCS will ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national raters and value-added measures.	DA, Schools	x	x	x	x	x
Evaluation: All teachers will have received a minimum of four classroom evaluations and associated pre- and post-conference sessions. (Absolute Priority 2, section (4))	TLT		x	x	x	x
Evaluation: Teachers in non-tested grades/subjects will have developed SLOs (Absolute Priority 2, section (4))	TLT	x	x	x	x	x
Evaluation: TLT will evaluate SLOs and determine growth (Absolute Priority 2, section (4))	TLT		x	x	x	x
ACS and MCS will reward effective teachers in participating schools with performance-based compensation.*	DA		x	x	x	x
<b>PBCS Implementation: Principals</b>						

Project Tasks	Responsible Parties	Milestones				
		Y1	Y2	Y3	Y4	Y5
District TAP staff and NIET will provide professional development for principals.	DA, DEMENT, NIET	x	x	x	x	x
ACS and MCS will ensure that evaluators are trained. <u>(Absolute Priority 2, section (4))</u>	DA, Schools	x	x	x	x	x
All principals will have received a minimum of two observation evaluations using the TLT rubric and the principal evaluation tool. <u>(Absolute Priority 2, section (4))</u>	DA, Schools, DEMENT		x	x	x	x
ACS and MCS will reward effective principals in participating schools with performance-based compensation.*	DA		x	x	x	x

\* Indicates actions that will lead to project sustainability.

**(f) Sustainability. (20 points).**

**(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points); and**

Our sustainability plan includes the key elements that will ensure long-term sustainability and success of this project: building buy-in, creating capacity through training and support, increasing educator skills and driving student growth, and establishing financial sustainability. Our grant application has already extensively addressed building educator buy-in (see page 54), creating capacity (see page 13), and the ability of TAP to increase educator skills and drive student growth (see pages 23 and 39). Thus, below we will address establishing financial sustainability.

Establishing financial sustainability. NIET, with each district, developed the project budget to build toward sustainability beyond the length of the grant. To demonstrate their commitment to TAP, both districts will use non-TIF funds to take over an increasing share of performance-based compensation each year. Both ACS and MCS will adopt **10%** in Year 2; **20%** in Year 3; and **30%** in Year 4. By the final year of the grant (Year 5), the districts will fund **40%** of performance-based compensation with funds provided by other local, state and/or

federal resources. Performance-based compensation is one of the largest components of the TAP budget; therefore, both districts are demonstrating their commitment to implementing the TAP system by shouldering these costs.

Not only are the districts matching performance-based compensations, they are also matching personnel. MCS will fund 1.0 FTE master teacher position in every school in addition to the 1.0 master teacher per school funded through this proposal. The district's leadership believes this commitment of additional human capital towards TAP implementation is essential to the long-term viability of the PBCS and evaluation systems in Morgan County Schools. Athens City Schools will contribute (b)(4) master teacher at their middle school which requires a second master teacher due to its size.

Morgan County Schools is working to reallocate existing federal and state funds to support the implementation of TAP beyond the term of the grant. Morgan County Schools has indicated the potential to support TAP with Title I funds after the project period. The district will dedicate the money from the initial Title I allocation for performance pay and allocate the balance to the neediest schools. Morgan County Schools will also use Title II funds to support TAP. Athens City Schools will provide an increasing percentage of the performance based compensation using their district's General Fund dollars, with possible supplementation using Title I and/or Title IIA funds. See Other Attachments for letters of support confirming the districts' commitment to sustainability. Clearly, both districts are making TAP a priority by reallocating existing resources to supplement TIF funding and sustain implementation.

**(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).**

NIET has found that after five years, the cost of implementing TAP decreases. After the initial five years, both districts' TAP schools will have built instructional capacity among the

faculty members; thus, ACS and MCS will be able to reduce the number of master and mentor teachers needed. The role of NIET support will lessen as the district will have built training capacity. Consequently, it is projected that the costs of implementing TAP in both districts will be substantially reduced after the project period, contributing to this project's fiscal sustainability.

Sustainability also involves a commitment by key district and community stakeholders to remain engaged in the system's ongoing development. Ongoing communications efforts will continue to build awareness, understanding and support for the PBCS and educator evaluation systems among teachers, principals, other school personnel and the community (including parents). Athens City Schools and Morgan County Schools will use three primary strategies to involve key stakeholders and build lasting support for TAP from the inside out:

1. **Advisory Board.** Upon notification of funding, NIET will form an advisory board consisting of representatives from each district: the superintendent (or designee); staff from the Human Resources and Curriculum/Professional Development departments; school administrators; executive master teachers; local Tennessee Education Association representative; NIET's president (or designee) and the TIF Project Director. The advisory board will meet annually to provide a consistent platform for a systematic review of the status of the project.
2. **School Site Councils.** Morgan County Schools: To regularly communicate information about the evaluation systems to stakeholders on a site-level basis, MCS will utilize their existing school Leadership Teams, comprised of cross-section of teacher representatives and facilitated by the school principal. In PreK-12 schools, the group includes participation across the grade spans (i.e., one teacher from various levels PreK-5, 6-8, 9-12). Site

Leadership Teams meet monthly. In Athens City Schools, all schools have Leadership Teams used to develop and implement their Title I plans, with some meeting more often during the year than others. Additionally, all schools have common grade-level planning time and active Family Engagement Committees. Communications about schools goals, testing, school events and suggestions for improvements are a part of these meetings.

- 3. Communications plan.** On a district level, ACS and MCS will disseminate pertinent program information through their districts' newsletters, websites and public forums throughout the year. At the site-level, principals and master teachers will distribute information at staff meetings, during in-service days and through campus newsletters. The district will develop several fact sheets explaining the evaluation system, the measures of teacher performance and the link to performance pay. Both districts will create a fact sheet on value-added student growth specifically for internal audiences. Morgan County Schools also uses an automated telephone dialer system to inform parents of district current events. Athens City Schools uses a similar automated system called "School Cast" to communicate with parents and other stakeholders.

Using a similar sustainability plan, NIET's TIF-2 grant with the Algiers Charter Schools Association will sustain TAP implementation in the 2012-13 school year, though funding for the grant ended in June 2012. In addition, NIET was a secondary partner on a TIF-2 grant to implement TAP in Texas has sustained implementation in 22 of 23 schools. Engagement and communication with key stakeholders ensured that all stakeholders understood the powerful outcomes of the grant and were willing to commit to sustaining the project activities.

## **Additional Assurances**

- Priority 4 (Competitive Preference): Athens City Schools and Morgan County Schools are rural school districts in the state of Tennessee. Both districts are eligible for the federal Rural Low Income Schools (RLIS) Program. See page 75.
- Priority 5 (Competitive Preference): An Educator Salary based on Effectiveness. See page 76.
- Requirement 3: All schools implementing the proposed PBCS fulfill the Teacher Incentive Fund's definition of high need schools. Refer to Other Attachments, High Needs Documentation.
- Requirement 4: This is a group application consisting of the National Institute for Excellence in Teaching, Athens City Schools and Morgan County Schools. Please see Other Attachments for our memorandum of understanding, which fulfills all of the required information.
- Requirement 5: We have applied for this grant under only General TIF Competition. Athens City Schools and Morgan County Schools are not included in any other applications.
- Requirement 6: We will only use TIF funds as specified in this requirement. Please refer to our budget narrative for additional information.
- Requirement 7: None of the schools in this grant are served by an existing TIF grant.

## **Priority 4 (Competitive Preference): New or Rural Applicants to the Teacher Incentive Fund**

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.**

**(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in this notice)**

Athens City Schools and Morgan County Schools are rural school districts in the state of Tennessee. Both districts are eligible for the federal Rural Low Income Schools (RLIS) Program. The districts' eligibility was verified using the information on the Department of Education's Web site:

<http://www2.ed.gov/nclb/freedom/local/reap.html>

<http://www2.ed.gov/programs/reapsrsa/eligibility.html>

## **Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness**

### **(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;**

Athens City Schools and Morgan County Schools' traditional salary schedule only allows educators to increase pay based on years of service and degree attainment. Through the proposed performance-based compensation system and reforms to the salary schedule, up to 20% of educator compensation will depend on effectiveness. Only educators who are at least "effective" will be eligible to earn any performance-based compensation. Among effective teachers, the specific size of their performance compensation will depend on scores on their evaluation measures. In addition, consistently effective teachers will have the opportunity to take on additional roles and responsibilities, with corresponding increases in pay. Among effective principals, the specific size of their performance compensation will depend on scores on their evaluation measures.

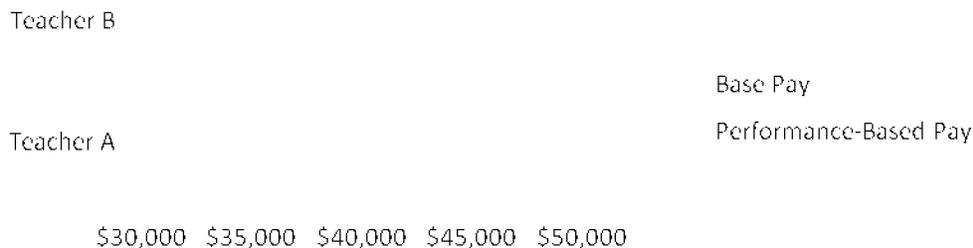
Athens City Schools will put \$2,000 per teacher into an annual performance award fund; Morgan County Schools will put \$2,500 per teacher into their district's annual performance award fund. For taking on additional roles and responsibilities, teachers may earn salary augmentations of \$4,500 as a mentor teacher and \$9,000 as a master teacher. Teachers must remain effective to retain their additional roles and responsibilities. Athens will also put \$5,000 per principal into an annual performance award fund; Morgan will put \$6,000 per principal into their annual performance award fund. Within each measure used in their evaluations, teachers and principals receive a larger award as their scores increase, which differentiates pay and ensures performance awards are of sufficient size to affect behavior. Teachers and principals must re-earn the performance-based portion of their pay each year.

## Illustrating the Reformed Salary Schedule

The full impact of these policies on educator salaries is best illustrated by example. (Salary figure vary between districts. The following example is for illustrative purposes.) Under the old salary structure, a teacher (Teacher A) with a bachelor’s degree and eight years of experience would earn \$42,000 per year, despite performance. Even if Teacher A has been more effective than a teacher with similar characteristics (Teacher B) for three years, Teacher A and Teacher B earn the same salary.

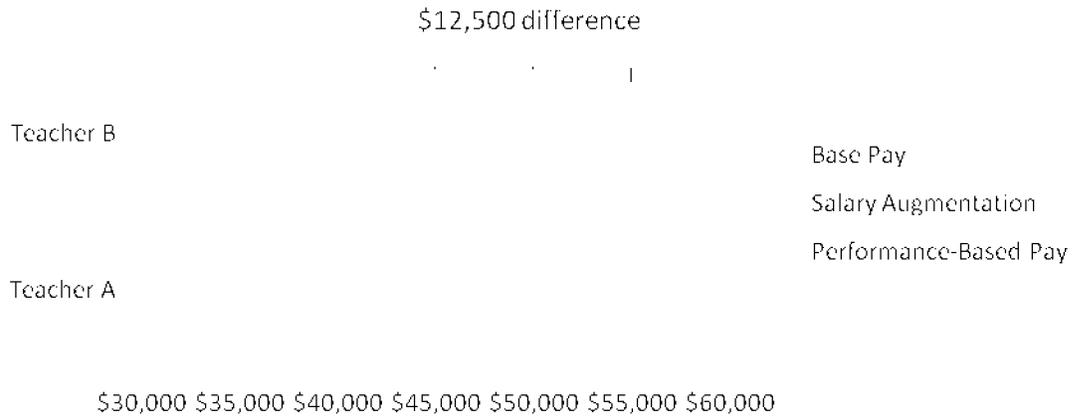
In the next school year under the new salary schedule, Teacher B is ineligible for performance-based compensation based on her effectiveness rating. In contrast, Teacher A was highly effective and will earn additional performance-based salary component of about \$4,000. Unlike the old traditional salary schedule, the revised salary structure provides a range of possible salaries based on annual performance.

**Figure 14: Differentiated Pay under Proposed Salary Schedule**



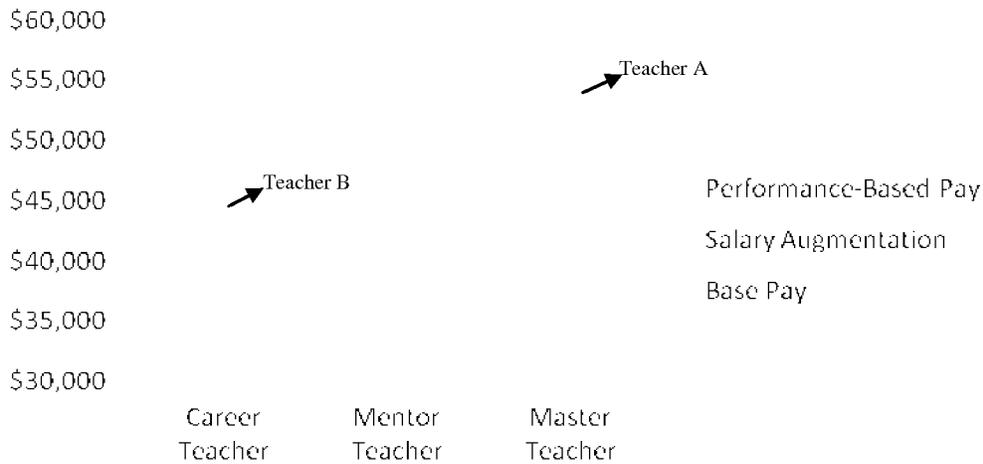
Further, assume at the end of the school year, Teacher A becomes a master teacher due to her consistently high level of effectiveness. She then earns a master salary augmentation of \$9,000 and continues to be effective, earning \$4,000 in performance-based pay. Teacher B improves somewhat, earning \$500 in performance-based pay. However, Teacher A earns \$12,500 more than Teacher B.

**Figure 15: Proposed Salary Schedule: Performance-Based Pay and Salary Augmentations**



To generalize, on top of base pay, all teachers have the opportunity to earn up to \$5,000 in performance-based pay. In addition, master and mentor teachers earn fixed salary augmentations of \$9,000 and \$4,500 respectively. The chart below illustrates the ranges of possible pay, and notes where Teacher A and Teacher B would fall.

**Additional roles and responsibilities and evaluation ratings differentiate pay**



The exact details of the salary schedule will be established by each district and their TAP Committee over the course of the grant to build buy-in and ensure the design of the salary schedule reflects local needs. The salary schedule will be implemented in Year 5.

**(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**

Athens City Schools and Morgan County Schools will use TIF funds to support the performance component of the salary structure in its high-need schools participating in the TIF grant. To ensure sustainability, each district will match 

(b)
(4)

 of the performance component of the salary structure in Year 5 in the participating high-need schools and commit to keeping the performance based salary structure after the life of the grant.

One possibility being discussed in Athens City Schools includes modifying the educators' annual salary step increases to fund a pool for annual performance awards. If, for example, an educator's regular annual salary step increase is 3%, the modified salary structure might use half of the annual step increase (1.5%) to fund the annual performance award pool, leaving the remaining 1.5% for an annual step increase. The exact percentages have not yet been finalized; however, in early discussions, there has been wide-spread approval for this concept.

**(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.**

The performance-based compensation system proposed in this grant is very similar to the change in salary schedule proposed here and in the TAP system which Athens' teachers voted in favor of implementing (and Morgan County teachers will vote on this fall). Educators will have three years of experience with the performance-based compensation system before transitioning to the new salary structure. In addition, both districts will actively engage their educators over the course of the grant to ensure their buy in by creating a salary committee as a part of the advisory council for teachers and other stakeholders to provide insight and help shape the final product. This committee will convene during the first year of implementation (Year 2) and present its recommendation to the local School Board of Education for approval by Year 4.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

**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**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 1: HCMS</b> 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>A Coherent and Comprehensive Human Capital Management System</p> <p>The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions;</p>	<p>3-13</p> <p>19-20</p>	<p>n/a</p>

<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>Aligned with each participating LEA's clearly described vision of instructional improvement</p>	<p>7-13</p>	<p>n/a</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>Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by</p>	<p>13-19</p>	<p>n/a</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>The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>	<p>21-24</p>	<p>n/a</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>Specifies realistic and achievable timelines for:  (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators</p>	<p>66-70</p>	
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<b>Absolute Priority 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 2: Educator Evaluation Systems</b></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>	Rigorous, Valid and Reliable Educator Evaluation Systems	25-46	
(1) The frequency of evaluations, which must be at least annually;	Evaluating teachers	25	
	Evaluating principals	29	
	Evaluating assistant principals	31	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Evaluating teachers	25-26	
	Evaluating principals	29-30	
	Evaluating assistant principals	31	
(i) Two or more observations during each evaluation period;	Evaluating teachers	25-26	
	Evaluating principals	29-30	
	Evaluating assistant principals	31	

(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Evaluating teachers	27	
	Evaluating principals	30	
	Evaluating assistant principals	31	
(iii) Additional factors determined by the LEA;	Evaluating teachers	27	
	Evaluating principals	30	
	Evaluating assistant principals	31	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Evaluating teachers	28	
	Evaluating principals	30	
	Evaluating assistant principals	31	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators	66-70	

<b>Absolute Priority 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 3: STEM Plan (if applicable)</b>            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>	n/a	n/a	n/a
<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>	n/a	n/a	n/a

(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	n/a	n/a	n/a
(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;	n/a	n/a	n/a
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	n/a	n/a	n/a
(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	n/a	n/a	n/a
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	n/a	n/a	n/a

**Competitive Preference Priority 4**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 4:</b> 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:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>	n/a	n/a	n/a
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>	Priority 4 (Competitive Preference): New or Rural Applicants to the Teacher Incentive Fund	75	n/a

**Competitive Preference Priority 5**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)  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</p>	Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness	76-79	n/a

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries	76	n/a
(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	(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);	79	n/a
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	79	n/a

<b>Requirement 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel.</p> <p>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.</p>	Introduction	2	
	Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points);	7	
	Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools,	13	
<ul style="list-style-type: none"> <li>• Design Model 1 or 2</li> </ul>	Introduction	2	
	Aligned with each participating LEA’s clearly described vision of instructional improvement (10 points);	7	
	Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools,	13	

• PBCS Optional Features			
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<b>Requirement 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 2:</b> Involvement and Support of Teachers and Principals            In its application, the applicant must include--            (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>	The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period	54-58	
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application	58	Letters of support – Other Attachments
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	(d) Involvement of Educators	54	n/a

<b>Requirement 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 3:</b> 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>			
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	Introduction & Other Attachments	3	Other Attachments
<p>(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</i></p>	Introduction & Other Attachments	3	Other Attachments

<i>not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i>			
(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.	n/a	n/a	n/a

## HIGH NEED DOCUMENTATION

### Athens City Schools

School Name	Grade Levels	# Students	Free/Reduced Lunch %
Athens City Middle	6th-8th	503	63%
City Park	PreK-2nd	331	67%
Ingleside	PreK-2nd	312	63%
North City	3rd-5th	237	62%
Westside	3rd-5th	247	64%

### Morgan County Schools

School Name	Grade Levels	# Students	Free/Reduced Lunch %
Central Elementary	PreK-5	650	66.77%
Central Middle	6-8	320	59.59%
Central High	9-12	415	47.00%
Coalfield	PreK-12	515	58.01%
Oakdale	PreK-12	570	69.63%
Petros Joyner	PreK-8	230	72.80%
Sunbright	PreK-12	595	74.58%
Vocational	9-12	300	N/A

**Memorandum of Understanding  
between  
the National Institute for Excellence in Teaching  
and  
Athens City Schools**

THIS memorandum of understanding (this “MOU”), dated as of July 20, 2012, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation (“NIET”), and Athens City Schools (“PARTNER”), with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement (“TAP System”), a project that will be funded through a federal Teacher Incentive Fund (“TIF”) grant. NIET and District shall sometimes individually be referred to herein as a “Party,” and together shall sometimes collectively be referred to herein as the “Parties.”

**RECITALS**

- A. NIET will assist schools in the PARTNER location with implementation of the TAP System by (i) granting access to NIET’s TAP System Training Portal and Comprehensive Online Data Entry systems and (ii) providing training, support, review and similar services.
- B. PARTNER desires to obtain access and license to such systems and to engage NIET to provide training, support, and technical assistance in order to implement the TAP System during the 2012-13 school year.

**AGREEMENT**

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

**I. STATEMENT OF OBJECTIVES.**

The purpose of entering into the MOU is for NIET to arrange training, support, and technical assistance to schools implementing the TAP System during the 2012-13 school year and to evaluate, asses and review such implementation.

The purpose of this project is to implement an aligned human capital management system with evaluation at the center, including a performance-based compensation system, for teachers and principals in PARTNER schools to help increase educator effectiveness and improve student achievement in high-need schools. The TAP System accomplishes this by identifying, recruiting, developing, rewarding and retaining highly effective teachers. NIET will work with PARTNER to fulfill the activities that are listed in the TIF grant application to accomplish the following objectives:

1. Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.
2. Increase the percent of effective principals through incentives, evaluation, and professional development.
3. Improve student achievement.

## **II. NIET'S SERVICES.**

1. Services. During the Term (as defined below) of this MOU, NIET will provide TAP CORE training and annual evaluation of each site's TAP System implementation through the TAP School Review process and, if required ongoing support and assistance on location at TAP System schools throughout the academic year (the "Services"), as more fully explained in Section II below.

2. License to Online Material. NIET will provide the Services in part by granting access to training materials and the CODE system at The TAP System Training Portal (collectively referred to as the "Portal").

- a. The Portal is an interactive Web tool that provides individualized TAP trainings and support. TAP administrators, mentor and master teachers will have real-time access to the latest TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The portal includes a TAP Strategies Library; a TAP Video Library; TAP Documents; TAP Training Modules; TAP Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; TAP Professional Development tools; and TAP CORE Trainings.
- b. The CODE system is a hosted software solution designed to support the administrative requirements of the TAP System

3. Lead Applicant. NIET will serve as the lead applicant for this TIF grant project. Representatives from NIET will be responsible for managing any federal grant funds and ensuring the overall implementation of the proposed project, as described in the application, if approved by the U.S. Department of Education.

## **III. PARTNER RESPONSIBILITIES.**

1. Cooperation. PARTNER will cause its employees and administrators to participate in implementation of the TAP System in its entirety with the highest level of fidelity as determined by (i) the TAP Implementation Manual; (ii) the TAP handbook; (iii) The TAP Evaluation and Compensations Guide; and (iv) feedback/guidance from NIET, including the following:

- a. Arrange and assist selected administrators, mentor and master teachers ("TAP Leadership members") to (i) attend all scheduled TAP CORE training for a minimum of 9 days and (ii) take the Evaluator Certification test through the Portal, with the objective of obtaining certification by the end of grant year 1. (i.e., prior to teacher evaluations).
- b. Arrange and assist with annual TAP School Review, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for research purposes.
- c. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure interrater reliability, and make informed decisions about teacher support.
- d. Commit to hiring effective teachers and administrators as part of the TAP Leadership team according to TAP System Implementation Manual. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all master teacher and TAP coordinator positions.

- e. Staff the TAP campuses with master and mentor teacher ratios and salary augmentations recommended by the TAP Implementation manual, as well as bonus allocations and performance based compensation distributions within the recommended range.
- f. Manage due process issues and adhere to PARTNER policies for teacher evaluation.
- g. Ensure alignment and approval of PARTNER policies with the TAP Evaluation and Compensation Guide.
- h. Attempt in good faith to send the TAP Leadership team to the TAP National Conference and National TAP Summer Institute (“TSI”) on an annual basis;
- i. Maintain documentation of TAP System processes including, but not limited to, TAP school plan, long range cluster plan, cluster meeting records, teacher evaluation scores, evaluation schedule, and leadership team meeting log.
- j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.
- k. Agree to provide NIET access to data from partnering vendors upon request.
- l. Submit required data to selected value added vendor for value-added calculations by the deadline determined by the NIET.
- m. Immediately report to the NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.
- n. Submit reimbursement documentation of allowable grant expenses to NIET on a quarterly basis. Expenses determined to be unallowable will not be reimbursed with TIF funds.
- o. Adhere to the federal TIF grant program requirements and the responsibilities described in NIET’s TIF application.
- p. Agree to comply with the federal Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments (OMB Circular A-102 and 34 CFR Part 80) and the federal Cost Principles for State, Local, and Indian Tribal Governments (2 CFR Part 225).
- q. Provide appropriate NIET staff access to any books, documents, files, papers, or other records which are pertinent to the grant, in order to make audits, examinations, excerpts and transcripts.

2. Contact Person. District shall appoint a person in a leadership position who will serve as the primary liaison to NIET for TAP responsibilities. The initial liaison is:

Name:	(b)(6)	_____
Title:		_____
Contact:		_____

3. Fees. Fees for services provided by NIET include:

- a. Personnel Fees and Costs. District shall pay the following fees:

- i. A daily rate for NIET on-site support personnel of \$(b)(4) per day, billed for each day such personnel is onsite at PARTNER's facility or facilities with an annual minimum fee based on 4 days.
  - ii. A daily rate for NIET on-site TAP CORE Training based on the trainer's daily rate (b)(4) with an annual minimum fee based on 9 days. One trainer is required for every 55 participants.
  - iii. A fee of \$(b)(4) per reviewer for TAP School Review plus airfare.
- b. Subscription Fees. For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:
- |   |          |            |
|---|----------|------------|
| The TAP Training Portal (TTP):          | \$(b)(4) | per campus |
| Comprehensive Online Data Entry (CODE): | \$       | per campus |

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to (b)(4) percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

4. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.
- a. The Subscription Fees shall be paid on or before access is provided [ December 1, 2012], and in advance of each subsequent school year.
  - b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

Athens City Schools  
943 Crestway Drive  
Athens, TN 37303  
 ATTN: (b)(6)

**IV. ADDITIONAL TERMS.**

1. Term of MOU. This MOU shall be effective on October 1, 2012, and terminate, except as provided herein, on September 30, 2017 (the "Term"), unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. Contingent upon federal funding. This project is contingent upon annual Congressional appropriations for TIF. If at any time the federal government cancels a grant award, or a continuation award, due to a lack of appropriated funds, this agreement shall terminate at no penalty to either party.

3. Sovereign Immunity. Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIET.

4. Dispute Resolution. The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

5. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

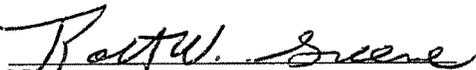
6. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

7. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

8. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

**FOR AND ON BEHALF OF PARTNER**



Name:  
Title: Superintendent

7-23-12  
Date

**FOR AND ON BEHALF OF NIET**

(b)(6)  


Name: Gary Stark  
Title: President

07/23/12  
Date

## GENERAL TERMS AND CONDITIONS

These General Terms and Conditions (“General Terms and Conditions”) are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation (“NIET”) as retained and subscribed pursuant to the “Memorandum of Understanding” (“MOU”, and together with these General Terms and Conditions, the “Agreement”) by the party identified therein as District (“Client”).

### **1. THE SERVICES**

- a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the “Services”). The Services may be provided to Client in person by NIET personnel, by granting access to NIET’s Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the “Portal”), or as more fully set forth in the MOU. All references herein to “Client” shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET’s eligibility requirements and require execution of additional forms (e.g. website Terms of Use)).
- b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.
- c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.
- d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.
- e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET’s gross negligence or willful misconduct.
- f. Guidance. This TIF grant has different requirements for performance-based compensation than those described in the current version of the Teacher Evaluation and Compensation guide (TEC Guide), which is provided to all partners by NIET. NIET will be responsible for providing guidance to the PARTNER on how these regulations could affect performance-based compensation.

### **2. FEES; TAXES**

- a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client

will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of  $\frac{(b)}{(4)}$  (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

- b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

### 3. **DISCLAIMER OF WARRANTIES**

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

### 4. **INTELLECTUAL PROPERTY**

- a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.
- b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.
- c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.c. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.b. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.
- d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against,

and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from (i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

## 5. GENERAL PROVISIONS.

- a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the extent it deems necessary, keep copies of all source documents of the information delivered to NIET.
- b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NEIT may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

## 6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

- a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.
- b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.
- c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4B above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future

Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

- d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

## 7. TERM AND TERMINATION

- a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.
- b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.
- c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

## 8. GENERAL

- a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.
- b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject matter. This Agreement shall not be modified except by a writing signed by NIET and Client.
- c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties.
- d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.
- e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.
- f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws.
- g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1) day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

**Memorandum of Understanding  
between  
the National Institute for Excellence in Teaching  
and  
Morgan County Schools**

THIS memorandum of understanding (this “*MOU*”), dated as of July 20, 2012, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation (“*NIET*”), and Morgan County Schools (“*PARTNER*”), with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement (“*TAP System*”), a project that will be funded through a federal Teacher Incentive Fund (“*TIF*”) grant. NIET and District shall sometimes individually be referred to herein as a “Party,” and together shall sometimes collectively be referred to herein as the “Parties.”

**RECITALS**

- A. NIET will assist schools in the PARTNER location with implementation of the TAP System by (i) granting access to NIET’s TAP System Training Portal and Comprehensive Online Data Entry systems and (ii) providing training, support, review and similar services.
- B. PARTNER desires to obtain access and license to such systems and to engage NIET to provide training, support, and technical assistance in order to implement the TAP System during the 2012-13 school year.

**AGREEMENT**

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

**I. STATEMENT OF OBJECTIVES.**

The purpose of entering into the MOU is for NIET to arrange training, support, and technical assistance to schools implementing the TAP System during the 2012-13 school year and to evaluate, assess and review such implementation.

The purpose of this project is to implement an aligned human capital management system with evaluation at the center, including a performance-based compensation system, for teachers and principals in PARTNER schools to help increase educator effectiveness and improve student achievement in high-need schools. The TAP System accomplishes this by identifying, recruiting, developing, rewarding and retaining highly effective teachers. NIET will work with PARTNER to fulfill the activities that are listed in the TIF grant application to accomplish the following objectives:

- 1. Increase the percent of effective teachers through incentives, career advancement, evaluation, and professional development.
- 2. Increase the percent of effective principals through incentives, evaluation, and professional development.
- 3. Improve student achievement.

## II. NIET'S SERVICES.

1. Services. During the Term (as defined below) of this MOU, NIET will provide TAP CORE training and annual evaluation of each site's TAP System implementation through the TAP School Review process and, if required ongoing support and assistance on location at TAP System schools throughout the academic year (the "*Services*"), as more fully explained in Section II below.

2. License to Online Material. NEIT will provide the Services in part by granting access to training materials and the CODE system at The TAP System Training Portal (collectively referred to as the "*Portal*").

- a. The Portal is an interactive Web tool that provides individualized TAP trainings and support. TAP administrators, mentor and master teachers will have real-time access to the latest TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The portal includes a TAP Strategies Library; a TAP Video Library; TAP Documents; TAP Training Modules; TAP Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; TAP Professional Development tools; and TAP CORE Trainings.
- b. The CODE system is a hosted software solution designed to support the administrative requirements of the TAP System

3. Lead Applicant. NEIT will serve as the lead applicant for this TIF grant project. Representatives from NIET will be responsible for managing any federal grant funds and ensuring the overall implementation of the proposed project, as described in the application, if approved by the U.S. Department of Education.

## III. PARTNER RESPONSIBILITIES.

1. Cooperation. PARTNER will cause its employees and administrators to participate in implementation of the TAP System in its entirety with the highest level of fidelity as determined by (i) the TAP Implementation Manual; (ii) the TAP handbook; (iii) The TAP Evaluation and Compensations Guide; and (iv) feedback/guidance from NIET, including the following:

- a. Arrange and assist selected administrators, mentor and master teachers ("*TAP Leadership members*") to (i) attend all scheduled TAP CORE training for a minimum of 9 days and (ii) take the Evaluator Certification test through the Portal, with the objective of obtaining certification by the end of grant year 1. (i.e., prior to teacher evaluations).
- b. Arrange and assist with annual TAP School Review, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for research purposes.
- c. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure interrater reliability, and make informed decisions about teacher support.
- d. Commit to hiring effective teachers and administrators as part of the TAP Leadership team according to TAP System Implementation Manual. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all master teacher and TAP coordinator positions.

- e. Staff the TAP campuses with master and mentor teacher ratios and salary augmentations recommended by the TAP Implementation manual, as well as bonus allocations and performance based compensation distributions within the recommended range.
- f. Manage due process issues and adhere to PARTNER policies for teacher evaluation.
- g. Ensure alignment and approval of PARTNER policies with the TAP Evaluation and Compensation Guide.
- h. Attempt in good faith to send the TAP Leadership team to the TAP National Conference and National TAP Summer Institute (“TSP”) on an annual basis;
- i. Maintain documentation of TAP System processes including, but not limited to, TAP school plan, long range cluster plan, cluster meeting records, teacher evaluation scores, evaluation schedule, and leadership team meeting log.
- j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.
- k. Agree to provide NIET access to data from partnering vendors upon request.
- l. Submit required data to selected value added vendor for value-added calculations by the deadline determined by the NIET.
- m. Immediately report to the NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.
- n. Submit reimbursement documentation of allowable grant expenses to NIET on a quarterly basis. Expenses determined to be unallowable will not be reimbursed with TIF funds.
- o. Adhere to the federal TIF grant program requirements and the responsibilities described in NIET’s TIF application.
- p. Agree to comply with the federal *Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments* (OMB Circular A-102 and 34 CFR Part 80) and the federal *Cost Principles for State, Local, and Indian Tribal Governments* (2 CFR Part 225).
- q. Provide appropriate NIET staff access to any books, documents, files, papers, or other records which are pertinent to the grant, in order to make audits, examinations, excerpts and transcripts.

2. Contact Person. District shall appoint a person in a leadership position who will serve as the primary liaison to NIET for TAP responsibilities. The initial liaison is:

Name:	(b)(6)
Title:	
Contact:	

- 3. Fees. Fees for services provided by NIET include:
  - a. *Personnel Fees and Costs.* District shall pay the following fees:

- i. A daily rate for NIET on-site support personnel of \$(b) per day, billed for each day such personnel is onsite at PARTNER's facility or facilities with an annual minimum fee based on 4 days.
  - ii. A daily rate for NIET on-site TAP CORE Training based on the trainer's daily rate ((b)(4)) with an annual minimum fee based on 9 days. One trainer is required for every 55 participants.
  - iii. A fee of \$(b) per reviewer for TAP School Review plus airfare.
- b. Subscription Fees. For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:
- |   |                             |
|---|-----------------------------|
| The TAP Training Portal (TTP):          | \$ <u>(b)(4)</u> per campus |
| Comprehensive Online Data Entry (CODE): | \$ <u>    </u> per campus   |

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to (b)(4) percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

4. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.
- a. The Subscription Fees shall be paid on or before access is provided [ December 1, 2012], and in advance of each subsequent school year.
  - b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

(b)(6)

**IV. ADDITIONAL TERMS.**

- 1. Term of MOU. This MOU shall be effective on October 1, 2012, and terminate, except as provided herein, on September 30, 2017 (the "Term"), unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.
- 2. Contingent upon federal funding. This project is contingent upon annual Congressional appropriations for TIF. If at any time the federal government cancels a grant award, or a continuation award, due to a lack of appropriated funds, this agreement shall terminate at no penalty to either party.
- 3. Sovereign Immunity. Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIET.
- 4. Dispute Resolution. The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

5. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

6. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

7. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

8. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

**FOR AND ON BEHALF OF PARTNER**



Name:  
Title: Superintendent

Date 7/23/12

**FOR AND ON BEHALF OF NIET**

(b)(6)  


Name: Gary [redacted]  
Title: President

Date 07/23/12

## GENERAL TERMS AND CONDITIONS

These General Terms and Conditions (“General Terms and Conditions”) are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation (“NIET”) as retained and subscribed pursuant to the “Memorandum of Understanding” (“MOU”, and together with these General Terms and Conditions, the “Agreement”) by the party identified therein as District (“Client”).

### 1. THE SERVICES

- a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the “Services”). The Services may be provided to Client in person by NIET personnel, by granting access to NIET’s Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the “Portal”), or as more fully set forth in the MOU. All references herein to “Client” shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET’s eligibility requirements and require execution of additional forms (e.g. website Terms of Use)).
- b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.
- c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.
- d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.
- e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET’s gross negligence or willful misconduct.
- f. Guidance. This TIF grant has different requirements for performance-based compensation than those described in the current version of the Teacher Evaluation and Compensation guide (TEC Guide), which is provided to all partners by NIET. NIET will be responsible for providing guidance to the PARTNER on how these regulations could affect performance-based compensation.

### 2. FEES; TAXES

- a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client

will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of (b) (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

- b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

### 3. **DISCLAIMER OF WARRANTIES**

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

### 4. **INTELLECTUAL PROPERTY**

- a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.
- b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.
- c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.c. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.b. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.
- d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against,

and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from (i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

## 5. GENERAL PROVISIONS.

- a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the extent it deems necessary, keep copies of all source documents of the information delivered to NIET.
- b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NEIT may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

## 6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

- a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.
- b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.
- c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4B above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future

Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

- d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

## 7. TERM AND TERMINATION

- a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.
- b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.
- c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

## 8. GENERAL

- a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.
- b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject matter. This Agreement shall not be modified except by a writing signed by NIET and Client.
- c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties.
- d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.
- e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.
- f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws.
- g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1) day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

# *ATHENS CITY SCHOOLS*

943 Crestway Drive  
Athens, TN 37303-4130  
Phone (423) 745-2863 • Fax (423) 745-9041

Robert W. Greene, Director of Schools

July 12, 2012

Dear NIET:

I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, Tennessee. This grant will help implement TAP, the System for Teacher and Student Advancement (TAP) in high-need schools in our school district.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. Our system will strive for sustainability after the grant ends by combining district General Fund money, with possible supplementation from Title I and/or Title IIA. I also support the Athens City School System's partnership with NIET to expand TAP and implement a system that provides differentiated compensation to teachers and principals. This will lead to increased educator effectiveness and student achievement in the Athens City Schools as we work to achieve our vision of *Excellence Is...Athens City Schools*.

In addition, I certify that the school vote percentages reported in the grant are accurate and that votes were given freely under a transparent process. Please reference the MOU for a detailed accounting of my district's partnership with NIET under this TIF grant.

Sincerely,

(b)(6)

Robert W. Greene  
Director of Schools

RWG:jbl

# ATHENS CITY MIDDLE SCHOOL

Michael M. Simmons  
Principal

200 Keith Lane • Athens, TN 37303  
Phone 423-745-1177 • Fax 423-745-9679

June 29, 2012

Dear National Institute for Excellence in Teaching:

I am writing to express my strong and enthusiastic support of the (NIET) Teacher Incentive Fund Grant in partnership with Athens City Schools in Athens, Tennessee. This grant will enable us to implement the TAP™: The System for Teacher and Student Advancement (TAP) in the schools in our district.

As principal of Athens City Middle School, I am in favor and fully supportive of the goals and project activities proposed in the Teacher Incentive Fund grant proposal. In presenting this proposal to the Athens City Middle School staff this past May, 97% (31 out of 32) of our teachers voted in favor of TAP™ being implemented at our school.

One of the most exciting aspects of the program is the professional development that will be available for the entire staff and the changes that it will make in instructional practices and our student achievement. The ACMS teachers, administrators and the entire staff are most eager to be involved with this program!

(b)(6)

Michael M. Simmons, Principal



# City Park School

203 Keith Lane  
Athens, TN 37303  
Office: 423-745-3862  
Fax: 423-745-9577

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July 10, 2012

Dear NIET,

As principal of City Park School in the Athens City School System, I am writing to show my solid support of the National Institute for Excellence in Teaching's (NIET) Teachers Incentive Fund grant in partnership with Athens City Schools in Athens, Tennessee.

In May 2012, the staff of City Park School voted 100% to seek involvement in the grant to help implement TAP: The System for Teacher and Student Achievement. We look forward to the professional development opportunities that will be available for the entire staff through TAP.

I support the goals and project activities planned in this Teacher Incentive Fund grant proposal and acknowledge my commitment to implementing the TAP system with fidelity in City Park School. Implementing TAP will allow differentiated compensation to principals and teachers that will lead to increased student achievement and educator effectiveness. I look forward to the positive changes that TAP will afford City Park School.

Sincerely,

(b)(6)

Kristine Walden

Principal



# Ingleside Elementary School

Guille Street • Athens, Tennessee 37303  
Phone: (423) 745-3671 • Fax: (423) 745-9665

July 9, 2012

Dear NIET,

As the principal of Ingleside School in Athens City School system, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, Tennessee. This grant will help implement TAP: The System for Teacher and Student Advancement in all five schools in the district and support the vision of *Excellence is ...Athens City Schools*.

Upon researching the TAP program it became apparent that this program would assist in positive changes in instructional practices, effective teaching and more importantly in student growth. Because of our interest in this program and our desire to continually improve Ingleside School to better serve the increasing academic needs of our students, the staff voted 100% to seek involvement in the System for Teacher and Student Advancement. One of the most exciting aspects of the program is the professional development that will be available for the entire staff and the changes that it will make in our instructional practices leading to greater student achievement.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity at Ingleside School. I support Athens City Schools partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement at Ingleside School.

Sincerely,

(b)(6)

Debbie Harrison  
Principal



## North City School

1601 Palos Street  
Athens, TN 37303

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Phone (423) 745-4210

Fax (423) 745-9306

rhomeh@k12tn.net

July 9, 2012

Dear Sir or Madam:

As the principal of North City School in the Athens City School system, I would like to express my wholehearted support of the National Institute for Excellence in Teaching TAP/TIF grant opportunity. The TAP model will only further enhance the one-year, yet positive, experience we have had with the TEAM model. The improvements have been impressive and I can only foresee even further growth in the quality of instruction and student achievement. The new teacher evaluation models of this significance are long overdue and are truly impacting student learning. My experience this year seeing notable improvements in teacher efficacy and student performance is what allows me to embrace the notion of the TAP model with gusto!

Professional development opportunities are crucial to advancing educators to the next level of excellence. The TIF grant will enable increased professional development experiences. The opportunities for teacher leadership via mentor and master teacher roles and the provisions for differentiated compensation for educators are monumental in East Tennessee. Nearly all of North City School educators are strongly supportive of our participation in the TIF grant. My knowledge of this school leads me to believe that the few non-supporters will be on board as they see the excitement and possibilities that will come with our involvement. As the instructional leader of this school, my enthusiasm, knowledge and experience will garner support of all the North City School educators. I am personally and professionally proud and supportive for our system to pursue all of these significantly meaningful initiatives.

Fly like an eagle,

(b)(6)

Holly R. Owens, EdS  
Principal



## Westside School

700 Westside Street, Athens, TN 37303  
423-745-4721 fax: 423-745-0621

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July 10, 2012

To Whom It May Concern,

As principal of Westside School in Athens City Schools, I am writing to express my strong support of the NIET Teacher incentive Fund grant in partnership with Athens City Schools in Athens, Tennessee. This grant will help implement TAP: The System for Teacher and Student Advancement in the schools in our district. Our district has been very pleased with the positive changes in instructional practices, effective teaching, and student achievement and growth that NIET evaluations have brought about in our district.

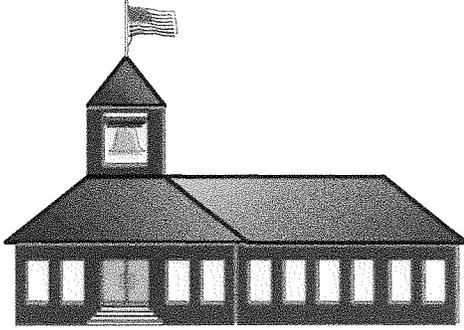
Our staff voted 100% to support our system applying for the TAP program. One of the most exciting aspects of the program is the professional development that will be available for the entire staff and the changes that it will make in our instructional practices and student achievement. The teachers and staff at Westside School are eager to be involved in this program!

We support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm our commitment to implementing the TAP system with fidelity. We support the Athens City Schools partnership with NIET in order to implement TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement at Westside School.

Sincerely,

(b)(6)

Ally J. Dodson  
Principal



# Morgan County Schools

136 Flat Fork Road

Wartburg, Tennessee 37887

Edward L. Diden - Director of Schools

Wanda Lane - Assistant Director of Schools

Central Office Phone: (423) 346-6214 FAX: (423) 346-6043

July 16, 2012

Dear Assistant Secretary Delisle,

As Superintendent of Morgan County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with my district in Wartburg, Tennessee. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in our district. I look forward to the positive changes in educator effectiveness and student achievement that TAP will bring.

Our district is focused on the development of collaborative school cultures for continuous learning through the use of a Professional Learning Community (PLC) approach (Entering 2nd year 2012-13). The District Leadership Team (Instructional Supervisors, Principals, Assistant Principals, Curriculum and Academic Coaches) have received training in these collaborative processes. In the past year, district-wide teams (PLCs) have been organized around grade level and/or content areas. A teacher facilitator was trained for each group. These teams are learning to analyze summative and formative data for instructional improvement. They are also addressing challenges like student motivation. Common core standards, pacing guides, and common formative assessments are focus areas for the upcoming school year. The educator feedback from this process has been very positive. This district focus will integrate well with this grant proposal.

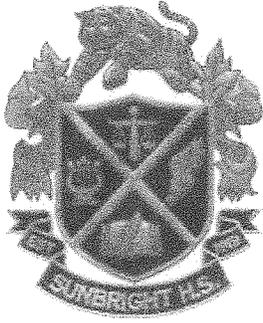
I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to help ensure the TAP system is implemented with fidelity. I support Morgan County Schools' partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools. I also commit to working with NIET to enact the sustainability plan described in the grant. In the budget process, all funding sources (General Purpose, Title I, Title II, and Title VI) will be analyzed to meet the district match.

Please reference the MOU for a detailed accounting of my district's partnership with NIET under this TIF grant.

Sincerely,

(b)(6)

Edward L. Diden, Ed.D.  
Director of Schools



**Sunbright School**  
**205 Burrville Road**  
**Sunbright, TN 37872**  
**Dr. Elizabeth Boyd, Principal**  
**423.628.2244**

July 17, 2012

Dear Assistant Secretary Delisle,

As a principal of Sunbright School in Morgan County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Morgan County Schools in Sunbright, TN. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Sunbright School

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Sunbright School. I support Morgan County Schools' partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Sunbright.

Sincerely,

Name: Penny Elizabeth Boyd

Title: Principal

(b)(6)

Date: July 17, 2012



# CENTRAL HIGH SCHOOL

1119 KNOXVILLE HWY  
WARTBURG, TN. 37887  
PHONE (423) 346-6616 • FAX (423) 346-5665  
<http://wchs.12tn.net>



July 17, 2012

Dear Assistant Secretary Delisle,

As a principal of Central High School in Morgan County, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, TN. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Central High School.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Central High School. I support Athens City Schools' partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Central High School.

Sincerely,

(b)(6)

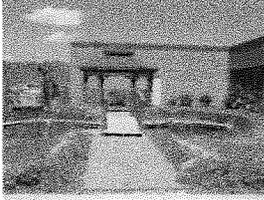
Name:

Title:

*Principal*

Date:

*July 17, 2012*



Morgan County Career & Technical Center  
132 Flat Fork Rd.  
Wartburg, TN 37887  
423-346-6285  
Fax: 423-346-5857



Dr. Joseph A. Miller  
CTE Director

David Hennessee  
Vice Principal

July 17, 2012

Dear Assistant Secretary Delisle,

As a principal of Morgan County Career & Technical Center in Morgan County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Morgan County Schools in Wartburg, Tennessee. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Morgan County Career & Technical Center.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Morgan County Career & Technical Center. I support Morgan County Schools' partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Morgan County Career & Technical Center.

Sincerely,

(b)(6)

Dr. Joseph A. Miller  
Principal/CTE Director

*Mission: Preparing today's students for tomorrow's opportunities*



# Central Middle School

Dr. Mg Sumner  
Principal

146 Liberty Road • Wartburg, Tennessee 37887  
423.346.2800 • Fax 423.346.2805

Lisa Bunch  
Assistant Principal

February 15, 2012

To Whom It May Concern:

It is my great honor to recommend to you Mrs. Kathy Carroll for the position of Director of Head Start.

Mrs. Carroll and I have been colleagues for well over twenty years; first as second grade teachers, then as 21<sup>st</sup> Century Community Learning Centers Program co-workers, and now as supervisor and principal. Mrs. Carroll has dedicated her entire career to the care and education of children, especially younger children.

In my experience with Mrs. Carroll, I have always found her to be compassionate, caring, forthright, honest, ethical, and very well organized. Her skills as an administrator are superior. Her knowledge of early childhood education surpasses most educators in Morgan County, and probably in East Tennessee. I know she would be a gifted asset for the Head Start Program.

Again, it is without any reservations that I can wholeheartedly recommend Mrs. Kathy Carroll for the position of Director of Head Start. If you have any questions, I would be glad to address them.

Respectfully submitted,

*Myrna Gail Sumner*

(b)(6)

Myrna Gail Sumner, EdD

**MISSION STATEMENT**

*Central Middle School is committed to a student centered learning environment based upon high expectations, academic achievement, and mutual accountability.*

**Central Elementary School  
1315 Knoxville Hwy  
Wartburg, TN 37887  
423-346-6683**

**Principal: Jamie Pemberton**

**Assistant Principal: Dan Shoemaker**

July 18, 2012

Dear Assistant Secretary Delisle,

As a principal of Central Elementary School in Morgan County, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, TN. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Central Elementary School.

Performance based pay will reward educators who are performing at high levels in the classroom. Research has shown high performing teachers, translates into students who achieve at high levels. Through this system educators could also have more opportunities for professional development which helps develop better instructional practices in the classroom. During the evaluation periods these funds would be very helpful in developing the programs and plans to help educators in areas that are identified as refinement areas.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Central Elementary School. I support Morgan County Schools partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Central Elementary School.

Sincerely,

*Jamie Pemberton*

(b)(6)

Name: James A. Pemberton

Title: Principal

Date: 7-18-12



## *Petros-Joyner Elementary School*

*125 Petros-Joyner School Road  
Oliver Springs, TN 37840  
(423) 324-8600 (423) 324-2558 fax*

*The mission of Petros-Joyner School is to meet the needs of all students and to challenge them to progress academically, morally, and physically. EVERY CHILD, EVERY DAY!*

*Donna Jerden, Principal*

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July 17, 2012

Dear Assistant Secretary Delisle:

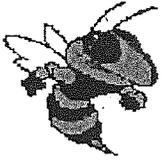
As the principal of Petros-Joyner Elementary School in Morgan County, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, TN. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Petros-Joyner Elementary School.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Petros-Joyner Elementary School. I support Morgan County Schools' partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Petros-Joyner Elementary School.

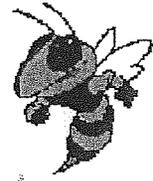
Sincerely,

(b)(6)

*Donna Jerden*



# Coalfield School



**1720 Coal Hill Road P.O. Box 98 Coalfield, TN 37719**

Phone: (865) 435-7332

FAX: (865) 435-2646

Dear Assistant Secretary Delisle,

As a principal of Coalfield School in Morgan County, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, TN. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Coalfield School.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Coalfield School. I support Morgan County Schools partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Coalfield School.

Sincerely,

(b)(6)

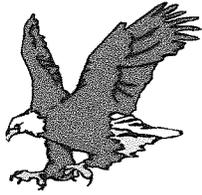
Name:

Title:

*Principal*

Date:

*7/17/12*



(423) 369-3885  
Principal  
Michael Barber

# Oakdale School

225 CLIFTY CREEK ROAD  
P.O. BOX 9  
OAKDALE, TN 37829



Fax (423) 369-2821  
Assistant Principal  
Fred Snow

---

*The Mission of Oakdale School Is To Create An Environment That Challenges Students To Be Responsible, Accountable and Productive Citizens.*

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July 18, 2012

Dear Assistant Secretary Delisle,

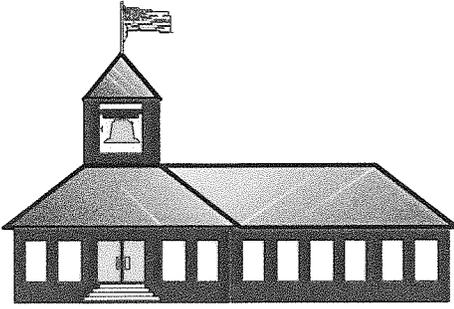
As a principal of Oakdale School in Morgan County, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Athens City Schools in Athens, Tennessee. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Oakdale School.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Oakdale School. I support Athens City School's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Oakdale School.

Sincerely,

(b)(6)

Michael J. Barber  
Principal- Oakdale School



# Morgan County Schools

136 Flat Fork Rd

Wartburg, Tennessee 37887-0348

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Dr. Edd Diden, Director of Schools

Wanda Lane, Asst. Director of Schools

Central Office Phone: (423) 346-6214 FAX: (423) 346-6043

## Board Of Education:

Terry Ames, Chairman  
P.O. Box 295  
Oakdale, TN 37829

Richard Spurling  
P. O. Box 305  
Sunbright, TN 37872

Randy Harlan  
326 Lakeshore Dr  
Wartburg, TN 37887

Wendell Collins  
P.O. Box 865  
Wartburg, TN 37887

Glen Moore  
156 Clear Creek Road  
Landing, TN 37770

Paul Hudson  
P.O. Box. 348  
Coalfield, TN 37719

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July 18, 2012

Dear Assistant Secretary Delisle,

I am writing to express support on behalf of Morgan County Education Association of Morgan County Schools Teacher Incentive Fund (TIF) project in partnership with the National Institute for Excellence in Teaching's (NIET). This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in Morgan County . The proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, it provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day. I look forward to the positive changes that TAP will bring to schools in Morgan County.

Sincerely,

(b)(6)

Name: Margaret S. Morgan

Organization: Morgan County Education Association

Title: President

Date: July 18, 2012

**From:** [Dave Farley \(dfarley@niet.org\)](mailto:dfarley@niet.org)  
**To:** [Sarah Shoff \(sshoff@niet.org\)](mailto:sshoff@niet.org)  
**Subject:** FW: Indirect Cost Rate Proposal  
**Date:** Thursday, July 19, 2012 12:11:47 PM

Dave Farley, Director of Grant Management  
National Institute for Excellence in Teaching  
Office: (310) 570-4862

**From:** Wen, Emily [<mailto:Emily.Wen@ed.gov>]  
**Sent:** Thursday, July 19, 2012 11:14 AM  
**To:** Dave Farley ([dfarley@niet.org](mailto:dfarley@niet.org))  
**Subject:** Indirect Cost Rate Proposal

Dave: per our conversation today, your organization's proposal was not submitted until May 2012, although it was due last December. This proposal is currently in cue for review sometime in September, and the process should complete on or around September 30, 2012.

In the meantime, I think it's fine to use the 11% proposed rate as the provisional rate between July-September 30, until we can approve an official rate and you can retroactively adjust it accordingly. Please contact me if you have further questions. Emily

Emily Wen, CPA  
Cost Negotiator  
OCFO/Financial Improvement and Post Audit Operations/Indirect Cost Group  
550 12th Street, SW  
Washington, DC 20202-4450  
Telephone #: 202-245-8109  
Fax #: 202-245-8390  
Email: [Emily.Wen@Ed.gov](mailto:Emily.Wen@Ed.gov)

## INDIRECT COST RATE AGREEMENT NONPROFIT ORGANIZATION

**ORGANIZATION:**

**DATE:** JUN 14 2011

National Institute for Excellence in Teaching  
1250 Fourth Street  
Santa Monica, CA 90401

**AGREEMENT NO.** 2011-196

**FILING REFERENCE:** This replaces previous Agreement No. 2010-130  
dated: August 8, 2010

**EIN:** 20-2268389

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-122.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

**Section I - Rate(s) and Base(s)**

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Final	07-01-09	06-30-10	11.6%	<u>1/</u>	All	All Programs
Provisional	07-01-10	06-30-12	11.6%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, participant support, pass-through and each sub-award in excess of \$25,000.

**Treatment of Fringe Benefits:** Fringe Benefits applicable to direct salaries and wages are treated as direct costs.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of \$1,000.

**Section II - Particulars**

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**SCOPE:** The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-122.

**LIMITATIONS:** Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization, were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**ACCOUNTING CHANGES:** Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for costs affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

**FIXED RATE:** The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

**NOTIFICATION TO OTHER FEDERAL AGENCIES:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**AUDIT:** If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. If at a future date this organization receives Federal funding, an indirect cost rate proposal should be submitted to that Federal agency within ninety days of receipt of the award. If at that time, more than one Federal agency issues an award, the proposal should be sent to the agency providing the majority of federal funding.

Section IV - Approvals

For the Nonprofit Organization:

National Institute for Excellence in Teaching  
 1250 Fourth Street  
 Santa Monica, CA 90401

For the Federal Government:

U.S. Department of Education  
 OCFO/FIPAO/ICG  
 550 12<sup>TH</sup> Street SW  
 Washington, DC 20202-4450

(b)(6)

(b)(6)

Signature

Name

Mary Gougisha

Name

Senior Vice President

Director, Indirect Cost Group

Title

Title

6/20/2011

JUN 14 2011

Date

Date

Hanan Hardy

Negotiator

(202) 245-8040

Telephone

**GARY E. STARK**  
**National Institute for Excellence in Teaching**  
**President and CEO**

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**SUMMARY**

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As president and chief executive officer, Dr. Gary Stark is responsible for the management, operations and performance of the National Institute for Excellence in Teaching (NIET). He works closely with NIET senior staff to oversee activities related to the implementation and advancement of the TAP system across the country.

Prior to his position with the National Institute for Excellence in Teaching (NIET), Dr. Stark has been actively involved in the education profession and education reform. During his career, he has held positions as an assistant professor/policy analyst, special assistant to the assistant secretary of education, state-level executive director, school administrator, and most importantly, a classroom teacher.

Prior to his appointment as the special assistant to the assistant secretary of education in April of 2004, he served as the executive director of the Arkansas Teacher Advancement Program, an initiative of the Milken Family Foundation in partnership with the University of Arkansas, where he lead the implementation of a teacher quality whole-school reform model. In 2000, Dr. Stark served as the president of the Arkansas Middle Level Administrators Association. In 2001, he was recognized with the Milken National Educator Award, while serving as the middle school principal at Helen Tyson Middle School in Springdale, Arkansas. In addition to the above experiences, he has consulted with various schools around the nation in the areas of master and mentor teacher development, professional development models and structures, instructional performance standards, and performance pay models.

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**EDUCATION**

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Ed.D., Educational Administration, University of Arkansas, Fayetteville, Arkansas, 2006  
Ed.S., School Administration, University of Central Arkansas, Conway, Arkansas, 1996  
MSE, Secondary School Administration, University of Central Arkansas, Conway, Arkansas, 1994  
BSE, Special Education University of Central Arkansas, Conway, Arkansas, 1990

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**EMPLOYMENT HISTORY**

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2010- present National Institute for Excellence in Teaching, Fayetteville, AR, President and CEO  
2005-2010 National Institute for Excellence in Teaching, Fayetteville, AR, Vice President, Program Development  
2005-2006 Teacher Advancement Program Foundation, Fayetteville, AR, Vice President, Program Development  
2005 Milken Family Foundation, Fayetteville, AR, Vice President, Program Development  
2004-2005 University of Arkansas, AR, Visiting Assistant Professor/ Ed. Policy Analyst

2004-2004 U.S. Department of Education, Special Assistant to the Assistant Secretary  
2001-2004 Arkansas Teacher Advancement Program, AR, Executive Director  
1997-2001 Springdale School District, Helen Tyson Middle School, AR, Principal  
1995-1997 Waldron School District, AR, Waldron Middle School, Principal  
1995-1997 Waldron School District, AR, Waldron High School, Assistant Principal,  
1993 – 1995 North Little Rock School District, AR, Special Education Teacher  
1993-1993 Metropolitan Public Schools, Nashville, TN, Special Education Teacher  
1988-1993 U.S. Coast Guard , Military Instructor/Marine Safety Officer

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## **RELEVANT EXPERIENCE**

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### **Performance-Based Compensation: Knowledge and Development**

- Dr. Gary Stark presents nationally at conferences and trainings. In addition, he routinely interacts with teachers and principals around the country on site-level school reform issues. Dr. Gary Stark also testifies before legislative committees, school boards, and other non-profit foundation boards regarding teacher quality, accountability, and performance compensation. He has also served on review committees and monitoring teams from the U.S. Department of Education and State Education Agencies.
- Dr. Gary Stark serves as a senior staff member of the National Institute for Excellence in Teaching. He provides guidance and expertise in the area of program development for the Teacher Advancement Program (TAP). He also provides on-site technical assistance that includes implementation planning for performance compensation, teacher evaluator training, and applied professional development structures. In addition he conducts training for school and district level leadership teams and assists them in conducting needs assessments and/or developing budgets that support performance compensation models or school re-structuring models.

### **Management**

- As a school principal, Dr. Stark led a large school of approximately 100 faculty and staff in a very progressive and accomplished school district. He had a wide range of responsibilities and commitments within the district and community, which included hiring, training, and evaluation of staff, as well as being the primary leader of the building level instructional plan. During Dr. Stark's five years as principal his school was recognized for improved student achievement scores as a result of a systematic focus on student data with strong accountability measures for instructional planning and delivery. During his tenure, his school was recognized as the school of the year and outstanding middle level program. Dr. Stark was recognized with a national educator award in 2001.

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## **PUBLICATIONS and PRESENTATIONS**

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Milken National Education Conference, Role of Education Sector in Enhancing Teacher Quality, May 2006, Washington DC.

Center for Teacher Quality, Teacher Compensation, May 3, 2006

Education Commission of the States, Forum on Teacher Compensation Redesign, Wilmington, DE, April 29, 2006,

National Teacher Advancement Program Conference, Hilton Head, SC, November 2005.

Great Schools Partnership Education Summit, Knoxville, TN, November 2005.

Texas Public Policy Foundation, Primer on Teacher Compensation, Austin, TX, 2005.

University of Wyoming Law School, Teacher Quality and School Reform, Laramie, WY, June 2005

Testimony to the Texas Legislature: Performance Compensation, House Education Committee May 2005, Austin TX

Governor's Education Reform Summit 2004, Accountability Legislation, Jackson, MS

Milken National Education Conference 2003, Los Angeles, CA

Regional Summit On Teacher Quality 2003, Austin, TX

Grant Presentation to the Assistant Secretary of Education, Sponsored by Congressman John Boozman, Jan 2003, Washington DC.

Stark, Gary, Solmon, Lewis C. (November 18, 2002). "More Pay or Better Teachers?" *Arkansas Business*, Commentary.

National TAP Conference, 2002 Phoenix, AZ

National Conference on Teacher Compensation and Evaluation, for Policy Research in Education 2002, Chicago, IL

ADE Smart Step Presenter, Standards-based Classroom w/ADE Director Simon, 2002

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### **BOARD MEMBER AND POSITIONS**

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White House political appointment as Special Assistant to the Assistant Secretary of Education 2004

Arkansas Association of Middle Level Administrators, President, 2000

Arkansas Association of Educational Administrators, Board of Directors, 2000

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### **RECOGNITIONS and AWARDS**

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National Milken Educator Award Recipient 2001

2000 Middle School of the Year, “Shannon Wright Award”

## Jason A. Culbertson

(b)(6)

### EDUCATION:

Converse College; Spartanburg, SC  
Educational Specialist Degree – July 2007  
Summa Cum Laude

University of South Carolina; Columbia, SC  
Master of Teaching Degree – May 2001  
Summa Cum Laude

University of South Carolina; Columbia, SC  
Bachelor of Arts Degree - December 1999  
Major: History  
Bachelor of Arts Degree – December 1999  
Major: Political Science  
Cum Laude

### EXPERIENCE:

June 2012 – Present – *National Institute for Excellence in Teaching – Chief Learning Officer and Executive Vice President.*

Responsibilities include: Oversight of research, communications, and policy; Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing and management; primary liaison with partners; managing invoices and revenue collections; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

July 2009 – May 2012 – *National Institute for Excellence in Teaching – Vice President of School Services.*  
Responsibilities include: Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

May 2005 – July 2009 – *South Carolina Department of Education – Executive Director, South Carolina Teacher Advancement Program; Project Director of Teacher Incentive Fund Grant.*

Responsibilities included: Providing technical support to schools; grant management and oversight; coordinating principals; directing budget creation and implementation; grant writing; classroom observations; expansion presentations; conducting quality control program reviews in South Carolina and other states; leading monthly professional development meetings; serving as liaison between data analysis companies and school districts; planning and hosting two national Teacher Advancement Program conferences; designing on-line data analysis software; recruitment of teachers; developing statewide policy; interviewing and selecting teachers, mentor teachers, and master teachers; assisting principals with creating master schedules; conducting annual job performance reviews of master teachers; assisting principal with reallocating funds to support or sustain programs; analysis of student data; curriculum calibration; drafting provisos; creating data management plans; communicating regularly with media outlets.

June 2004 – May 2005 - *Laurens School District 56– Bell Street Middle School, Master Teacher.*

Responsibilities included: Social Studies; Language Arts; assisted principal in administrative roles; designed a computer program to help students perform higher on standardized tests; mentored and coached teachers in all curriculum areas; led professional development twice weekly; designed and implemented school plan and long range plan; monitored and evaluated student teachers performed all regular classroom duties.

June 2003 – May 2004 - *Laurens School District 56– Bell Street Middle School, Mentor Teacher.*  
Responsibilities included: Social Studies; team leader; parent liaison; monitored and evaluated student teachers; designed a curriculum map for 7<sup>th</sup> and 8<sup>th</sup> grade Social Studies; all regular classroom duties.

August 2001 – May 2003 - *Laurens School District 56– Bell Street Middle School, 7<sup>th</sup> and 8<sup>th</sup> Grade Teacher.*  
Responsibilities included: Social Studies; parent liaison; head basketball coach; academic team coach; Beta Club sponsor; CHAMPS advisor; all regular classroom duties.

#### **LEADERSHIP/AWARDS:**

- Featured in *TIME* magazine (February 2008)
- Designed TEACHouse concept for subsidized teacher housing in rural areas
- Featured in *Newsweek* (November 2007)
- Featured on SCETV's *In Our Schools* (April 2007)
- Designed communications plan used by US Department of Education as national model
- Wrote and received over \$40 million in competitive federal grants
- Designed the Comprehensive On-Line Data Entry (CODE) system for schools
- Selected for Leadership Seminar through State Department of Education
- Featured speaker at numerous national conferences
- Featured in *Education Week* (June 2006 and March 2009)
- South Carolina Textbook Adoption Committee
- Featured in *US News and World Report* (June 2004)
- Selected as a South Carolina Curriculum Leader through Furman University
- Chair of the Social Studies Department

#### **PRESENTATIONS:**

- Culbertson, J.A., (2010) Retaining Effective Teachers, Yale School of Management Educational Leadership Conference, New Haven, CT.
- Culbertson, J.A., (2009) The TAP System, National Governors' Association Conference, Nashville, TN.
- Culbertson, J.A., (2008) Performance Pay for Teachers, Southern Legislative Conference, Oklahoma City, OK.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, Arkansas Educator Conference, Little Rock, AR
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, National Title II Conference, Washington, D.C.
- Culbertson, J.A., (2008) Outcomes Based Teacher Incentive Programs, South Carolina Education Oversight Committee, Columbia, SC.
- Culbertson, J.A., (2007) Designing A Pay for Performance Plan, New York City Charter School Association, New York, NY.
- Culbertson, J.A., (2007) The Teacher Advancement Program in South Carolina, Florida K-12 Education Network, Orlando, FL.
- Culbertson, J.A., (2007) South Carolina's Teacher Incentive Programs, Oklahoma Joint House and Senate Sub-Committee on Education Reform, Oklahoma City, OK.
- Culbertson, J.A., (2007) Using Value Added Growth Analysis, Battelle Educational Conference, Columbus, OH.
- Culbertson, J.A., (2007) The Expansion of South Carolina's Teacher Advancement Program, Center for Comprehensive Educator Reform National Conference, Chicago, IL.
- Culbertson, J.A., (2007) Preparing for Success at a TAP School, Texas TAP Training, Austin, TX.
- Culbertson, J.A., (2006) Building a Career Ladder in Education, National TAP Conference, Hilton Head,

SC.

- Culbertson, J.A., (2005) Preparing for Success at a TAP School, Florida TAP Training, Tallahassee, FL.
- Culbertson, J.A., (2004) Integrating Student-Created PowerPoints Across the Curriculum. South Carolina Middle School Association, Myrtle Beach, SC.
- Culbertson, J.A., (2004) Social Studies Curriculum Mapping, Mullins, SC.
- Culbertson, J.A., (2004) Innovative Social Studies Lessons K-12. Spartanburg District 1 Summer Social Studies Council, Spartanburg, SC.
- Culbertson, J.A., (2004) Innovative Lessons in the Social Studies. South Carolina Council for the Social Studies, Greenville, SC.

**KRISTAN VAN HOOK**  
**National Institute for Excellence in Teaching**  
**Vice President, Public Policy and Development**

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**SUMMARY**

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As vice president for public policy and development at the National Institute for Excellence in Teaching, Kristan Van Hook develops and implements strategies to build support of the Foundation's education initiatives, including the Teacher Advancement Program (TAP). She has over 15 years of experience in government and public policy, serving in senior staff positions at the U.S. House of Representatives Energy and Commerce Committee and as director of congressional affairs at the U.S. Commerce Department's National Telecommunications and Information Administration where she worked on administration initiatives in the area of education technology. In 1997, Ms. Van Hook started a successful public policy firm, representing corporate and nonprofit clients in the fields of communications and education, and served as executive director for the Partnership for 21st Century Skills, a coalition of business, community and education organizations. In 2004 she joined the TAP team, and plays a leading role in policy development around teacher effectiveness. Kristan graduated from Dartmouth College and the Kennedy School of Government at Harvard University.

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**EDUCATION**

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M.A., Public Policy, Harvard University, John F. Kennedy School of Government, Cambridge, Massachusetts, 1990, Teaching Assistant in Economics; Awarded Kennedy School Fellowship  
B.A., History, Dartmouth College, Hanover, New Hampshire, 1986, Cum Laude

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**EMPLOYMENT HISTORY**

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2004-present	National Institute for Excellence in Teaching, Washington, DC, Vice President, Public Policy and Development
2005-2006	Teacher Advancement Program Foundation, Washington, DC, Vice President, Public Policy
2004-2005	Teacher Advancement Program, Washington, DC, Vice President, Public Policy
2002-2003	Infotech Strategies, Washington, DC, Principal
1997-2002	Mindbeam/Simon Strategies, Washington, DC, President
1996-1997	U.S. Commerce Department, National Telecommunications and Information Administration, Director, Office of Congressional Affairs
1993-1996	U.S. House of Representatives, Subcommittee on Telecommunications and Finance, Policy Analyst
1990-1992	U.S. House of Representatives, Congressional Aide

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**RELEVANT EXPERIENCE**

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## **Public Policy Advocate for Teacher Effectiveness Reforms**

- Ms. Van Hook serves as the Vice President of Public Policy and Development and develops and advocates policy initiatives in the area of teacher effectiveness. Her position at NIET is to be a thought leader and expert resource in the area of teacher effectiveness to maximize NIET's role in education policy by building relationships with key federal and state policymakers, other education organizations, business leaders and opinion makers. Ms. Van Hook develops and executes public policy strategies to build awareness and support for the NIET's programs, including the Teacher Advancement Program (TAP), and provides information and strategic advice to the NIET leadership staff regarding developments in education policy at the federal and state level.
- Ms. Van Hook provides information and analysis to NIET colleagues about the development of education initiatives, and works with other NIET staff to create reports, white papers and guides regarding teacher effectiveness and education policy reforms. Ms. Van Hook has developed strong communications and coordination strategies to support TAP in its expansion and visibility.
- Ms. Van Hook works to secure funding for TAP in new and expanding states. She identifies and pursues opportunities within federal and state policy circles to promote TAP and its concepts, in an effort to effectively incorporate support for the program into state, district and school plans and budgets.

## **Public Relations and Business Consulting: Education and Health Information and Communications Technology**

- Ms. Van Hook represented the nation's third largest Internet service provider in the areas of telecommunications policy, spam, new wireless applications, and consumer initiatives with an emphasis on education and health technology. At Infotech Strategies, she provided strategic advice on developments in broadband applications and services for an international equipment and content company. Her work included advising a leading national equipment provider on wireless spectrum developments and regulations, education policies and programs, and digital rights management; advising an educational foundation on its annual conference and on ways to develop greater national support and visibility for its teacher quality program; as well as working with national coalition of educators to retain access to education spectrum and to update rules to support its use for broadband services.
- Ms. Van Hook served as the Executive Director of the Partnership for 21<sup>st</sup> Century Skills, a business-education coalition working to promote 21<sup>st</sup> century skills in K-12 education.

## **Public Policy Consulting: Telecommunications, Technology and Information**

- Ms. Van Hook built a highly successful consulting firm providing policy consulting and advice, representation, public affairs guidance and business development assistance. Working with clients in the telecommunications, technology and information industries, she co-directed the openNET coalition. This organization, which represents 1000

Internet companies including Internet service providers, media companies, and telecommunications firms whose goals are to gain access to cable high speed networks.

- Ms. Van Hook worked with a number of companies and organizations, including assisting an innovative wireless company in obtaining authorization for operation of its new wireless communications technology as well as in securing investments and publicity; advising the CEO of a major Japanese electronics and media company on strategic planning related to the Internet and new media development; representing a national education group and coalition of educators to preserve radio spectrum licenses across the country for educational purposes; and providing strategic advice to an international electronics manufacturer in implementing federal requirements for access for the disabled to telecommunications equipment. She also worked with a major telecommunications and Internet equipment supplier and an educational software company to provide business community support for the E Rate program.
- Ms. Van Hook's public speaking experience includes print and television interviews with national media. She has been invited to speaking presentations to organizations and conferences in Madrid, Stockholm, Paris, and states across the country.

### **National Telecommunications and Information Administration Policy Development**

- Ms. Van Hook was principally involved in developing, communicating and representing Administration policy on the Telecommunications Act of 1996. She developed initiatives on advanced telecommunications networks, the Telecommunications Opportunity Program, the E Rate and funding for school connectivity, and children's television. Ms. Van Hook briefed the President and Vice President on media violence and the V-chip. Along with building a broad coalition among educators, non-profits, community networking organizations and private companies in support of a multimillion dollar grant program, Ms. Van Hook worked with the Administration and Congress to develop and pass a 300 person agency budget.

### **Federal Policy Analysis and Development**

- At the U.S. House of Representatives Subcommittee on Telecommunications and Finance, Ms. Van Hook was principally involved in development and drafting of legislation impacting the communications, media and information industries.
- Ms. Van Hook negotiated closed captioning and video description requirements for the disabled; advised Chairman and Committee Members; conducted oversight, investigative and legislative activities relating to the telecommunications, media and information industries; served as principal advisor to the Chairman at hearings; wrote Committee reports, speeches and opinion pieces; analyzed agency and departmental budgetary requests; and conducted extensive work with Executive Branch, Federal Communications Commission, public interest groups and representatives of the cable, satellite, broadcasting, telephone and consumer electronics industries.

# *Basic Job Responsibilities: MASTER TEACHER*

## **Leadership Team Participation**

Some of the responsibilities a master teacher will have as a member of this team are to: analyze student data to identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

## **Cluster Group Planning and Implementation**

As a cluster group leader, the master teacher will be responsible for: developing the long-range cluster plan, weekly cluster group meeting records, and activities with other members of the leadership team; overseeing and leading, co-leading or attending selected cluster meetings weekly following the *STEPS for Effective Learning*; providing appropriate follow-up in the classroom; and assessing all cluster groups' progress toward goals.

## **Manage Teachers' Individual Growth Plans (IGPs)**

The master teacher oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

## **Evaluations/Conferencing**

The master teacher conducts classroom evaluations and conferencing for both announced and unannounced observations.

## **Classroom Follow-Up**

The master teacher provides support following every cluster meeting (e.g., observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations).

## **Professional Growth**

While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP director and other master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. In some cases, mentor teachers will also attend selected in-service training sessions.

## **Qualifications**

Master teachers are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the "gold standard" in teaching and serve as a role model to all other instructional staff. Master teachers should have at least five years experience and a proven track record in increasing student achievement. Master teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences, and receiving awards that recognize their educational talents. Finally, master teachers need to be excellent communicators with students and adults alike.

## Specific Qualifications Required

- » Master's degree in relevant academic discipline
- » Doctorate degree in relevant academic discipline desired
- » At least five years of successful teaching as measured by performance evaluations, promotions and portfolio of work
- » For teachers currently in TAP schools, exemplary evaluation scores on the TAP Rubrics
- » Demonstrated expertise in content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience
- » Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions
- » Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains
- » Classroom demonstrations and external observations
- » Proof of contribution to profession such as research, publications, university teaching, presentations and awards
- » Excellent communication skills and an understanding of how to facilitate growth in adults

## Overview of Master Teacher Position

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in evaluating other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.



## Role and Responsibilities

- » Analyze school-wide student data as the basis for developing a school plan
- » Develop the school plan utilizing the TAP processes
- » Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks
- » Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- » Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- » Evaluate teacher performance using the TAP Rubrics and conduct follow-up teacher conferences
- » Participate in all TAP trainings and become a Certified TAP Evaluator
- » Attend professional development meetings
- » Work an expanded calendar year



## Evaluation

The principal, TAP director and other master teachers will evaluate master teachers through announced and unannounced observations on an ongoing basis. (See *TAP Evaluation and Compensation Guide*.) As well, mentor and career teachers will participate in master teacher evaluations.

# MENTOR TEACHER

## **Leadership Team Participation**

The TAP leadership team (TLT) is responsible for the overall implementation of TAP. Some of the responsibilities a mentor teacher will have as a member of this team are to: analyze student data to identify professional needs; develop an academic achievement plan; create a school evaluation plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

## **Cluster Group Planning and Implementation**

With cooperation and oversight from the master teacher, the mentor teacher develops the long-range cluster plan and weekly cluster group agendas and activities, following the *STEPS for Effective Learning*. He/she leads or co-leads weekly cluster meetings and maintains the cluster group record. When time permits, he/she also provides appropriate classroom follow-up.

## **Supports Individual Growth Plans (IGPs)**

With oversight from the master teacher, the mentor teacher facilitates teachers in developing their goals and acquiring instructional interventions with proven results. He/she is also responsible for enhancing teacher proficiency with classroom-based follow-up, and for ensuring that the progression of teacher skill development is aligned with changing student needs.

## **Evaluations/Conferencing**

The mentor teacher conducts classroom evaluations and conferences for both announced and unannounced observations.

## **Classroom Follow-Up**

The mentor teacher provides observation/feedback, model teaching (demonstration lessons) and team teaching following every cluster meeting and in individual teacher mentoring situations.

## **Qualifications**

The mentor teacher plays an essential role in TAP. In addition to helping create the academic achievement plan for the school, their role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored.

## **Specific Qualifications Required**

- » Bachelor's degree and full credentials OR alternative certification, including passing level on elementary subject matter assessments and professional knowledge assessments
- » Portfolio and a classroom demonstration showing instructional excellence
- » Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional strategies
- » Minimum of two years teaching experience
- » Recommended by the principal, TAP director and master and mentor teachers
- » Excellent instructor and communicator with an understanding of how to facilitate growth in adults

## **Overview of Mentor Teacher Position**

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self- and team-directed.



## **Role and Responsibilities**

- » Through analysis of student data, create the school academic achievement plan
- » With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up
- » Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- » Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- » Evaluate teacher performance using the TAP Rubrics
- » Participate in all TAP trainings and become a Certified TAP Evaluator
- » Work an expanded calendar year



## **Evaluation**

The principal, TAP director, master teachers and other mentor teachers will evaluate mentor teachers through announced and unannounced observations on an ongoing basis. (See *TAP Evaluation and Compensation Guide*.)

# CAREER TEACHER

## Qualifications

The career teacher is most similar to what we now think of as a traditional classroom teacher. The candidate is expected to have a bachelor's degree with at least a provisional teaching certificate in his/her specialty area. However, TAP also supports the hiring of talented candidates who have a bachelor's degree and successful completion of an alternative certification program.

## Overview of Career Teacher Position

The primary difference between the role of the career teacher in the TAP model and the role of the traditional teacher is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. As a result, the new teacher will not experience the feelings of isolation and frustration that many new teachers have. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.



## Role and Responsibilities

- » Attend cluster group meetings
  - › Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
- » Collaborate in the classroom with master and mentor teachers
  - › In conjunction with cluster groups, career teachers will be paired with a master and a mentor teacher who will, in each teacher's own classroom, provide instructional support to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly.
  - › Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at a school site.
- » Participate in TAP's Instructionally Focused Accountability System
  - › All teachers in TAP schools will be evaluated 4-6 times during the year by multiple evaluators using the TAP Rubrics as the measurement tool.
- » With assistance from the master/mentor teachers, career teachers develop expertise through creating and maintaining an Individual Growth Plan (IGP).
  - › In alignment with the teacher's refinement area (as identified during the TAP evaluation process) and his/her students' academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain a TAP IGP.
- » Career teachers work a traditional calendar year.



## Evaluation

The principal, master teachers and mentor teachers will evaluate career teachers through announced and unannounced observations on an ongoing basis. (See *TAP Evaluation and Compensation Guide*.)





























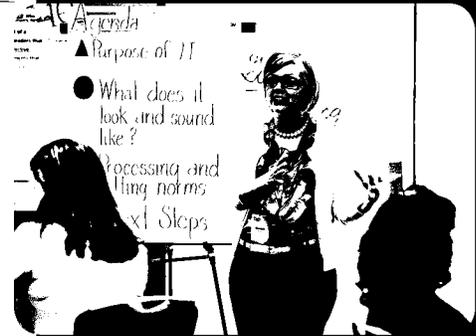






### Observer Scores

School:	Bower Elementary	Teacher:	Smith, Sally				
<b>Designing and Planning Instruction</b>							
Instructional Plans (IP):		Exemplary	4	3	2	1	
Student Work (SW):			•				
Assessment (AS):					•		
<b>The Learning Environment</b>							
Expectations (ES):		Exemplary	4	3	2	1	
Managing Student Behavior (MSB):			•				
Environment (ENV):				•			
Respectful Culture (RC):					•		
<b>Instruction</b>							
Standards and Objectives (S&O):		Exemplary	4	3	2	1	
Motivating Students (MT):				•			
Presenting Instructional Content (PIC):				•			
Lesson Structure and Pacing (LSP):				•			
Activities and Materials (ACTM):				•			
Questioning (QU):				•			
Academic Feedback (FEED):				•			
Grouping Students (GRP):				•			
Teacher Content Knowledge (CK) / Content Implementation (CI):				•			
Teacher Knowledge of Students (TKS):				•			
Thinking (TH):				•			
Problem Solving (PS):				•			



### Edit Responsibility Survey

School: Bower Elementary

Surveyed By: Smith, Sally  
Teacher Surveyed: Jones, Bob

<b>Staff Development</b>				
Exemplary	4	3	2	1
1. "The master teacher leads the design and delivery of research-based professional development activities for his or her cluster group."		•		
2. "The master teacher consistently presents new learning in cluster that is supported with field based evidence of increased student achievement."			•	
3. "The master teacher models new learning in cluster meetings and in classrooms throughout the year demonstrating how to effectively implement the skill developed in cluster meetings."				•
4. "The master teacher is a resource, providing access to materials and research-based instructional methods to his or her cluster group members."		•		
5. "The master teacher works closely with cluster team members to plan instruction and assessments during cluster development time."			•	
6. "The master teacher guides and reviews the cluster members' Individual Growth Plans."				•
<b>Instructional Supervision</b>				
Exemplary	4	3	2	1
7. "The master teacher provides specific evidence, feedback and suggestions during coaching identifying areas of reinforcement and refinement."		•		
8. "The master teacher advances the career and mentor teacher's knowledge of state and district content standards and the "AP" Rubrics."			•	

For over a decade, TAP™: The System for Teacher and Student Advancement has provided teachers with opportunities for career advancement, job-embedded professional growth, fair and rigorous evaluations and performance-based compensation. TAP is continually developing new and more powerful resources to support teachers in improving their skills and increasing student achievement.



For more information about TAP, visit [www.tapsystem.org](http://www.tapsystem.org).

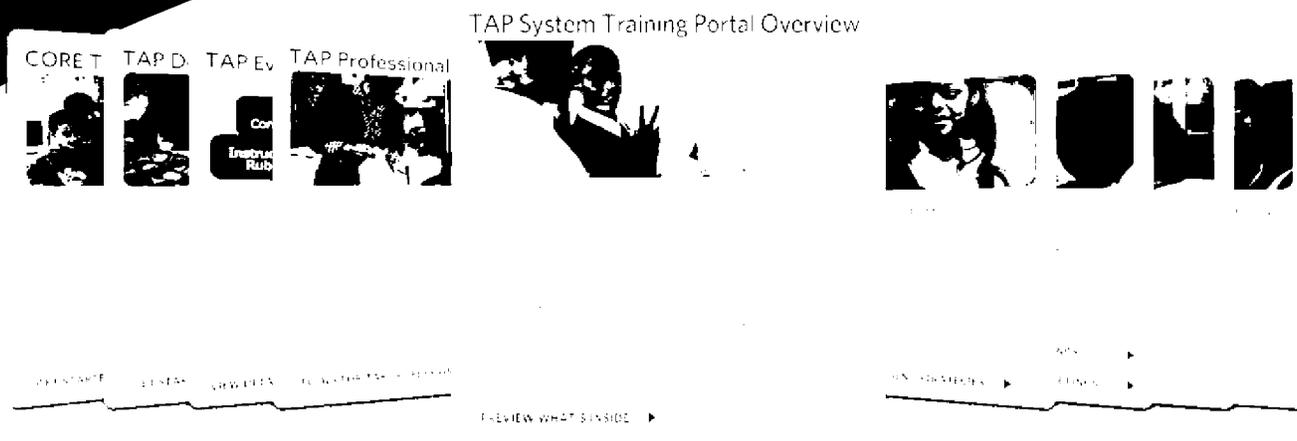
To purchase CODE in your school or district or to schedule a live demonstration:

Email [info@nietbestpractices.org](mailto:info@nietbestpractices.org)

Call (310) 570-4860

# The TAP System Training Portal

www.tapsystemtraining.org



For over a decade, TAP™: The System for Teacher and Student Advancement has provided teachers with opportunities for career advancement, job-embedded professional growth, fair and rigorous evaluations and performance-based compensation. TAP is continually developing new and more powerful resources to support teachers in improving their skills and increasing student achievement.

The latest such resource, the TAP System Training Portal, is a powerful, interactive Web tool that provides individualized TAP trainings and support. At their fingertips, TAP leaders can gain real-time access to the latest trainings to download, review and deliver to teachers in order to improve instruction.

## This dynamic portal offers:

### TAP Video Library

A collection of more than 100 hours of professionally filmed classroom lessons and other TAP footage designed to improve teacher performance. High-definition videos are displayed in split screen in order to easily observe both the teacher and students.

### TAP Training Modules

Interactive and user-directed training experience on the indicators of the TAP Rubric (*Teaching Skills, Knowledge and Responsibilities Performance Standards*) and a variety of other topics that can be used to enhance TAP expertise.

### TAP Strategies Library

More than 300 proven teacher- and student-centered strategies gathered from TAP teachers across the country over the past decade. Each of the strategies was thoroughly vetted by expert master teachers. The library contains over 3,000 individual documents.

### TAP Summer Institute & Conference Trainings

Video clips and associated materials from all TAP Summer Institute (TSI) and National TAP Conference training sessions. The presentations and supporting video for all the trainings have been categorized and uploaded to the portal.



**Training Modules: Get Started**  
To view a Training Module select a link and click once. Module must be viewed in Internet Explorer to the Internet and may not be viewed if your computer. Be sure that any pop-up blockers are turned off.

File Name	Uploaded
Accessing Files on Training Module.html	10/22/2010
Lesson Structure and Pacing Training Module.html	10/22/2010
Measuring Student Training Module.html	11/10/2010

**TAP Evaluation Process**



**Lessons by Special Education**  
You've chosen to see Special Education's teaching demonstration.

File Name	Uploaded
Science-Balancing Chemical Equations	10/22/2010
Science-Respiration, Cell, Debris and Disasters	10/22/2010
Science- Perspectives of Coasters	11/10/2010

**Strategies Library**  
Teacher Strategies

- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials

- Thinking
- Problem Solving
- Instructional Plans
- Student Work
- Assessment
- Expectations
- Managing Student Behavior
- Environment
- Respectful Culture

STUDENT STRATEGIES ▶



## TAP Evaluation Process

TAP teachers are evaluated every year through multiple classroom observations by trained and certified raters and through their contributions to student achievement growth. TAP implementers will find all tools for TAP's integrated system of teacher evaluation and support.

## TAP Professional Development

TAP provides teachers with a system of professional development that is ongoing, job-embedded, collaborative, student-centered and led by expert instructors. All resources that TAP practitioners need to effectively implement TAP's professional development are just a click away.

## TAP Documents

Quick access to many TAP publications, including the *TAP Implementation Manual*, *TAP Evaluation and Compensation (TEC) Guide* and *TAP Leadership Handbook*.

Lindsay Harris, Principal  
Jane Long Middle School, Texas

Jenai Edwards, Mentor Teacher  
Chestnut Oaks Middle School, South Carolina



To see a preview of the TAP System Training Portal, visit [www.tapsystemtraining.org](http://www.tapsystemtraining.org).

## Subscribe your school

1. School or district administrators go to [www.tapsystemtraining.org](http://www.tapsystemtraining.org).
2. Click on "Contact Us" on the top right of the screen.
3. Under "What type of issue are you writing about?", select "Purchasing access for my school."
4. Fill out the required information and submit the form.
5. Someone will contact you shortly.



For more information about TAP, visit [www.tapsystem.org](http://www.tapsystem.org).

PR/Award # S374A120013 Adobe Flash Player at <http://get.adobe.com/flashplayer/>.

## Performance Awards are of Sufficient Size to Affect Teacher and Principal Behavior

TAP has substantial experience in effectively structuring and presenting performance incentives that affect behavior. This means more than simply assuming that teachers and principals will change behavior if offered large enough incentives. Research has shown that features other than the magnitude of awards, such as how incentives are structured and presented, also affect behavioral and educational outcomes (Bonner, 2002; Heneman, 1998; Taylor et al., 2009). TAP's comprehensive approach to the size and structure of incentives affects behavior in two key ways. One is to elicit motivated participation in the process of continuing improvement in teaching and leadership skills, based on instructionally focused accountability and on-site professional development. TAP's success in this is shown by student achievement growth results, teacher growth in instructional quality measures and staff survey data (NIET, 2010). The second way TAP incentives affect behavior is to attract effective teachers and principals to high-need schools and retain them because of the opportunities for expanded pay and the supportive working environment TAP creates. Evidence of success is shown in the previous chart "Increased Retention of Highly Effective Teachers in TAP Schools" and is confirmed by staff survey data (NIET, 2010). By recruiting and retaining effective educators, TAP schools improve student outcomes over time.

*Research.* The performance awards we propose for TAP are based on an allocation of over 5% of average base pay, which is well within the guidelines established by the following research: Odden & Wallace (2007) recommend a range of 4-8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that. A study of a performance incentives program in North Carolina found improvements in student

achievement associated with award sizes as small as \$1,500 (Vigdor, 2009). The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses much below that were perceived as less successful by the private sector companies using them (McAdams & Hawk, 1994).

The most substantial body of evidence available for the size of these awards comes from TAP's 10 years of successful experience in providing performance bonuses to teachers and principals as a core element of a comprehensive support and accountability system. As shown by this track record, allocating performance incentives in the range of 5% of base pay in the context of TAP's comprehensive approach to reform has proven high enough to change behavior and improve student outcomes.

*Size of awards.* Based on the above research and the experience of TAP in multiple states NIET and its partner have determined that bonuses in the range of 5% of base pay are sufficient. In addition to performance awards, TAP offers substantial augmentations for additional roles and responsibilities. Principal may earn bonuses about 12% above base pay and assistant principals may earn about 7% of base pay. Therefore, the incentive amounts provided in this grant for both teachers and principals are considered substantial.

*Structure of award.* TAP intentionally uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes that will result in recruitment and retention of effective teachers, and will result in increased buy-in, collaboration and collegiality in TAP schools.

Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional

skills, with the help of the TAP Leadership Team. This data helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important. Theory, research and 10 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible. This motivates high personal performance as well as positive contributions to teamwork.

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## BUDGET NARRATIVE

### FEDERAL REQUEST

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	\$970,478	\$2,470,660	\$2,410,680	\$2,351,767	\$2,293,955	\$10,497,540
2. Fringe	\$239,273	\$633,430	\$643,807	\$653,288	\$661,910	\$2,831,708
3. Travel	\$394,785	\$220,196	\$220,196	\$217,926	\$217,926	\$1,271,029
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$64,265	\$0	\$0	\$0	\$0	\$64,265
6. Contractual	\$641,550	\$516,350	\$516,350	\$466,350	\$492,350	\$2,632,950
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$102,050	\$89,050	\$108,350	\$108,350	\$108,350	\$516,150
9. Total Direct Costs	\$2,412,401	\$3,929,686	\$3,899,383	\$3,797,681	\$3,774,491	\$17,813,642
10. Indirect Costs	\$194,794	\$375,467	\$372,134	\$366,446	\$361,036	\$1,669,876
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs	\$2,607,195	\$4,305,153	\$4,271,517	\$4,164,127	\$4,135,527	\$19,483,518

### MATCH

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)						
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
(b)(4)						
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
(b)(4)						

## PERSONNEL

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### Athens City Schools and Morgan County Schools – Personnel

#### District Level Personnel

**District Executive Master Teacher:** Athens City Schools and Morgan County Schools, with NIET's assistance, will each hire a district executive master teacher (DEMT) who will be solely responsible for the onsite school-level technical assistance of the different TAP processes. The DEMTs will be based in the districts and spend 100% of time at the school sites working directly with master and mentor teachers. The districts will seek applicants with at least five years of classroom teaching experience, preferably with experience as a master teacher in a TAP school and a master's degree in education. The position will also require demonstrated expertise in curriculum development, test analysis, mentoring and leading professional development and the ability to work with faculty from an array of schools. The salary for the EMT in Athens City Schools is \$90,000 per year; \$70,000 per year in Morgan County Schools. An annual 3% cost-of-living increase is included in the budget.

#### School Level Personnel

**Master Teachers:** There are (b)(4) master teacher positions funded through this grant in Athens City Schools; (b)(4) in Morgan County Schools. Their average salary, based on the district salary schedule and the number of years of educational experience required, will be (b)(4) per position in Athens; (b)(4) per position in Morgan County. Athens City Schools will contribute an additional 0.2 FTE master teachers as a cost-share to this project; Morgan County Schools is contributing (b)(4) master teachers. These positions have a (b)(4) annual cost-of-living increase from Years 2-5. TAP master teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for master teachers: This grant will pay for the salary augmentation of the Master Teachers hired at each school site. Each master teacher regardless of base salary will receive \$9,000 in salary augmentation to help ease the burden of staffing in hard-to-staff schools.

**Mentor Teachers:** TAP mentor teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for mentor teachers: This grant will pay for salary augmentations of the mentor teachers hired at each site. This includes a total of 15 mentor teacher positions in Athens City Schools and 32 mentor teachers in Morgan County Schools. The mentor teacher salary augmentation is \$4,500.

Master and mentor teachers will be hired at the end of the 2012-2013 school year (with approximately six months remaining in grant year one) so they can complete CORE training in preparation for the 2013-2014 school year.

**Substitutes:** It is expected that teachers may visit other schools or classrooms as part of their professional development process. Teachers in both districts will also have the opportunity to

participate in the TAP National Conference and other training experiences that might require being out of the classroom. Further, substitute time may occasionally be utilized to ensure adequate time for cluster meetings. In order to accommodate these needs, we have allotted 15 substitute days at each of the TAP schools per district annually. The average daily rate for a substitute teacher in the both districts is \$75.

**Performance Bonuses:** We will establish a bonus pool for year-end performance awards using funds allocated from the TIF grant and matched funds from Athens City Schools and Morgan County Schools. It should be noted that for teachers and administrators the actual performance bonus could range from zero to significantly above the average, since the awards are differentiated based on performance. The project is designed to create the opportunity for the most effective teachers and principals to earn substantial annual performance bonuses.

- **Teachers:** The performance bonus pool for teachers will be established using an average of \$(b)(4) per eligible teacher in Athens City Schools; (b)(4) per teacher in Morgan County Schools.
- **Principals:** The award pool for principals will be \$(b)(4) per principal in Athens; \$(b)(4) per principal in Morgan County.
- **Assistant Principals:** The award pool for assistant principals will be \$(b)(4) in Athens; (b)(4) per assistant principal in Morgan County.

Performance-based compensation costs are included in Personnel and Fringe Benefits because *they are considered a variable component of an employee's overall compensation* and, thus, subject to state and federal tax withholdings.

Note: By the end of year 5, a salary structure based on effectiveness for teachers and principals will be implemented.

## NIET Personnel

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**TIF Project Director (new hire):** NIET will hire a project director (PD) who will dedicate 100% of his/her time to work with the TAP project in Athens City Schools and Morgan County Schools. The PD will handle administrative and management duties associated with the grant including: oversee all aspects of TAP operation in both LEAs; assist in aligning TAP implementation and TIF grant objectives to the districts' long-term strategic plans; lead annual advisory board meetings; work closely with NIET senior management and the districts' administrations to select, train and supervise the new positions under this grant; provide onsite technical assistance as needed; provide training on the TLT Observation Rubric to TAP district leaders; and work with both LEAs to attract high caliber teachers and principals.

**Grant Manager (new hire):** NIET will hire a grant manager to support this TIF grant project. The grant manager will work with the project director on all requirements of the grant including: daily grant operations; monitoring expenditures on current awards; communicating regularly with the districts' business offices; and serving as administrator of the grant. NIET will seek out applicants who have a Bachelor's Degree in Business Administration or an equivalent combination of training and experience; strong computer and organizational skills; and previous

experience with grant administration. This position will devote <sup>(b)</sup><sub>(4)</sub> of their time to this project, which will be adequate to carry out the responsibilities outlined above.

**Senior Research Associate:** Lydia Kim, senior research associate, will be responsible for working with Slaton ISD schools and district leadership to ensure that all data are collected and processed properly. Ms. Kim has previously worked in school districts and research centers managing and maintaining research databases. Ms. Kim will dedicate <sup>(b)</sup><sub>(4)</sub> of her time to the project.

**Senior Vice President, School Services:** The Senior Vice President for School Services oversees all training aspects of TAP. Jason Culbertson works closely with NIET senior management to support all aspects of school operations including TAP trainings, school reviews and evaluation, and other school services. He was previously the Project Director for a South Carolina TAP Teacher Incentive Fund grant. Mr. Culbertson will spend <sup>(b)</sup><sub>(4)</sub> of his time to provide leadership and oversight assistance for the project director.

**Senior Vice President, Policy and Development:** Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will also take on this role for the TIF grant by developing and executing strategies to communicate results of the project to policy makers, practitioners and the public. Ms. Van Hook brings over 20 years of experience in government and public policy, and will contribute <sup>(b)</sup><sub>(4)</sub> of her time to provide communications management for this grant, which is adequate to fulfill the project's communication efforts.

**Program Manager, Business Operations:** Debbie White will be responsible for the financial aspects of this grant's administration as well as audit preparation. In addition, her salary reflects her experience with financial record keeping for NIET, including reviewing expense reports, invoices and general expenses before submitting them to accounting for processing. Ms. White will dedicate <sup>(b)</sup><sub>(4)</sub> of her time supporting TIF grant activities.

**Program Manager, School Services:** Allison Ellison will provide administrative and logistical support for NIET's School Services trainers. She will dedicate <sup>(b)</sup><sub>(4)</sub> of her time on TIF activities.

**Administrative Assistant:** Jessica Doshna will provide administrative support for NIET project staff. She will dedicate <sup>(b)</sup><sub>(4)</sub> of her time on this TIF project.

**Director of Learning Technology:** Anissa Rodriguez, Ph.D., director of learning technology, is responsible for managing NIET's web-based training content (such as the TAP System Training Portal), developing new training materials and providing technical assistance to TAP schools on the use of our online training resources. Dr. Rodriguez will dedicate <sup>(b)</sup><sub>(4)</sub> of her time to this TIF project.

**Director of Research (vacant):** NIET's director of research is responsible for carrying our internal research activities for NIET and TAP including oversight of data collection for the TIF grant and systems. He will act as a liaison between the grant's external evaluator and provide oversight of the evaluation. The director of research will spend <sup>(b)</sup><sub>(4)</sub> of his time to carry out these responsibilities. NIET is currently interviewing applicants for this position.

**Director of Communications (vacant):** NIET's director of communications will work with our partner to develop and implement communications strategies and products, such as flyers, fact sheets, publications and posters for internal and external audiences; and assist partner staff with their sustainability planning. The director of communications will devote <sup>(b)</sup><sub>(4)</sub> of his time to TIF activities. NIET is currently interviewing applicants for this position.

## PERSONNEL

<b>PERSONNEL (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
District-level Position	Avg. Salary	# FTE	Total Cost								
Exec. Master Teacher	(b)(4)										
Total District-level Salaries (Athens)	(b)(4)										

<b>PERSONNEL (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Avg. Salary	# FTE	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost				
Master Teachers	(b)(4)										
		#	#	#	#	#					
Master Augmentations	\$9,000	3	6	6	6	6	\$27,000	\$54,000	\$54,000	\$54,000	\$54,000
Mentor Augmentations	\$4,500	7.5	15	15	15	15	\$33,750	\$67,500	\$67,500	\$67,500	\$67,500
		# days									
Subs (15 days/school/yr)	\$75	43.5	87	87	87	87	\$4,078	\$6,525	\$6,525	\$6,525	\$6,525
							<b>TIF SHARE OF PERFORMANCE BONUSES</b>				
<b>Performance Bonuses</b>	Pool	# teachers	100%	90%	80%	70%	60%				
Teachers	\$2,000	0	123	123	123	123	\$0	\$221,400	\$196,800	\$172,200	\$147,600
							<b>TIF SHARE OF PERFORMANCE BONUSES</b>				
<b>School Administrators</b>	Pool	# adminis-trators	100%	90%	80%	70%	60%				
Principals	\$5,000	0	5	5	5	5	\$0	\$22,500	\$20,000	\$17,500	\$15,000
Assistant Principals	\$2,500	0	1	1	1	1	\$0	\$2,250	\$2,000	\$1,750	\$1,500
Total School-level Salaries (Athens)	(b)(4)										

<b>PERSONNEL (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
District-level Position	Avg. Salary	# FTE	Total Cost								
Exec. Master Teacher	(b)(4)										
Total District-level Salaries (Morgan)											

<b>PERSONNEL (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5	
School-level Position	Avg. Salary	# FTE	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost					
Master Teachers	(b)(4)											
Master Augmentations												
Mentor Augmentations												
		# days										
Subs (15 days/school/year)	\$75	60	120	120	120	120	\$4,500	\$9,000	\$9,000	\$9,000	\$9,000	
							TIF SHARE OF PERFORMANCE BONUSES					
<b>Performance Bonuses</b>	(b)(4)											
Teachers												
<u>School Administrators</u>												
Principals												
Assistant Principals												
Total School-level Salaries (Morgan)												

<b>PERSONNEL (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Position	Avg. Salary	# FTE	Total Cost								
TIF Project Director	\$90,000	1	1	1	1	1	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
Director, Grant Management	(b)(4)										
Senior Research Associate											
SVP, School Services											
SVP, Policy & Development											
Program Manager, Business Operations											
Program Manager, School Services											
Administrative Assistant											
Director of Learning Technology											
Director of Research											
Director of Communications											
Total Personnel (NIET)											

**TOTAL PERSONNEL**

**\$970,478    \$2,470,660    \$2,410,680    \$2,351,767    \$2,293,955**

## FRINGE

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### Athens City Schools and Morgan County Schools – Fringe

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The rates of fringe for Athens City Schools personnel are as follows:

- Personnel:
- Performance bonuses:

The rates for Athens' personnel fringe benefits include: social security; Medicare; state retirement for certified and full-time employees; medical insurance for full-time employees; and workers' compensation.

The rates of fringe on performance bonuses include social security and state retirement benefits for certified and full-time employees.

The rates of fringe for Morgan County Schools personnel are as follows:

- Personnel:
- Performance bonuses:

The rates for Morgan County's personnel and performance bonus fringe benefits include: social security; Medicare; state retirement for certified and full-time employees; medical and dental insurance for full-time employees; and life insurance for full-time employees.

### NIET Fringe

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The rates of fringe for NIET personnel are as follows:

- in Year 1, increasing  each subsequent year

NIET personnel rates of fringe include: employer payroll taxes (FICA, Medicare, SUI); employee medical, dental, life and accidental death and disability insurance; worker's compensation insurance; 403(b) plan match; and employee parking.

## FRINGE

<b>FRINGE (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
District-level Position	Base Fringe %	Total Fringe									
Executive Master Teacher	(b)(4)										
Total District-level Fringe (Athens)											
<b>FRINGE (ATHENS)</b>											
School-level Position											
Master Teachers											
Master Augmentations											
Mentor Augmentations											
Substitutes											
<b>Performance Bonuses</b>											
Teachers											
Principals											
Assistant Principals											
Total School-level Fringe (Athens)											

<b>FRINGE (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5											
District-level Position	Base Fringe %	Total Fringe																				
Executive Master Teacher	(b)(4)																					
Total District-level Fringe (Morgan County)																						
<b>FRINGE (MORGAN COUNTY)</b>																						
School-level Position																						
Master Teachers																						
Master Augmentations																						
Mentor Augmentations																						
Substitutes																						
<b>Performance Bonuses</b>																						
Teachers																						
Principals																						
Assistant Principals																						
Total School-level Fringe (Morgan County)																						

<b>FRINGE (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Position	Base Fringe %	Total Fringe									
TIF Project Director	(b)(4)										
Grant Mgmt. Director											
Senior Research Associate											
SVP, School Services											
SVP, Policy & Development											
Program Manager, Business Operations											
Program Manager, School Services											
Administrative Assistant											
Director of Learning Technology											
Director of Research											
Director of Communications											
Total Fringe (NIET)											
<b>TOTAL FRINGE</b>											

## TRAVEL

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### Athens City Schools and Morgan County Schools – Travel

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**Site visits to existing TAP locations:** As part of Year 1 only, NIET and Athens City Schools and Morgan County Schools will setup site visits for the teachers in the districts' TAP schools to see implementation in other states and engage teachers with the experiences of other TAP practitioners. These brief two day, one night trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately \$875 per person based on \$600 for airfare; \$125 per night for hotel; \$40 for ground transportation and \$55 per diem. We have allocated funds for approximately four educators per school per district to visit different TAP sites. The total non-recurring cost for Year 1 is \$17,500 for Athens City Schools and \$28,000 for Morgan County Schools.

**National TAP Conference and Training:** The Annual TAP Conference and Training is a three day, three night opportunity for career, mentor and master teachers, along with building and district level administrators, to receive advanced training from national experts across TAP implementation sites, as well as policy updates, and to network with colleagues to share common experiences and advice. The location of the TAP conference is traditionally held in a major U.S. city. The total cost is \$1,464 per person is based on estimated costs of \$600 for airfare; \$150 per night for lodging; \$50 for airline baggage fees; \$40 for ground transportation; \$40 for parking and a \$71 per diem. A total of \$58,560 has been allocated for 40 teachers, principals and central office administrators to attend from Athens City Schools; \$87,840 has been allocated for 60 educators and administrators from Morgan County Schools to attend.

**National TAP Summer Institute:** The TAP Summer Institute is a four-day/three-night annual training opportunity for TAP Leadership Team members. We have budgeted for all TLT members to attend the TSI annually. The total cost is \$1,464 per person is based on estimated costs of \$600 for airfare; \$150 per night for lodging; \$50 for airline baggage fees; \$40 for ground transportation; \$40 for parking and a \$71 per diem. Thirty-six (36) educators from Athens City Schools and 57 educators from Morgan County Schools will attend.

**In-district Mileage:** The executive master teacher in each district will travel approximately 6,000 miles of intra-district travel to provide support to their schools. The 6,000 mile total per district adjusted to the 2012 IRS standard mileage rate of 55 cents per mile equals a recurring cost of \$3,300 a year per district.

**District Executive Master Teacher Training:** NIET provides training for district level TAP personnel. The districts' executive master teachers will need to shadow other successful TAP locations during the planning period. Each trip (3 days/2 nights) is \$1,193 per executive master teacher based on \$600 for airfare; \$150 per night for hotel; \$40 for ground transportation; \$40 for parking; and a \$71 per diem. Year 1 includes three trainings; Years 2-5 have one training.

## NIET Travel

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**Site visits to existing TAP locations:** As part of Year 1 only, NIET and Athens City Schools and Morgan County Schools will setup site visits for the teachers in the districts' TAP schools to see implementation in other states and engage teachers with the experiences of other TAP practitioners. The NIET TAP Project Director, or designee(s), will attend these visits. These brief two day, one night trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately \$875 per person based on \$600 for airfare; \$125 per night for hotel; \$40 for ground transportation and \$55 per diem.

**NIET School Development Visits:** The Project Director will make onsite visits in preparation for full implementation. These developmental visits may take place before an executive master teacher is hired or may be done along with the executive master teacher as a way to provide training. The activities of these visits will vary based on the needs of the specific schools but could include TAP presentations, faculty meetings, interviewing master and/or mentor teacher candidates, etc. The onsite support consists of four trips per district (eight trips total) during Year 1 only at a cost of \$1,320 per trip, or \$10,560 total Year 1 non-recurring. The cost is based on \$600 airfare; \$125 per night for hotel; \$40 per day for ground transportation; \$60 for parking; and a \$55 per diem.

**NIET Startup Workshop Training (CORE training):** All TAP leadership team members (principal, master and mentor teachers) must participate in TAP CORE trainings which include three three-day workshops focused on the core elements of TAP implementation. Each training is divided into three parts—Overview and Evaluation A consisting of 3 days, Cluster and Leadership Team consisting of 3 days, and Evaluation B consisting of 3 days. During Year 1, the number of initial participants will require two trainings; accordingly, travel for two trainers to lead these three sessions is included in this budget. In Years 2 - 5 of the grant, travel for one trainer has been budgeted as only one training will be necessary for new members of the districts' leadership teams. NIET will provide joint trainings with the districts to reduce transportation costs. The airfare for trainers is projected at \$600; \$125 per night for hotel; \$40 per day for ground transportation; \$60 for parking; and a per diem of \$55. The total travel cost of the three day trainings is \$1,320 per person.

**NIET Technical Assistance:** In order to provide technical assistance directly to the schools, the Project Director—or another NIET trainer—will be on-site to support the executive master teacher. The onsite support consists of six three-day, three night trips per district during Year 1, for a total of \$15,840; and ten visits per year per district in Years 2-5, for a total of \$26,400 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$40/day for ground transportation; \$60 for parking; and a \$55 per diem.

**Annual Advisory Board Meeting:** Two NIET employees—the NIET President (or designee) and the Project Director—will attend the two day, one night Annual Advisory Board Meeting in Athens City Schools and Morgan County Schools. The cost is recurring from Years 1-5 and totals \$915 per NIET employee for a total of \$1,830 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$80 for ground transportation; and a \$55 per diem.

**Grant Monitoring:** As fiscal agent for the TIF project, the Director of Grant Management will visit Athens City Schools and Morgan County Schools each year on a quarterly basis to ensure proper oversight of the grant. These will be two day, one night visits. The cost is recurring from Years 1-5 and totals \$915 per trip for a total of \$3,660 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$80 for ground transportation; and a \$55 per diem.

**TIF Grantee Meetings:** The required annual TIF grantee meetings will be attended by the Project Director and two additional key personnel. The cost is based on \$600 for airfare; \$183 per night for hotel (General Services Administration [GSA] schedule for Washington, DC); \$40 for ground transportation; \$40 for parking; and \$71 per diem (GSA schedule). We have budgeted \$1,259 for each of the attendees.

**TIF Topical Meetings:** The required annual TIF topical meetings will be attended by the Project Director and one additional participant. The cost is based on \$600 for airfare; \$183 per night for hotel (GSA schedule for a major US city); \$40 for ground transportation; \$40 for parking; and \$71 per diem (GSA schedule). We have budgeted \$1,259 for each of the attendees.

**SLO Training:** The Project Director (or designee) will attend all SLO training sessions with LEA partner staff. The cost in Year 1 totals \$3,370. The cost in Years 2 and 3 is \$2,270 per year. The cost is based on \$600 for airfare; \$125 per night for hotel; \$40 per day for ground transportation; and a \$55 per diem.

## TRAVEL

<b>TRAVEL (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# People	Total Cost								
Site visits to existing TAP locations. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$40; \$55 per diem x 2 days = \$110. \$875/person)	\$875	20	0	0	0	0	\$17,500	\$0	\$0	\$0	\$0
National TAP Conference. 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	40	40	40	40	40	\$58,560	\$58,560	\$58,560	\$58,560	\$58,560
National TAP Summer Institute (TSI). 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	36	36	36	36	36	\$52,704	\$52,704	\$52,704	\$52,704	\$52,704
In-district mileage (# people = # of miles) (Exec. Master)	\$0.55	6000	6000	6000	6000	6000	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300

<b>TRAVEL (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# People	Total Cost								
District Executive Master Training. 3 days/2 nights (Hotel: \$150/night x 2 nights = \$300; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,193/person)	\$1,193	3	1	1	1	1	\$3,579	\$1,193	\$1,193	\$1,193	\$1,193
<b>Total Travel (Athens)</b>							<b>\$135,643</b>	<b>\$115,757</b>	<b>\$115,757</b>	<b>\$115,757</b>	<b>\$115,757</b>

<b>TRAVEL (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# People	Total Cost								
Site visits to existing TAP locations. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$40; \$55 per diem x 2 days = \$110. \$875/person)	\$875	32	0	0	0	0	\$28,000	\$0	\$0	\$0	\$0
National TAP Conference. 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	60	60	60	60	60	\$87,840	\$87,840	\$87,840	\$87,840	\$87,840

<b>TRAVEL (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# People	Total Cost								
National TAP Summer Institute (TSI). 4 days/3 nights (Hotel: \$150/night x 3 nights = \$450; Airfare: \$600; Baggage fees: \$50; Ground transportation: \$40; Parking: \$40; \$71 per diem x 4 days = \$284. \$1,464/person)	\$1,464	57	57	57	57	57	\$83,448	\$83,448	\$83,448	\$83,448	\$83,448
In-district mileage (# people = # of miles) (Exec. Master)	\$0.55	6000	6000	6000	6000	6000	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300
District Executive Master Training. 3 days/2 nights (Hotel: \$150/night x 2 nights = \$300; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,193/person)	\$1,193	3	1	1	1	1	\$3,579	\$1,193	\$1,193	\$1,193	\$1,193
<b>Total Travel (Morgan County)</b>							<b>\$206,167</b>	<b>\$175,781</b>	<b>\$175,781</b>	<b>\$175,781</b>	<b>\$175,781</b>

<b>TRAVEL (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Trips	Total Cost								
Site visits to existing TAP locations. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$40; \$55 per diem x 2 days = \$110. \$875/person)	\$875	4	0	0	0	0	\$3,500	\$0	\$0	\$0	\$0

<b>TRAVEL (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Trips	Total Cost								
NIET School Development. 3 days/3 nights (Hotel: \$125/night x 3 nights = \$375; Airfare: \$600; Ground transportation: \$120; Parking: \$20/day x 3 days = \$60; \$55 per diem x 3 days = \$165. \$1,320/person)	\$1,320	8	0	0	0	0	\$10,560	\$0	\$0	\$0	\$0
NIET Startup Workshop Training #1 (CORE training). 3 days/3 nights (Hotel: \$125/night x 3 nights = \$375; Airfare: \$600; Ground transportation: \$40/day x 3 days = \$120; Parking: \$60; \$55 per diem x 3 days = \$165. \$1,320/person)	\$1,320	2	1	1	1	1	\$2,640	\$1,320	\$1,320	\$1,320	\$1,320
NIET Startup Workshop Training #2 (CORE training)	\$1,320	2	1	1	1	1	\$2,640	\$1,320	\$1,320	\$1,320	\$1,320
NIET Startup Workshop Training #3 (CORE training)	\$1,320	2	1	1	1	1	\$2,640	\$1,320	\$1,320	\$1,320	\$1,320
NIET Technical Assistance. 3 days/3 nights (Hotel: \$125/night x 3 nights = \$375; Airfare: \$600; Ground transportation: \$40/day x 3 days = \$120; Parking: \$60; \$55 per diem x 3 days = \$165. \$1,320/person)	\$1,320	12	20	20	20	20	\$15,840	\$26,400	\$26,400	\$26,400	\$26,400

<b>TRAVEL (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Trips	Total Cost								
Advisory Board Meeting. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$80; \$55 per diem x 2 days = \$110. \$915/person)	\$915	2	2	2	2	2	\$1,830	\$1,830	\$1,830	\$1,830	\$1,830
NIET Grant Monitoring. 2 days/1 night (Hotel: \$125; Airfare: \$600; Ground transportation: \$80; \$55 per diem x 2 days = \$110. \$915/person)	\$915	4	4	4	4	4	\$3,660	\$3,660	\$3,660	\$3,660	\$3,660
TIF Grantee Meeting in Washington, DC. 3 days/2 nights (Hotel: \$183/night x 2 nights = \$366; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,259/person)	\$1,259	3	3	3	3	3	\$3,777	\$3,777	\$3,777	\$3,777	\$3,777
TIF Topical Meeting. 3 days/2 nights (Hotel: \$183/night x 2 nights = \$366; Airfare: \$600; Ground transportation: \$40; Parking: \$40; \$71 per diem x 3 days = \$213. \$1,259/person)	\$1,259	2	2	2	2	2	\$2,518	\$2,518	\$2,518	\$2,518	\$2,518
SLO Training (Fall, Year 1). 6 days/5 nights. (Hotel: \$125/night x 5 nights = \$625; Airfare: \$600; Ground transportation: \$40/day x 6 days = \$240; Per diem: \$55/day x 6 days = \$330).	\$1,795	1	0	0	0	0	\$1,795	\$0	\$0	\$0	\$0

<b>TRAVEL (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Trips	Total Cost								
SLO Training (Spring, Year 1). 5 days/4 nights. (Hotel: \$125/night x 4 nights = \$500; Airfare: \$600; Ground transportation: \$40/day x 5 days = \$200; Per diem: \$55/day x 5 days = \$275).	\$1,575	1	0	0	0	0	\$1,575	\$0	\$0	\$0	\$0
SLO Training (Years 2 & 3) 3 days/2 nights. (Hotel: \$125/night x 2 nights = \$250; Airfare: \$600; Ground transportation: \$40/day x 3 days = \$120; Per diem: \$55/day x 3 days = \$165).	\$1,135	0	2	2	0	0	\$0	\$2,270	\$2,270	\$0	\$0
<b>Total Travel (NIET)</b>							\$52,975	\$44,415	\$44,415	\$42,145	\$42,145

**TOTAL TRAVEL**

**\$394,785    \$220,196    \$220,196    \$217,926    \$217,926**

## EQUIPMENT

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No equipment is being purchased with TIF monies.

## SUPPLIES

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### Athens City Schools and Morgan County Schools – Supplies

**iPads:** Every TAP Leadership Team member in the TIF grant plus the executive master teacher will be supplied with a 32GB iPad to use for classroom observations, cluster meetings and TAP Leadership Team meetings. In addition, iPads will allow members of the TAP Leadership Team to instantly upload results of classroom observations to CODE. This will enable schools to access and analyze evaluation data, which will decrease the amount of time it takes to make personnel decisions based on the evaluation data.

**TAP Observer App:** All iPads used by TLT members will be loaded with the tapObserver scripting application. This app enhances the TAP system evaluation process by helping evaluators (principals, master and mentor teachers) to more efficiently and accurately collect evidence during a classroom observation.

### NIET Supplies

**Laptop Computers:** The project director will receive a laptop computer. A laptop will be purchased, as opposed to a desktop computer, so that the project director can use it on school sites, during cluster meetings and presentations. We have budgeted \$2,000 for the computer. This amount reflects the typical cost of a laptop for business use and is reasonable for our budget. This purchase will be a Year 1 expense only.

**Computer Printers:** The project director will also receive a printer for office use. We have budgeted \$750 for the printer which is reasonable for an individual use laser printer. This purchase will be Year 1 expense only.

**iPad:** The grant project director will be supplied with a 32GB iPad to use for classroom observations, cluster meetings, TAP Leadership Team meetings and to train school staff on how to use the tapObserver scripting application.

## SUPPLIES

<b>SUPPLIES (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost				
32GB iPads (TLT members & executive master teacher)	\$600	36	0	0	0	0	\$21,600	\$0	\$0	\$0	\$0
tapObserver App	\$55	36	0	0	0	0	\$1,980	\$0	\$0	\$0	\$0
<b>Total Supplies (Athens)</b>							<b>\$23,580</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>SUPPLIES (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost				
32GB iPads (TLT members & executive master teacher)	\$600	57	0	0	0	0	\$34,200	\$0	\$0	\$0	\$0
tapObserver App	\$55	57	0	0	0	0	\$3,135	\$0	\$0	\$0	\$0
<b>Total Supplies (Morgan County)</b>							<b>\$37,335</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>SUPPLIES (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost				
Laptop (project director)	\$2,000	1	0	0	0	0	\$2,000	\$0	\$0	\$0	\$0
Printer (project director)	\$750	1	0	0	0	0	\$750	\$0	\$0	\$0	\$0
32 GB iPad (project director)	\$600	1	0	0	0	0	\$600	\$0	\$0	\$0	\$0
<b>Total Supplies (NIET)</b>							<b>\$3,350</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**TOTAL SUPPLIES**

**\$64,265      \$0      \$0      \$0      \$0**

## **CONTRACTUAL**

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### Athens City Schools and Morgan County Schools – Contractual

**TAP Startup Workshop (CORE) Training:** All TAP leadership team members are required to participate in CORE trainings which provide essential information needed for the successful implementation of TAP in a school. Master and mentor teachers and school administrators are required to undergo intensive trainings focused on the essential elements of TAP implementation. This CORE TAP training consists of three separate workshops focusing on three core topics: (1) the TAP rubric; (2) TAP clusters; and (3) TAP leadership development. There are nine total days of TAP CORE startup training subdivided into three three-day sessions. Certified NIET trainers will provide CORE for all TAP leadership team members. The daily rate for these trainers is \$1,200, for a recurring annual cost of \$10,800 to each district.

**Annual Access to TAP Training Portal:** The TAP System Training Portal contains teacher and student strategies, numerous hours of TAP lessons with accompanying documentation, and training modules connected to the TAP rubrics. The annual membership to the TAP Training Portal is \$1,000 per school, for a recurring cost of \$5,000 (Athens) and \$8,000 (Morgan County) annually.

**CODE:** The CODE system houses all the teacher evaluation data and provides metrics for bonus calculations. Additionally, CODE is used by Leadership Team members to monitor the evaluation process and help ensure a high degree of inter-rater reliability. The annual cost of CODE is \$2,000 per school for a total annually recurring cost of \$10,000 (Athens) and \$16,000 (Morgan County). In the final year of the grant, schools will pay for a two-year access to CODE. This is critical, as data from evaluation measures will not be available to process until after the conclusion of the grant project. Schools must maintain access to the database to accurately calculate their final performance-based compensation or variable salary compensation under the TIF grant. Thus, in Year 5, the cost of CODE will be \$4,000 per school for an annual cost of \$20,000 (Athens) and \$32,000 (Morgan County).

**NIET School Developmental Visits:** NIET will provide eight days of service, to each district, onsite to prepare schools for TAP implementation. These meetings will focus on clearly communicating the TAP model and expectations for faculty. The daily rate for NIET staff onsite is \$1,200 per day. There are eight days in each district of developmental meetings in Year 1, for a total of \$9,600 per district, and no days scheduled in Years 2-5 for school development work.

**NIET School Review:** The NIET School Review measures the fidelity of TAP implementation onsite. The school review fee is \$750 per school. This cost covers the time to produce a detailed, specific report which is generated for each site based on an in-person visit. The annual cost is \$3,750 (Athens) and \$6,000 (Morgan County).

**NIET Technical Assistance:** The technical assistance provided by NIET will involve onsite training for the Executive Master Teacher and Leadership Team members. This will include formal trainings, site visits, coach the coach sessions and planning sessions. Approximately 30

days (3 days per month per district x 10 months/school year) of technical assistance will be provided to each district at \$1,200 per day for a total of \$36,000 per district in Year 1. Forty (40) days of technical assistance (4 days per month per district x 10 months/school year) will be provided to each district in Years 2-5 for a recurring annual cost of \$48,000 per district.

## NIET – Contractual

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**Communications:** The communications plan will ensure the results of TAP in the proposed grant sites, and the impact of the TIF grant, will reach the larger community. The communications plan will contain items targeted at our internal audience and external public audiences at an annually recurring cost of approximately \$100,000.

**Grant Evaluation:** NIET will accept proposals for an external evaluator to assess progress towards the goals and objectives set forth in this proposal. The evaluation plan is described in the project narrative. We budgeted \$70,000 to be paid annually in Years 1-5.

**Audit:** We budgeted \$10,000 annually for the cost of conducting an audit through an outside firm.

**Principal Evaluation/360-degree Tool:** Each year as part of the principal and assistant principal evaluation component, the districts will utilize a valid and reliable, research-based 360-degree observational tool. The cost of the evaluation tool will be \$250 per administrator. The annual recurring fee is \$1,500 (Athens) and \$3,500 (Morgan County) to administer the tool across the schools under this grant. NIET will work with each district to appropriately procure an evaluation vendor.

**Enhancements to CODE for HCMS:** NIET will make enhancements to the CODE system in order to capture and process all of the data necessary for the district's HCMS. Enhancements will include (1) the ability for CODE to process principal evaluation data in the same manner as teacher evaluation data (i.e., storage of principal evaluation scores, creation of analyses, etc.); (2) the ability to generate an educator's overall evaluation rating; (3) an explicit link to professional development (e.g., based on data from educator observation scores, CODE will be able to suggest specific instructional videos to review on the TAP Training Portal); (4) the ability to capture student survey data when applicable; and (5) improving the overall user experience through better charts, a streamlined user interface, and making the information and the reports more actionable.

**Middle Tennessee State University (MTSU), College of Education:** NIET will contract with a professor at MTSU. MTSU's teacher preparation program provides instruction on the Tennessee evaluation rubric and embeds the rubric in their overall curriculum. Partnering with MTSU gives the districts' an opportunity to expand the scale of their recruitment and retention efforts by involving one of Tennessee's leading teacher preparation programs. The MTSU professor will serve as a liaison between higher education and site-level implementation of the grant; this position will bridge a gap between knowledge and practice of the teacher evaluation process. Located in MTSU's College of Education, this position will create a process to connect the

classroom teaching experience with the clinical experience of student teachers and teacher supervisors in the teacher preparation program.

**SLO Training:** NIET will contract with a vendor to provide intensive training, in Years 1-3, in the development and evaluation of Student Learning Objectives. Year 1 assistance centers on the customized development of an SLO framework and the requirements of the SLO process. Assistance is provided in establishing an SLO analytic ratings rubric, planning key SLO capacities and events for the coming year, providing guidance in developing SLO training materials for various audiences (e.g., teachers, principals, superintendents et al.). Year 2 assistance builds on the structures and processes established in Year 1 to support rollout and implementation. Assistance particularly targets specific issues arising in early implementation, such as assisting with the quality control of SLO approvals, the alignment of district and school systems, and refining the SLO framework and process. Year 3 assistance focuses on capacities needed by the sites to sustain the initiative independently in subsequent years. Therefore, assistance focuses on refining structures, processes, and personnel capacity. Assistance is also provided in developing longer-range plans for systemic implementation and support, to ensure successful implementation in future years.

NIET will follow the federal procurement procedures at 2 CFR 215.40-215.48 and 34 CFR 74.40-74.48.

## CONTRACTUAL

<b>CONTRACTUAL (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
TAP Startup Workshop (CORE) Training (Units = # days)	\$1,200	9	9	9	9	9	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Annual access to TAP Training Portal	\$1,000	5	5	5	5	5	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Comprehensive Online Data Entry (CODE)	\$2,000	5	5	5	5	10	\$10,000	\$10,000	\$10,000	\$10,000	\$20,000
NIET School Development Visits	\$1,200	8	0	0	0	0	\$9,600	\$0	\$0	\$0	\$0
NIET School Reviews (Units = # schools)	\$750	5	5	5	5	5	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750
NIET Technical Assistance Visits (Units = # days)	\$1,200	30	40	40	40	40	\$36,000	\$48,000	\$48,000	\$48,000	\$48,000
<b>Total Contractual (Athens)</b>							\$75,150	\$77,550	\$77,550	\$77,550	\$87,550

<b>CONTRACTUAL (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
TAP Startup Workshop (CORE) Training (Units = # days)	\$1,200	9	9	9	9	9	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Annual access to TAP Training Portal	\$1,000	8	8	8	8	8	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Comprehensive Online Data Entry (CODE)	\$2,000	8	8	8	8	16	\$16,000	\$16,000	\$16,000	\$16,000	\$32,000
NIET School Development Visits	\$1,200	8	0	0	0	0	\$9,600	\$0	\$0	\$0	\$0
NIET School Reviews (Units = # schools)	\$750	8	8	8	8	8	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
NIET Technical Assistance Visits	\$1,200	30	40	40	40	40	\$36,000	\$48,000	\$48,000	\$48,000	\$48,000
<b>Total Contractual (Morgan)</b>							\$86,400	\$88,800	\$88,800	\$88,800	\$104,800

<b>CONTRACTUAL (NIET)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Units	Total Cost								
Communications	\$100,000						\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Grant Evaluation	\$70,000						\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
Audit	\$10,000						\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Principal Evaluation/360-degree Tool (Athens)	\$250	6	6	6	6	6	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Principal Evaluation/360-degree Tool (Morgan County)	\$250	14	14	14	14	14	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Upgrade to CODE for HCMS	\$80,000						\$80,000	\$0	\$0	\$0	\$0
Contract with Mid-Tennessee State University College of Education	\$115,000						\$115,000	\$115,000	\$115,000	\$115,000	\$115,000
SLO Training and Technical Assistance							\$100,000	\$50,000	\$50,000		
<b>Total Contractual (NIET)</b>							<b>\$480,000</b>	<b>\$350,000</b>	<b>\$350,000</b>	<b>\$300,000</b>	<b>\$300,000</b>

**TOTAL CONTRACTUAL**

**\$641,550    \$516,350    \$516,350    \$466,350    \$492,350**

## O T H E R

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### Athens City Schools and Morgan County Schools – Other

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**TAP Startup Workshops (CORE training) Registration:** Members of the school leadership team are required to undergo intensive TAP CORE trainings on the essential elements of TAP implementation. All TAP leadership team members will attend these sessions. The participation fee per attendee is \$250, which is assessed as a licensing and materials fee for the nine days of trainings. In Year 1 of the grant, we budgeted for 97 participants (40 Athens, 57 Morgan County). In Years 2-5, we anticipate new mentor teachers, master teachers and administrators will need the CORE training, and have allocated funds for 45 participants (20 Athens, 25 Morgan County).

**National TAP Conference and Training:** The National TAP Conference is an annual professional development opportunity for master and mentor teachers, along with the building and district level administrators to receive role specific training and network with those in similar positions around the nation. The districts propose to send 100 participants (40 from Athens, 60 from Morgan) consisting of teachers, site administrators and district-level administrators to the National TAP Conference and Training. The cost per attendee covers training materials and cost of most meals. The registration fee for 2013 will be \$400 per person for an annual cost of \$16,000 (Athens) and \$24,000 (Morgan). In Year 3, the registration fee will increase to \$500 per person for an annual cost of \$20,000 (Athens) and \$30,000 (Morgan). NIET anticipates that the cost of attending the Conference will increase as it strives to continually improve training sessions and materials.

**National TAP Summer Institute (TSI):** The TAP Summer Institute is an annual training session targeted to the members of school leadership teams (administrators, master teachers and mentor teachers). The TSI will help provide the leadership team members in both districts with advanced training on TAP implementation for clusters, leadership team meetings, the instructional rubrics, and other TAP processes. The registration fee for the TSI is \$400 per person or \$14,400 (Athens) and \$22,800 (Morgan County) recurring annually. We have budgeted for 36 attendees (Athens) and 57 attendees (Morgan County) from the schools under this grant each year. In Year 3, the registration fee will increase to \$500 per person for an annual cost of \$18,000 (Athens) and \$28,500 (Morgan). NIET anticipates that the cost of attending the TSI will increase as it strives to continually improve training sessions and materials.

**Photocopying and Shipping:** Athens City Schools and Morgan County Schools are required to submit programmatic and fiscal documentation to NIET on a quarterly basis. We budgeted \$300 per year per district to offset the cost of preparing and submitting TIF documentation.

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### NIET – Other

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NIET is not claiming Other expenses.

**OTHER**

<b>OTHER (ATHENS)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Attendees	Total Cost								
TAP Startup workshops (CORE training) registration	\$250	40	20	20	20	20	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
National TAP Conference & Training registration	\$400	40	40	40	40	40	\$16,000	\$16,000	\$20,000	\$20,000	\$20,000
National TAP Summer Institute (TSI) registration	\$400	36	36	36	36	36	\$14,400	\$14,400	\$18,000	\$18,000	\$18,000
Photocopying & Shipping							\$300	\$300	\$300	\$300	\$300
<b>Total Other (Athens)</b>							<b>\$40,700</b>	<b>\$35,700</b>	<b>\$43,300</b>	<b>\$43,300</b>	<b>\$43,300</b>

<b>OTHER (MORGAN COUNTY)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Expense	Unit Cost	# Attendees	Total Cost								
TAP Startup workshops (CORE training) registration	\$250	57	25	25	25	25	\$14,250	\$6,250	\$6,250	\$6,250	\$6,250
National TAP Conference & Training registration	\$400	60	60	60	60	60	\$24,000	\$24,000	\$30,000	\$30,000	\$30,000
National TAP Summer Institute (TSI) registration	\$400	57	57	57	57	57	\$22,800	\$22,800	\$28,500	\$28,500	\$28,500
Photocopying & Shipping							\$300	\$300	\$300	\$300	\$300
<b>Total Other (Morgan County)</b>							<b>\$61,350</b>	<b>\$53,350</b>	<b>\$65,050</b>	<b>\$65,050</b>	<b>\$65,050</b>

**TOTAL OTHER**

**\$102,050    \$89,050    \$108,350    \$108,350    \$108,350**

**INDIRECT**

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NIET Indirect

Our funding for indirect costs of direct expenses—excluding contractual—are as follows based on NIET’s provisional indirect cost rate of (b)  
(4)

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Indirect	<span style="border: 1px solid black; padding: 0 5px;">(b)(4)</span>				

NIET’s latest indirect cost rate proposal was submitted to the U.S. Department of Education’s Indirect Cost Group in April 2012 (reference: Agreement 2012-177).

**COST-SHARE: NON-FEDERAL & NON-TIF FEDERAL**

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Athens City Schools and Morgan County Schools – Cost-Share

Athens City Schools will provide an in-kind contribution of (b)(4) master teacher, plus fringe, totaling (b)(4) over the life of the grant. Morgan County Schools will provide an in-kind contribution of one master teacher salary per school, plus fringe, totaling (b)(4) over the life of the grant.

Both Districts will assume an increasing share of the costs of the teacher and principal performance bonuses, along with the associated fringe. For the performance based awards, the districts will match (b)(4) in Year 2, with an increasing share of (b)(4) each following year. In the final year of the grant, the district will assume (b)(4) of the cost.

**ATHENS CITY SCHOOLS AND MORGAN COUNTY SCHOOLS  
COST-SHARE: NON-FEDERAL & NON-TIF FEDERAL**

**Athens City Schools**

<b>PARTNER MATCH (PERSONNEL)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	Avg. Salary	# FTE	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost				
Master Teachers	(b)(4)										
							<b>PARTNER COST-SHARE OF PERFORMANCE BONUSES</b>				
<b>Performance Bonuses</b>	Pool	# teachers	0%	10%	20%	30%	40%				
Teachers	(b)(4)										
							<b>PARTNER COST-SHARE OF PERFORMANCE BONUSES</b>				
<u>School Administrators</u>	Pool	# administrators	0%	10%	20%	30%	40%				
Principals	(b)(4)										
Assistant Principals	(b)(4)										
Total School-level Match (Personnel)							(b)(4)				

**Athens (cont.)**

<b>PARTNER MATCH (FRINGE)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
	(b)(4)										
School-level Position											
Master Teachers											
<b>Performance Bonuses</b>											
Teachers											
Principals											
Assistant Principals											
Total School-level Partner Match (Fringe)											

**Morgan County Schools**

<b>PARTNER MATCH (PERSONNEL)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	(b)(4)										
Master Teachers											
<b>Performance Bonuses</b>											
Teachers											
<u>School Administrators</u>											
Principals											
Assistant Principals											
Total School-level Match (Personnel)											

**Morgan County (cont.)**

<b>PARTNER MATCH (FRINGE)</b>		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
School-level Position	(b)(4)										
Master Teachers											
<b>Performance Bonuses</b>											
Teachers											
Principals											
Assistant Principals											
Total School-level Match (Fringe)											

# 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.

<b>Applicant's (Organization) Name:</b>	National Institute for Excellence in Teaching
<b>Applicant's DUNS Name:</b>	6095211610000
<b>Federal Program:</b>	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
<b>CFDA Number:</b>	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

National Institute for Excellence in Teaching

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	970,478.00	2,470,660.00	2,410,680.00	2,351,767.00	2,293,955.00	10,497,540.00
2. Fringe Benefits	239,273.00	633,430.00	643,807.00	653,288.00	661,910.00	2,831,708.00
3. Travel	394,785.00	220,196.00	220,196.00	217,926.00	217,926.00	1,271,029.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	64,265.00	0.00	0.00	0.00	0.00	64,265.00
6. Contractual	641,550.00	516,350.00	516,350.00	466,350.00	492,350.00	2,632,950.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	102,050.00	89,050.00	108,350.00	108,350.00	108,350.00	516,150.00
9. Total Direct Costs (lines 1-8)	2,412,401.00	3,929,686.00	3,899,383.00	3,797,681.00	3,774,491.00	17,813,642.00
10. Indirect Costs*	194,794.00	375,467.00	372,134.00	366,446.00	361,036.00	1,669,877.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	2,607,195.00	4,305,153.00	4,271,517.00	4,164,127.00	4,135,527.00	19,483,519.00

**\*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: 07/01/2012 To: 09/30/2012 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 11.00 %.

(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 National Institute for Excellence in Teaching	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)**